ORGANIZATIONAL CULTURE AND EMPLOYEES PERFORMANCE IN SELECTED PRIVATE SECONDARY SCHOOLS IN MOGADISHU SOMALIA

BY

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Declaration

I, Ahmed SaneyGure hereby declare that this thesis is my original work and has neversubmitted to any other university or institutions of higher learning for any academic award

Ahmed SaneyGure

12/11/2014

Date

Approval

This thesis has been done under my supervision as a university supervisor and submitted to the college of higher degree and research for examination with my approval

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Date : 12.11.2024

Dedication

I dedicate this study to my Dear wife Sacdio Muhamud Nor and my son Mohamed Ahmed Saney and brother Abdisaney Gure for their moral and financial support during the entire period of my study.

Acknowledgement

I first thank Allah who enabled me to finally accomplish this thesis in order to attain master's degree as one should present a complete thesis as pre requisite such degree to be awarded to every candidate in Kampala International University (KIU).

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Abstract

This study was carried out to investigate the relationship between organisational culture and performance of employees in private secondary schools Mogadishu. The study was guided by three objectives as follows; to determine the level of organisational Culture in private secondary schools; to determine the level of employees performance in private secondary schools in Mogadishu; and finally to determine if there is a significant relationship between the level organizational culture and performance of employees of Private secondary schools in Mogadishu Somalia. The study applied a descriptive and correlational research design to obtain the required information and pertaining data where the target population of the study was 184 from which 126 respondents were selected to receive the pertaining information. The study revealed that there is a strong relationship between organizational culture and employees' performance in private secondary schools in Mogadishu Somalia. It was revealed that the adoption of culture of the organisation is helpful for the employees to pursue their work efficiently and effectively provided there is a strong positive support from leadership, communication, decision making and employee and employers loyalty. In regard to the findings, the researcher recommended that performance systems in schools should be established to reward teacher's behaviors that are consistent with the organization's culture, collective decision making on matters pertaining school improvement should be focused on to allow employees ideas and opinions be heard and also respect and finally, private secondary schools should train both staff and managers to learn how to communicate effectively.

CHAPTER O NE
BACKGROUND

1.0 Introduction

This study examines the effect of organizational culture on employees' performance in selected private secondary schools in Mogadishu Somalia. Basically organizational culture is the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs (artifacts of organization's members and their behaviour's. Members of an organization soon come to sense the particular culture of an organization). In secondary schools for example, one can tell the culture of an organization by looking, at the arrangement of furniture, what they pride about, how students and staff behave, among others. Similar to what you can use to get a feeling about someone's personality. This chapter discusses the historical perspectives, conceptual perspective, theoretical perspective, and contextual perspective; it also presents the statement of the problem, research objective and questions, hypothesis, scope and significance of the study.

1.1 Background

1.1.1 Historical perspectives

Organizational culture and performance on an international scene has been examined by many researchers (Ogbonna& Harris, 2000; Rousseau, 1990; Kotter&Heskett, 1992; Marcoulides& Heck, 1993), and their assumptions, organisational culture plays an important role in the performance of an organisation as employees get to understand organisational events and can communicate more efficiently and effectively thereby, reaching higher levels of cooperation with each other because they share common mental models of realities (McShane and Glinow, 2005). The powerful, pervasive role; culture plays in shaping organisational life lends plausibility to speculations that cultural factors may be linked with exceptional levels of organisational performance. According to Magee, (2002).Dension theory of organizational culture implicitly explain the cultural traits of organizational performance, while performance management practices as fundamental human resource management practice support the view that employees and managers benefit from the understanding of organizational culture as a contextual factor.

In Nigeria, strong, powerful cultures have been welcomed as explanations to improved performance; Strong culture has almost always been the driving force behind continued success in businesses. Strong culture firms are said to generate an almost tangible social force field of energy that empowers employees and drives the organisation toward superior performance. Organisational culture tends to emphasise a single, unitary organisational culture. Multiple subcultures, however, appear to be the rule, unitary cultures the exception in several companies of cultural control in there exists highly complex interrelationships among the plant's or branch's subcultures. Organisation development efforts, for example, may be often hindered rather than helped by strong, widely shared values. This is because the management and labour may represent powerful subcultures that are committed to highly salient but competing value systems (Ojo, 1998).

The collapse of central government of Somalia in 1991 and the civil war that erupted and the continues foreign intervention has caused total destruction of national institution especially those who were providing services to our citizen like health, education, water and electricity institutions. The ministry of education, culture and higher education and its department was among the sectors that were spared that resulted total closure of all offices and centers that was dealing with education services and most of education staffs left the country as refugees. It was early 1992, when Somali educationalists regrouped again to revive the education sector of the country to provide the education service that our people used to get from the national education institution that was not functioning at all. Education umbrellas, privately owned school, colleges and higher education institutions have been established to cover the services that the ministry of education was providing to the people before 1991. But again this effort could not provide quality free education throughout the country. The role of the international and local organization towards the education sector of Somalia together with the support of citizens has made the sector with little improved. The absence of an effective and efficient national education institution (Ministry) that could provide all education facilities and with the prevailing insecurity in most part of the country resulted in poor quality and quantity education service throughout the country (Ministry *of Education, Culture & Higher Education, 2011).*

1.1.2 Conceptual prospective

Organizational Culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. This system of shared meaning is actually a set of key Characteristics that the organization values (Robbins and Sangria, 2007). Organizational culture is a descriptive term which is concerned with how employees perceive the characteristics of an organization's culture, not with whether or not they like them. This appraisal of the organization on its characteristics gives a composite picture of the organization's culture. This picture in turn becomes the basis for feelings of shared understanding that members have about the organization, how things are done, and the way members are supposed to behave about the organization, how things are done in it, and the way members are supposed to behave (Robbins and Singh, 2007).

Nwagwu (2008) explained that the signature of true organizational culture is characterized by two attributes. She listed them to include: (1) organizational culture is dynamic and adaptive, it tends to blend and integrate with it outer environment. (2) it is best transmitted through language. This is informed by the fact that many managers use circulars, handbook, and seminars to convey to workers, especially the new ones, the values and work ethics of the organization. Sehein (2009) mentioned values, behaviours, relationships, technology, structure, procedure, and goal as the component of organizational culture. From the foregoing discussion, there is no doubt that the type of culture prevailing in a school has a great bearing on its performance. This calls for the development and perpetuation of a strong culture in a school that supports high performance.

Whereas Martin (1992) refers to the most espoused for cultures as 'integrated', and Goffee and Jones (1996) as 'communal', Denison (1990) refers to effective organizations as having corporate cultures which consist of four factors; involvement, consistency, adaptability and mission. In Denison's model involvement refers to employees having responsibility, being involved in decision making and thus being committed to their work. Consistency implies that values and expectation are aligned within the organizations. Adaptability infers that the organization is able to adapt its behaviour, structures and systems when there is need to. Finally, through the final dimension of mission, Denison refers to the existence of a shared definition of organizational purpose. He concludes that the most desirable organizational cultures integrate these four values of involvement, consistency, adaptability and mission.

Organisational culture in this study has been looked at as the influence of leadership practice, habits of communication, decision making processes and employee loyalty in educational institutions. It is looked at asstrong and cohesive influence on the performance of an organisation especially when it conducts its practiced according to a clear and explicit set of principles and values, which the management givesconsiderableamount of time to communicate to staff and students.

Performance refers to things an employee does on the job that are not required as part of the job but still benefit the organization in some way (Angelo's, 2001). These behaviours might include staying late at work, helping co-workers get their work done, or any of the behaviours that benefit the general good of the organization often referred to as Organization citizenship Behaviours. This was supported by Harris, (2000) who also said contextual performance would include behaviour such as volunteering to perform tasks beyond the official job duties, helping other employees and activity supporting organizational and departmental decisions and rules. According to Harris contextual performance is the third facet of performance also called prosocial organizational citizenship behaviour.

Employee performance according to Kandula, (2006) is said to be a strategic and integrated approach to delivering sustained success to organizations by improving the presentation of the people who work in them by developing the capabilities of teams and individual contributors. It supports the rationale that people and not capital provide organizations with a competitive advantage (Reynolds &Ablett, 1998). The educational implications of this are that, the real purpose of performance is to transform the raw potential of human resources into action by removing the hindrance as well as motivating and rejuvenating the human resource (Kandula, 2006). However, competitive capacity of organization must be increased by building strong people, effectively, managing and developing them which is the spirit of good performance.

Performance according to this study is the ability of employees to be productive, committed, and innovative towards achieving organisational goals and objectives. Similarly performance of an employee can also be measured by his/her regular attendance at work because some employees tend to absent themselves intentionally. Absenteeism is the frequent absence from work especially without good reason. On the other hand, there is interdependent connection between employee performance and a strong culture. A positive and strong culture can make

an average individual perform and achieve brilliantly whereas a negative and weak culture may demotivate an outstanding employee to underperform and end up with no achievement. In the opinion of Armstrong (2004), performance management is basically concerned with performance improvement in order to achieve organizational, team and individual effectiveness.

1.1.3 Theoretical perspective

This study was based onDension'stheory of organizational culture modified in (2000) implicitly explain the cultural traits of organizational performance, while performance management practices as fundamental human resource management practice support the view that employees and managers benefit from the understanding of organizational culture as a contextual factor. Denison theory of organizational culture is employed since it focuses on four cultural traits; involvement, consistency, adaptability, and mission as key determinants of institutional performance. Denison's model proposes that organizations with a higher combined measure of the four culture traits show higher levels of performance which itself is the result of performance management. Generally, the theory emphasises that organizational culture lead to increased organizational performance.

1.1.4 Contextual perspective

Somalia has a strong culture in every institution as most people learn from each other's' beliefs as they continue working together and living in the same vicinities. Although each individual has unique talents and personal preferences, the behaviors and beliefs of the people in the same organizations show common properties. Organizations create their own cultural properties and members usually work together in performing a job, the created culture enable the organization members to understand each other. However, how they and, work effectively (Deshpande, 1999). Most organisations in Mogadishu have a strategy and programming framework in place. These reflects common practice in programming. It is rather general and broad. Until recently a central contract management system including the tracing of objectives was missing but the process of developing a system has started most recently (Swedish Institute for Public Administration, Annual Report, 2012).

Educational culture has assumed a considerable importance in the 21stcentury, because of its impact on employee performance. And in the process of transition through the Transitional Federal Government of Somalia, it is the imperative of every organization to understand its

this study, which focused on the impact of organisational culture and employee's performance in selected private secondary schools in Mogadishu, Somalia.

1.3 Purpose of the study

The purpose of this study is to examine the impact organisational culture and employee performance in selected private secondary schools in Mogadishu, Somalia. It will also show the relationship between the two variables.

1.4 Research Objectives

1.4.1 General:

General objective of this study is to evaluate the relationship between organisational cultureon employee performance in private secondary school in Mogadishu Somalia.

1.4.2 Specific objectives

i. To examine the level of organisational culture in private secondary schools

ii. To determine the level of employee performance in private secondary schools in Mogadishu, Somalia.

iii. To establish the relationship between organisational culture andemployee performance in private secondary schools in Mogadishu in Somalia.

1.5 Research questions

i. What is the level of organisational culture in private secondary schools?

ii. What is the level of employee performance in private secondary schools in Mogadishu, Somalia?

iii. Is there a significant relationship between organisational culture and employee performance in private secondary schools in Mogadishu in Somalia?

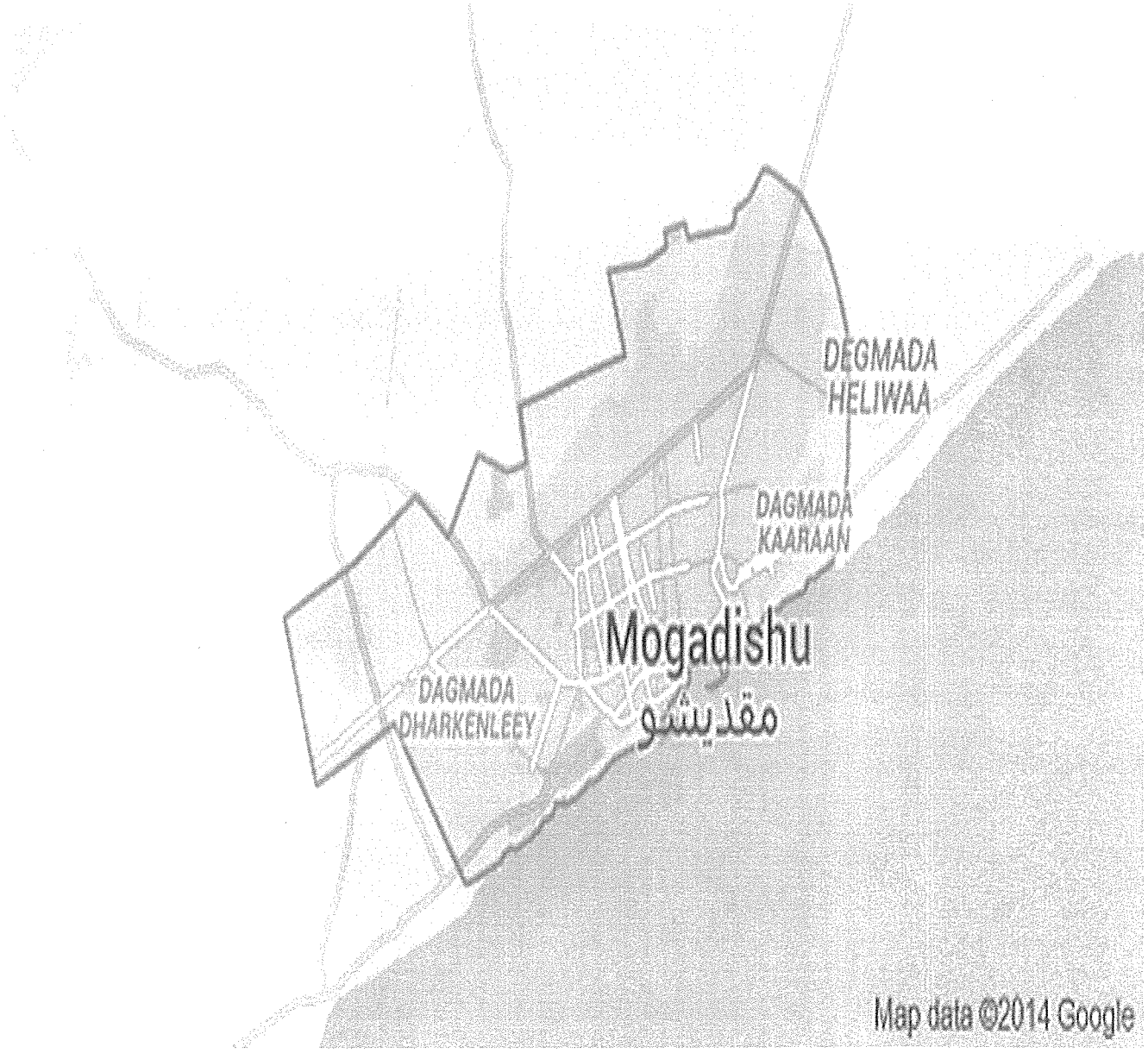
1.6 Hypothesis

There is no significant relationship between organisational culture and employee performance in selected private secondary schools in Mogadishu.

1.7 Scope of the study

1.7.1 Geographical scope

The research was conducted in the selected private secondary schools in different districts in Mogadishu at fifteen private secondary schools under save association.



1.7.2 Theoretical scope

This research was exploredDenison's theory of organizational culture modified in (2000) which implicitly explains the cultural traits of organizational performance, while performance management practices as fundamental human resource management practice support the view that employees and managers benefit from the understanding of organizational culture as a contextual factor. From an "open-systems" perspective, each aspect of organizational culture can be seen as an important environmental condition affecting the system and its subsystems. The examination of organizational culture is also a valuable analytical tool in its own right.

1.7.3 Content scope

This study concentratedon the relationship between organisational culture in terms of leadership, decision making, communication and loyalty. The study further examined employee performance in terms of commitment and absenteeism, competition, turn over and productivity. The study conducted the relationship between organizational culture and teacher performance in selected private secondary school in Mogadishu Somalia.

1.7.4 Time scope

This research was conducted, 2012-2013 because it is the time when performance management is emphasised by the ministry of education in Somalia through the media in governments efforts to expand and decentralise social service delivery through construction of more secondary schools in all districts of Mogadishu.

1.8 Significance of the study

Since the study aims at knowing the relationship between organisational culture and employee performance in selected private secondary schools, it is hoped that the study would be useful to;

The findings of the study would assist the educational policy makers to reconsider the existing organisational cultures and adopt the most favourable constructs of culture that positively influence staff performance.

The findings and the recommendations of the study would also be useful to the managers and administrators of secondary schools. Hence forth, they would not rely on

disorganizedpersonal experiences or subjective expert judgments, or on tradition or fashion in their management tasks, but base their methods, decisions and actions on concrete knowledge of issues of the organisational culture supported by research findings. This would improve the employee performance.

The researcher hopes that the study will form a basis for further research on organisational culture in general. This should lead to the generation of new ideas for the improvement of culture in relation to performance in private secondary schools is Somalia as a whole.

The study would help employees find ways of adjusting on their performance as the purpose of quality work life which is to develop jobs that are excellent for people, shareholders, parents and students as well as for production.

1.9 Operational Definitions of Terms

Culture: is the assumptions of values, norms, believes and behaviour of the individuals in a given community, society, institution/organisation.

Organisation: a group of individuals working together for a common goal and objectives.

Organisational Culture; Is the specific group of values and norms that are shared by people and groups in an society and control the way they interact with each other and with stakeholders outside the organization.

Employee performance; is the contribution made by an employee to make an organization lead to its goal attainment.

Performance; is the organization's ability to attain its goal by using resources in an efficient and effective manner.

An Employee; is the agent of an employer, the principal. The employee is the representative of the employer and acts in the place employer only as authorized (Bannet& Hartman, 2004).

Performance management refers to the more general set of activities carried out by the institution to improve performance.

Leadership practice: the process of influencing the behavior of group members in other words, is the process of influencing others to achieve group or organizational goals.

Decision making: Refers to the improvement of decision processed through planning and coordination by integrating disparate parts of the organisation to achieve its objectives.

Loyalty: The ability of both managers and their subordinates to have mutual respect towards each other for the cause of achieving organisational goals and objectives.

Commitment: the extent to which employees identify with the organization's work ethic, co-operate with its goals and objectives and contribute to corporate performance.

Communication: the process by which information is flowing among employees within the organisation. It is a bridge that connects employees, managers and other stakeholders in an organisation.

Productivity: the ability of an employee to accomplish more or even achieve more results while using limited resources.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter presented related literature concepts, opinions, ideas, from different authors or experts and theoretical perspectives of the study and the researcher reviewed literatures such as Books, newspapers, and internet. The literature gives an insight into constructs of organisational culture looking at communication, decision making, loyalty and organisational leadership and employee performance in terms of commitment, productivity, competition, turnover and productivity.

2.1 Theoretical review

Denison's theory of organizational culture (2000) has been explored in this research as backed by Yilmaz (2008) that followingSchien (1984) at the core of Denison's model are the underlying beliefs and assumptions that represent the deepest levels of organizational culture. These fundamental assumptions provide the foundation from which more surface-level cultural components such as values and observable artifacts – symbols, heroes, rituals, among others are derived, and behavior and action spring (Denison, 2000). In Denison's model comparisons of organizations based on relatively more ''surface-level'' values and their manifest practices are made. Such values are deemed both more accessible than the assumptions and more reliable than the artifacts (Denison, 2000 in Yilmaz, 2008).Denison's organizational culture model is based on four cultural traits involvement, consistency, adaptability, and mission that have been shown in the literature to have an influence on organizational performance (Denison, 1990; Denison & Mishra, 1995). The four traits of organizational culture in Denison's framework are as follows:

Involvement: Effective organizations empower their people, build their organizations around teams, and develop human capability at all levels (Lawler, 1996). Executives, managers, and employees are committed to their work and feel that they own a piece of the organization. People at all levels feel that they have at least some input into decisions that will affect their work and that their work is directly connected to the goals of the organization.

Consistency: Organizations also tend to be effective because they have "strong" cultures that are highly consistent, well-coordinated, and well integrated. Behavior is rooted in a set of core values, and leaders and followers are skilled at reaching agreement even when there are diverse points of view (Block, 1991). This type of consistency is a powerful source of stability and internal integration that results from a common mindset and a high degree of conformity.

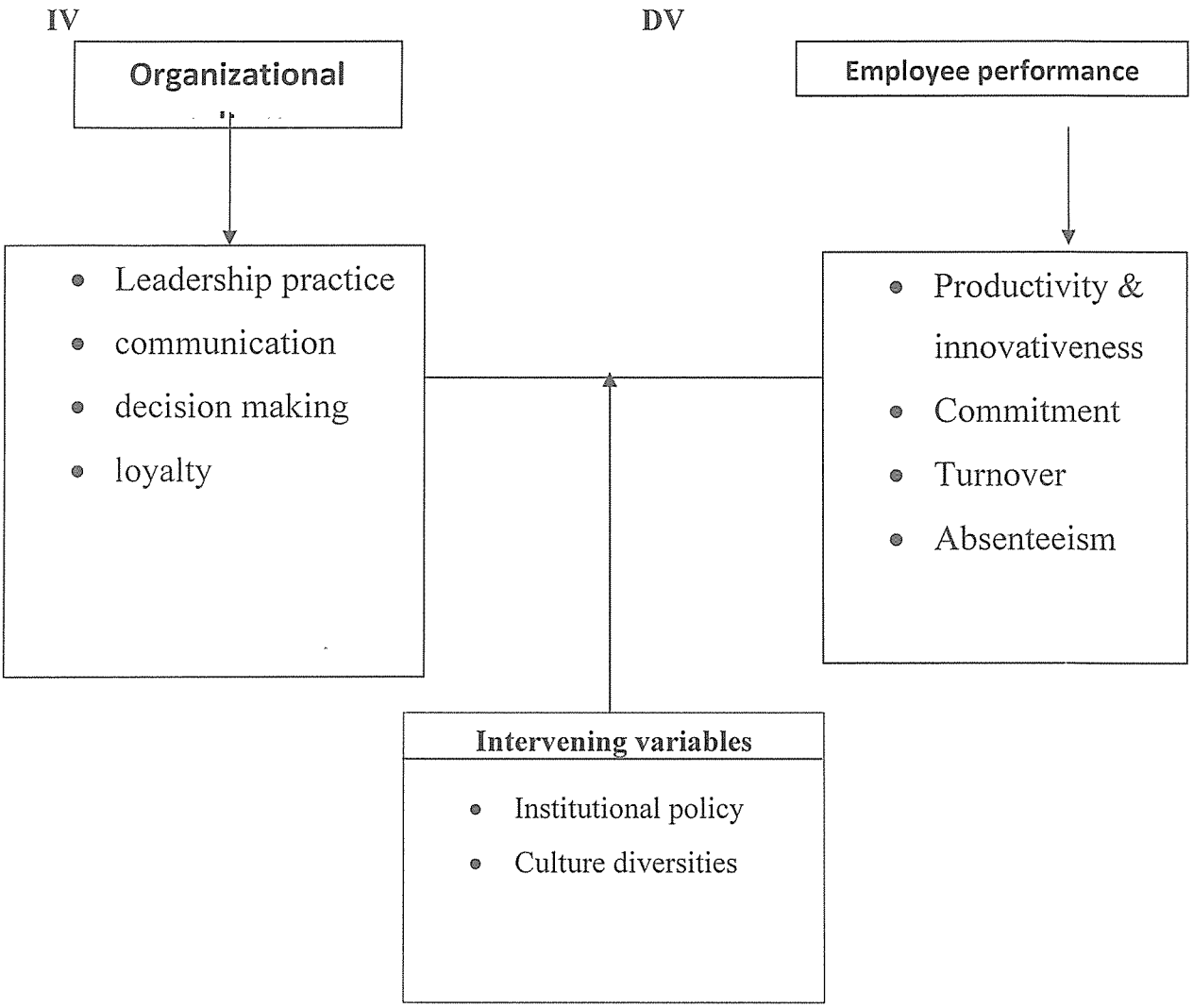
Adaptability: Ironically, organizations that are well integrated are often the most difficult ones to change. Internal integration and external adaptation can often be at odds. Adaptable organizations are driven by their customers, take risks and learn from their mistakes, and have capability and experience at creating change (Nadler, 1998). They are continuously changing the system so that they are improving the organizations' collective abilities to provide value for their customers (Stalk, 1988).

Mission: Successful organizations have a clear sense of purpose and direction that defines organizational goals and strategic objectives and expresses a vision of how the organization will look in the future (Ohmae, 1982; Hamel &Prahalad, 1994). When an organization's underlying mission changes, changes also occur in other aspects of the organization's culture.

2.2 Conceptual framework

Below is the conceptual framework showing the relationship between organisational culture (identified constructs) and employee performance in selected private secondary schools. The organisational culture is the independent variable and the employee performance is the dependent variable.

Fig 1: Conceptual framework showing the relationship between organizational culture and employee performance



Source: researchers modified, adopted from Harris (2001)

In this study the constructs of organisational culture include how leadership practices affect employees, communication, leadership styles and behaviour, communication, decision making and loyalty. Similarly, the dependent variable (employee performance will involve job productivity, commitment, turnover and absenteeism.

(1) Commitment refers to how pleased and dedicated an employee is with his or her job and organization (Harris, 2000).
(2) Productivity refers to the amount of resources, including time; one consumes to achieve a certain level of output (Dubrin, 2001).
(3) Turnover, the level at which the employees are recruited and termination of or leave the organisation (Richard, 2003).

On the other hand according to Heinemann et al (1986), the expectancy model suggests that the performance level of individuals also depend on their ability, working environment and motivation. As a reward, pay will motivate high performance to the extent that pay policies foster employee beliefs that pay depends on high performance.

2.3Education sector in Somalia

Somalia is an Islamic society and Islamic educational institutions were prevalent in the past. During the colonial period, the British introduced an English educational system in the NW and the Italians introduced an Italian system elsewhere. These two systems were consolidated in 1960 and under the assistance of various donors including USAID an impressive basic educational system was established with some 1400 primary schools, perhaps as many as 60 secondary schools (some of which were boarding schools to provide access for children from rural areas), several vocational-technical institutes, a National Teacher Education Center, and a National University. Western assistance was abandoned in the mid-70s when the new government developed close relations with the USSR. Subsequently, the nation plunged into conflict and the educational system began its decline. By 1991 when the civil war broke out, the education system in Somalia had already been severely crippled by the internal conflicts that created an increasingly unstable and insecure environment in Somalia. By 1994, school enrolment had reached its lowest point, with most if not all schools destroyed, materials unavailable, and teachers and students abandoning the educational process (Ministry *of Education, Culture & Higher Education, 2011).*

As stability and security has increased in the country, there has also been a corresponding rise in enrolment rates. Observers report strong local interest with many communities taking initiative. Reflecting popular demand, donors are showing renewed interest in education believing it is both a force for reconciliation and an investment in the future. Donors have also begun to pay more attention to the education sector, indicating a shift away from an emergency' mindset, towards a more development oriented approach (Ministry *of Education, Culture & Higher Education, 2011).*

1.3.1 Access to education

In Somalia access to education remains limited. Despite the fact that many secondary schools and skills training centers have been established, teachers and instructors have been trained, curricula developed and textbooks provided, the current demand for education far outstrips its availability. A common practice in many primary schools is to teach in 'double shifts', with one cadre of students attending classes in the morning, and a second in the afternoon. Reflecting the dominance of men in Somali society, boys are more likely to be enrolled in school than girls and to advance further. Secondary schools are operational in cities such as Mogadishu, Hargeisa, and Bossaso, and universities have been established in Mogadishu, Hargeisa and Boroma. Businesses schools, vocational training schools, and other institutions offer non-formal education, particularly to the 'lost generation' of young men and women between the ages of 15 to 25 (Ministry *of Education, Culture & Higher Education, 2011).*

2.4Conceptual review

2.4.1 Organisational culture and performance

In an effort to understand the full complexity of organizational culture, researchers have attempted to identify the components that comprise an organization's culture. One component that recurs in descriptions of organizational culture is the values that are held by the members of the organization. Hofstede, Neuijen, and Sanders (1990) picture organizational culture as an onion, containing a series of layers, with values comprising the core of the onion. Trice and Beyer (1993) believe that values are part of the substance of organizational cultures, or the basic ideology undergirding a culture. It is believed that it is possible to examine the values that are held within an organizational culture (Hofstede, et al., 1990).

Hoy and Miskel (2008) discoursed that the shared beliefs of capacity, ability of teachers and administrators are important aspect of school culture. Collective teacher efficacy helps to explain the differential effect that schools have on student achievement. At collective level, a culture of efficacy is a set of beliefs or social perceptions that are strengthened rather than depleted through their use and that give the school a unique identity (Bandura, 2001). Standards in education parlance are judged by what the society requires. Freeman (2004) stated that standard is the desired goal set by school authorities, academic institutions, accreditation bodies and society. Again, for effective management practices in the public secondary schools there is need to maintain standards in terms of supervision, and quality of teachers. This type of consistency is powerful source of stability and internal integration that results from a common mindset, and a high degree of conformity (Denison, 2000).

Having established that organizational culture comprises a range of complex social phenomena, it is not surprising that scholars have identified corporate culture as a multi-layered construct which can be divided into layers according to these phenomena's observability and accessibility. Organizational culture has been defined as patterns of shared values and beliefs over time which produces behavioral norms that are adopted in solving problems (Owens 1987; Schein, 1990). The organization's internal environment is represented by its culture and is construed by the assumptions and beliefs of the managers and employees (Aycan et al., 1999). Organizational Culture manifested in beliefs and assumptions, values, attitudes and behaviors of its members is a valuable source of firm's competitive advantage (Hall, 1993; Peteraf, 1993) since it shapes organizational procedures, unifies organizational capabilities into a cohesive whole, provides solutions to the problems faced by the organization, and, thereby, hindering or facilitating the organization's achievement of its goals (Yilmaz, 2008).

Azhar (2003) asserts that the phenomenon which often distinguishes good organizations from bad ones could be summed up as "corporate culture." He says that the well- managed organizations apparently have distinctive cultures that are, in some way, responsible for their ability to successfully implement strategies. He further observes that every organization has a culture (which often includes several sub-cultures) that exerts powerful influences on the behaviour of employees and managers. Organizational Culture can be one of the most important means of improving organizational performance. Organizational Culture has become very important in the last 25 years. Even though it is intangible in nature, it plays a

role that is significant and affects employees and organizational operations. It may not guarantee success but companies with strong cultures have almost always, done better than their competitors. The fact that organizations may have a strong or weak culture affects their ability to perform strategically. Culture affects not only the way managers behave within organizations but also the decisions they make about the organization's relationships with its environment and its strategy (McCarthy, Minichiello& Curran, 2000).

Pearce and Robinson (2004), observes that culture is a strength but can also be a weakness. As a strength, culture can facilitate communication, decision making and control, and create cooperation and commitment. As a weakness, culture may obstruct the smooth implementation of strategy by creating resistance to change. An organization's culture could be characterised as weak when many subcultures exist, few values and behavioural norms are shared, and traditions are rare. In such organizations, employees do not have a sense of commitment, loyalty, and a sense of identity. Rather than being members of an organization, these are wage-earners. Traits exhibited by organizations that have weak cultures include: politicised organizational environment, hostility to change, promoting bureaucracy in preference to creativity and entrepreneurship, and unwillingness to look outside the organization for the best practices (Kotter and Heskett, 2005). Rousseau (2000) asserts that, it is essential to recognize that large-scale organizational improvement does not occur in a vacuum or sterile environment. It occurs in human systems, organizations, which already have beliefs, assumptions, expectations, norms, and values, both idiosyncratic to individual members of those organizations and shared.

There is no arguing the fact that the study of educational management is incomprehensible without a proper understanding of the cultural environment of the organization. This argument applies '*mutatis mutandies*' to other forms and types of management such as business management, government management and health management. Organizational culture is said to be the beliefs, values and acquires coping techniques that develop over time within an organization which influence the behaviours of its members (Sebein, 2009). It is this culture which significantly determines the policies, planning, the process of decision-making and how change can be implemented. Though there has been no consensus definition of the term organizational culture, most writers agree that organizational culture manifested in beliefs and assumptions, values, attitudes and behaviours of its members with a valuable source of firm competitive advantage.

Deal (2005) referred to organizational culture as "the epicentre of change." Harris (2002) believed this so strongly that she asserted that "Successful school improvement can only occur when schools apply those strategies that best fit in their own context and particular developmental needs". Similar claims on the need to consider school climate and culture as part of the organizational change process are made by many of the leading authorities on school improvement, including Deal and Peterson (2004), who have demonstrated the pronounced effects of school climate and culture on the institutional change process. Deal and Peterson (2004) illustrated how dysfunctional school cultures, for example inward focus, short-term focus, low morale, fragmentation, inconsistency, emotional outbursts, and subculture values that supersede shared organizational values, can impede organizational improvement. Raduan (2008) observes that, a high degree of organization performance is related to an organization, which has a strong culture with well integrated and effective set of values, beliefs and behaviors. However, many researchers concurs that culture would remain linked with superior performance only if the culture is able to adapt to changes in environmental conditions. Furthermore, the culture must not only be extensively shared, but it must also have unique qualities, which cannot be imitated.

Azhar (2003) observes that organizational culture is presumed to have far-reaching implications for organizations performance, making it an important topic to understand. A foundational part of the substance of the organizational culture is its values, which are assumed to be unique to the organization. The culture prevailing in an organization has a serious bearing on its performance. He further observes that the fact that organizations may have a strong or weak culture affects their ability to perform strategically. He states that culture affects not only the way managers behave within an organization but also the decisions they make about the organization's relationships with its environment and its strategy.

HRmarketer(2005) states that, studies have shown that organizational culture has a direct impact on other vital performance outcomes of any organization, including customer satisfaction and business growth and the strong effects of organizational culture are consistent across a wide spectrum of businesses and industries, from education institutions, churches, automotive sales and service and fast-food retailing to home construction and computer manufacturing. Corporate culture can affect an organization's bottom line.

1.4.1.1 Organisational culture and Leadership practices

Top executives can have considerable influence on the nature of corporate culture. However, all members of staff help shape the dominant culture of an institution, irrespective of what senior management feels it should be. Culture is also determined by the nature of staff employed and the extent to which they accept management philosophy and policies or pay only "lip service".

According to Buono and Bowditch (1989), the visible elements created by an organization on the first level are treated as objective organizational culture, while the elements on the second and the third levels are concerned with subjective organizational culture. Most researchers agree that subjective culture is more important as a significant determinant of beliefs, attitudes, and behaviours, and it thus provides a more distinctive basis for characterizing and interpreting similarities and differences among people in different organizations. On this understanding, university culture as a particular form of organisational culture can be defined "as the collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behaviour of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus" (Kuh& Whitt, 2000,). While the term organisational culture is used as if an organisation has a monolithic culture, most organisations have more than one set of beliefs influencing the behaviour of their members (Morgan, 1986). Cultural diversity appears to be more obvious in higher education institutions. The 'small homogenous society' analogues used in anthropological studies of culture is sorely strained when applied to many contemporary institutions of higher education.

The competing values framework points out the contradiction and dynamics of the organization; it also implies that people at the managerial level must be able to communicate effectively and perform paradoxical and dynamic behaviours (Quinn, 1988)) develops eight competing roles that should be played by supervisors. Most organizational leaders tend to emphasize some roles, while ignoring the other roles completely. In order to function effectively, managers must find a balance among leadership styles. Within the competing values framework, people who undertake leadership positions need to have various competencies in order to play effectively different roles in each quadrants.

1.4.1.2 Organizational culture and motivation

Motivation is the key component of organizational culture. Organizational culture plays a significant role in an organization regarding how people feel about their work, levels of motivation, commitment, and in turn job satisfaction. These views are further backed by Sempane et al. (2002) by explaining that people are the key factors for competitiveness and organizations can demonstrate highly complex social structure because of their cultural strength. There is a clear mutual interdependence between organization and its employees, where both the parties have an impact on each other's potential in achieving success. Such a relation gives birth to the relation of employee motivation and job satisfaction (Schneider and Synder, 1975). There are evidences from researches that motivation and job satisfaction cannot be treated in isolation. Organizational culture should be prompted to ensure employee motivation in order to achieve organizational goals (Sempane et al. (2002). Motivated staffs take pride whilst doing their job and thus feel responsible for the organizational success. But it has been an issue for some managers regarding how to motivate their employees, (Management News, (1990). According to Hofstede (2001), recognition of the work done by the employees will make them work harder in future.

Motivation can be seen to be linked to culture by looking at the five sources of motivation proposed by Kanter (1989). He details that employees are motivated through mission (inspiring employees to believe in the importance of their work), agenda control (enabling employees to control their careers), a share of value creation (rewarding employees for successful efforts), learning (providing learning opportunities) and reputation (giving employee's opportunity to get a name for themselves). These five sources of motivation link in with the work of Denison (1990) and Truskie (1999) as all three sources focus upon the same general areas. Consequently it can be seen that there is a link between motivation and culture, as strongly integrated cultures will often result in motivated workforce.

Schwartz (1994) proposed a cultural value symbolizing the relationship between personality and cultural factors. His model was developed based on the Hofstede (1980) and Kluckhohon and Strodbeck's (1961) studies and data were collected from respondents across 38 countries. There are two dimensions in Schwartz model: conservatism versus autonomy (affective and intellectual) and self-enhancement (hierarchy and mastery) versus self-transcendence (egalitarian commitment and harmony). According to Schwartz (1994), the two broad cultural archetypes of societies with different assumptions about the life and work can be

characterized as contractual culture and relationship cultures. China and United States of America have contrast values in Schwartz model. For instance, in the Chinese culture, the observed values are such as collectivism, larger power distance, strong uncertainty avoidance, long-term orientation, outer directed relationship and conservation. In contrast, in the western culture, people are more towards individualism, small power distance, weak uncertainty avoidance, short-term orientation, and inner-directed, contractual, autonomy, tension between mastery and egalitarian commitment / harmony.

1.4.1.3 Communication

In reality, if communication in an organisational culture creates strong links and a common vision, if it fosters greater support by members for academic goals, better academic results can be expected.To my knowledge, few studies have explored the link between communication, culture and performance on a large scale. Authors who are interested in the level of communication in a school rely on the observation, which is often made after the fact, that so-called "effective" schools also practice effective communication between parentss, headteachers and teachers, and stakeholders and have cultural characteristics: high expectations; a strong, clear educational project; strong leadership from the administration, etc. The literature dealing with

Organizational culture is still too recent and not sufficiently developed to draw out definitive conclusions. The present study attempts to increase our understanding of this issue. In the light of the results of this research, it would appear that the presence of a strong communication and organizational culture in a school, rather than the different models of culture that may exist, account for academic success.

2.5Employee performance

According to the NELS data, students at comprehensive public schools are of markedly lower SES than students at independent schools. The NELS data further indicate that the parents of public school students have lower expectations for their future education.

Parents of comprehensive public school students are much less likely to expect their children to go further than a two-year college than are parents of independent school students, for whom at least two years of college is pretty much a given. Finally, student interactions with their parents are different at the two types of school. Parents of students at independent schools are much more likely to discuss schoolwork with their children and help them with it.

Thus, the independent school student, in addition to starting high school ahead of the public school student, obtains more support from the family.

Employee performance is the contribution made by employees to make an organization lead to its goal attainment. Employee performance involves rates of turnover, productivity, absenteeism, accidents and job / performance or satisfaction. Turnover refers to the rate at which the employees leave the company. The oxford advanced learner's Dictionary of current English (1995, p. 923) defined productivity and absenteeism; Productivity as the efficiency, especially in industry, measured by comparing the amounts produced with the time taken or the resources used to produce it and absenteeism as frequent absence from work especially without good reasons. Absent means not present or the state of being away. Accidents caused by occupation hazards are also involved in employee performance. A hazard is anything that can cause harm e.g. working on roofs, lifting heavy objects, chemicals, and electricity. A risk is the chance large or small of harm actually being done by the hazard (Armstrong, 2006). The Oxford advanced learner's dictionary of current English (1995, p. 7) defined an accident as an unpleasant event that happens unexpectedly and causes damage, injury. Job satisfaction refers to how pleased an employee is with his or her job and organization. (Hsarris, 2000).

2.5.1 Commitment

The employee commitment comes under the management of human resources of an organization which plays an important role in every organization towards its goals and objectives. Employee commitment refers to the psychological attachment of employees to their workplaces. Commitment to organization is positively related to such desirable outcomes as job satisfaction and negatively related to such outcomes as absenteeism and turnover Employee commitment often referred to as "employee engagement" or "employee loyalty". Employee commitment is the loyalty and support of workforce towards the goals of an organization. The degree to which employees are committed to their work, job and employer can be inferred from their feelings, attitudes, behavior and actions whilst at work. Business Ethics towards Employee Commitment An employee commitment comes from employees who believe their future is tied to that of the organization and their willingness to make personal sacrifices for the organization.

The more an organization is dedicated to taking care of its employees; it is that the employees will take care of the organization. Employees' perception that their organization has an ethical culture leads to performance enhancing outcomes within the organization.

Suggestions to Build Employee Commitment The corporate culture or financial rewards will not make employees successful in their work place. Recognition is the one thing that is completely under the control of the organization.

Strong relationship between superior and subordinate creates healthy employee commitment which leads an organization towards standard growth, and objectives.

2.5.2 Absenteeism

Sackett et al (2006) says that absenteeism is typically measured by time lost measures and frequency measures it is weakly linked to affective predictors such as job satisfaction and commitment. Job satisfaction as defined by Harris (2000) refers to how pleased an employee is with his/her job and organization. But other organizations view employee satisfaction as important only because it can affect other factors such as turnover and unionized interest.

If the absenteeism becomes more frequent, the superior or manager may have to take time from work to counsel the employee. On the other hand absenteeism sometimes serves legitimate personnel needs and may help reduce job –related stress and tension. There are two basic factors which determine whether an employee will have an unplanned absence. These are motivation to attend work and ability to attend work. Motivation to attend work means the willingness to exert high levels of efforts towards organizational goals, conditioned by the effort ability to satisfy some individual need (Robbins, 1996) according to Khanka (2003) Motivation is the willingness to exert efforts towards the accomplishment of goal or need and ability means the power to do something.

2.5.3 Turnover

Employee job turnover is the rate at which employees leave the organization. According to Armstrong, (2006), the definition of labour turnover is the analysis of the numbers of people leaving the organization. The causes were summed up into three; Lower performance, lack of reward contingencies for performance, and better eternal job opportunities (sackett et al, (2006). Armstrong (2006) says turnover may be a function of negative job attitudes, low job satisfaction, combined with an ability to secure employment elsewhere, i.e. the state of the labour market. He goes on to support turnover on the other hand as a normal part of organizational functioning although excessively high turnover may be dysfunctional, a

certain level of turnover is to be expected and can be beneficial to an organization.

2.5.3 Productivity

Personal productivity refers to the amount of resources including the time one consumes to achieve a certain level of output (Dubrin, 2001). Today many organizations are implementing improvement programs, often with major implications for jobs and workers. Harris (2000) further listed the common work constraints that affect productivity as insufficient information, inappropriate tools and equipment, missing materials or supplies limited budget, insufficient support from others insufficient task preparations, limited time, poor physical conditions, poor scheduling.

Productivity is also affected by counterproductive behaviour. Counterproductive behaviour is the employee behaviour that goes against the goals of an organization (Sackett et al, 2006) for example murder violent assault, theft of company property and encouraging malicious rumours, claiming credit for others, work and attempting to derail others' careers. Employees are likely to engage in counterproductive behaviours when they feel that they have received an unfair outcome. However it is not enough for an employee to feel he/she has received unfair outcome. The employee generally must also believe that the organization used unfair procedures to make the decision (Harris, 2000).

While productivity can be measured in terms of any one of the several factors such as capital equipment, materials, fuel and labour what matters is labour productivity. It is the relationship between the input of labour measured in man hours and the output of the entire economy or of a particular industry or plant measured in terms of money or in physical terms (Aswathappa, 2008).

2.6 Related literature

Other Factors Affecting Employees

According to Vroom's Expectancy theory, employee performance at work is based on individual factors such as personality, skills, knowledge, experience and abilities. Armstrong (2006), says people's worries and the resulting stress may well arise from work like their concerns about security money, health and relationship with others. But they also bring their personal problems like family issues, personal economic problems and inherent personality characteristics (Robbins, 1996) to work and many of these cannot be solved without reference to the situation. They may require time off to deal with sick children/partners or care for

relatives or advice on how to solve their problems and so minimize interference with their work.

According to Gary & Lane, (1988) personal affairs also affect employee performance. They support the given views by saying having one's personal affairs in order, maintaining financial independence and security are important health practices. This involves the ability to maintain employment, to budget one's income and live with in one's means then keep legal document current.

Problems with personal affairs are a major cause of emotional disturbances. Individual differences have been divided into five variables to be the relevant moderators. These are perception, job experience, social support belief in locus of control and hostility.

Social Support involves meaningful interpersonal relationships, communication skills and the ability to share affection. People who maintain intimate relationships experience less illness have shorter convalescence periods and tsend to live longer (Gary & Lane, 1988).

According to Robbins, (1996) for individuals whose work associates are unhelpful or even actively hostile, social support may be found outside the job. Involvement with family friends and community can provide the support especially for those with a high social need that is missing at work. This can make job stressors more tolerable.

Perception refers to a person's interpretation of reality. In the process you select organize and interpret all environmental stimuli through your senses (Lussier, 2002).

Locus of control; Employees with an internal locus of control believe they control their own destiny. Those with an external locus of control believe their lives are controlled by the outside forces. Evidence indicates that internals perceive their jobs to less stressful than do the externals. When the two groups confront similar stressful situations, the internals are likely to believe they can have a significant effect on the results (Robbins, 1996). Externals who are more likely to feel helpless in stressful situations are also more likely to experience stress hence affecting performance.

Hostility; Attention was directed at the type A personality. The type is characterized by feeling a chronic sense of time urgency and by an excessive competitive drive. A type A individual is aggressively involved in a chronic incessant struggle to achieve more and more in less and less time if required to do so, against the opposing efforts of other things or

persons. Recent researchers believed Type 'A's were more likely to experience stress on and off the job (Robbins, 1996).

Job Experience; Experienceis said to be a great teacher. It can also be a great stress reducer in work situations. Senior members of the organization are more likely to be fully adapted to working conditions than the new members. Hence the varying changes in employee performance.

According to Thompson and Strickland, (2001) two very distinct types of performance yardstick from companywide perspective are those relating to financial and strategic performance. Achieving acceptable level of financial results is crucial. The argument is that without adequate profitability, a company"s pursuit of its vision as well as its long term health and ultimate survival is jeopardized. Besides, neither shareholders nor creditors will continue to sink additional funds into an enterprise that can't deliver satisfactory financial results. Even so, the achievement of financial performance by itself is not enough. Managers must also pay attention to the company's strategic well being- its competitiveness and overall long term business position. Unless a company's performance reflects improving competitive strength and stronger long term market position, its progress is less than inspiring and its ability to continue delivering good financial performance is suspect. The central issue associated with organizational culture is its linkage with organizational performance (Denison and Fey, 2003). The relationship between organisational culture and performance has been established, and an increasing body of evidence supports a linkage between an organization's culture and its business performance. Kotter and Heskett (1992) found that corporate culture has a significant positive impact on a firm's long-term economic performance. They found that firms with cultures that emphasized all the key managerial constituencies (customers, stockholders, and employees) and leadership from managers at all levels, outperformed firms that did not have those cultural traits by a huge margin. They were also of the opinion that corporate culture was becoming more important in determining the success or failure of firms in the next decade.

The complexity of social norms, values and expectations certainly help to determine how an organization grows and develops. Organization such as education system is quite vulnerable to the desires of the national and state economic fortunes. In Nigeria, the funding of education is determined largely by the economy of crude oil production, which fluctuates almost on daily basis. Organizational leaders should be in touch with economic developments

and respond appropriately in the way they plan, change and development. In this case, historical antecedents can serve to moderate and control the momentum of change. Kenny and Reedy (2007) emphasized that organizational culture affects the extent to which creative solutions are encouraged, supported and implemented. This seems to suggest that organizational culture in absence of laid down rules of the game, can either hinder creativity or stimulate innovation. From the foregoing, organization culture shapes organizational procedures, unifies organizational capabilities into cohesive whole, and provides solutions to the problems encountered, thereby, hindering or facilitating the organization's achievement of its goal. Murphy and Cleveland (1995) justified the research on culture when they aver that it will contribute to the understanding of performance management.

Denison's research of 34 large American firms found that companies with a participative culture reap a Return on Investment (ROI) that averages nearly twice as high as those in firms with less efficient cultures (Denison, 1990). Denison's study provides empirical evidence that the cultural and behavioural aspects of organisations are intimately linked to both short-term and long-term survival. Again Denison (1990) examined the relationship between corporate culture and performance. In that study, corporate culture was based on the perceptions of organisational practices and conditions, to characterize the organisational culture. He found that the organisation with participative culture performed better than other cultural types. Interestingly, the study and the findings are emanating from a developed economic environment and very little is known about its relevance and applicability in a developing one such as Ghana. It is against this background that the current study seeks to investigate the relationship between organisational culture and performance in the banking sector in Ghana as an attempt to replicate the Denison's model of culture in a developing country's context.

2.7 Research gap

Several researches have been conducted on organisational culture andemployee'sperformance while looking at the values, norms and beliefs, The leadership style is discreet and low-profile. Both accessibility and availability take precedence over visibility. While communication is also parallel especially between the management and staff, the culture of decision makings also entails a few shareholders. All this entails the culture of an institution and directly affects employee performance. While the review of the literature focuses on organisational culture in general and it affects performance in organisations, this research is specifically looking at organisational culture in terms of leadership practices communication,

CHAPTER THREE

RESAERCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods followed during data collection. It explains the research design, population of the study and how it was sampled, sampling procedure, research tools as well as validity and reliability of the research instruments.

3.1 Research Design

This design of thestudy conducted through descriptive correlation quantitative design and used questionnaire in order to describe the relationship between organizational culture and performance of employees in private secondary school in Mogadishu Somalia.

3.2 Research Population

The study primarily focused on 3private secondary schools in Mogadishu Somalia.Hence, the sampled population of this study consisted of one hundred and Eighty four (184) of school teachers, finalized female students and headmasters

3.3 Sample Size

The sample size consisted of onehundred and twenty six (126) in selected from the fifteen private secondary schools. Includedteachers,finalized students and headmasters

The Slovene's formula (1978) used to determine the minimum sample size.

$$N = \frac{N}{1+N(e^2)}$$

Where n= is the sample size N=the population size, 0.05 is the level of significance.

$$n = \frac{184}{1+184(0.05)^2}$$

$$n = \frac{184}{1+184 \times 0.0025}$$

n =126

n=126

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The Sample size of the study will therefore be rounded off to 126

Table 1: Sample size

Categories of expected Respondents	**Population**	**Sample**
Head masters	15	10
Teachers	75	51
Students	94	65
Total	**184**	**126**

3.4 Sample procedure

The researcher used both purposive sampling and simple random sampling. The purposive sampling utilized to select the respondents based on these criteria:

A. ***For headmasters.***

1. Male or female respondents of the headmasters in any schools included in the study
2. One year and above serving as headmaster in the secondary schools

B. ***For Employees.***

1. Male or female respondents of the Employees in any private secondary schools under the study.
2. Full time teac
3. hers in the schools I have selected
4. One year and above serving as teachers in secondary schools

C. **For Students**

1. female respondent of the students in any schools included in the study

2. Finalizes female students in the selected private secondary schools in Mogadishu

3.5 Research instrument

The research used the following technique in collecting data, questionnaire method, the researcher went to the area of study for questionnaire method particularly researcher

usedbotheadministered and self-administrated and close ended questionnaires the questionnaires distributed all the categories' motioned above head masters, school teachers and the students of the selected secondary schools in Mogadishu Somalia to respond the questionnaires.

3.6 The validity and reliability of the instrument

Reliability: reliability refers to the depend ability of an instrument in measuring what is supposed to measure Reliability is one that produces the same results thus the researcher employ pre-test,post-test method to check the reliability of the questionnaires per test was carried out other ten employee over my sample tested the questionnaires and cost test after two weeks to the same employee with same questionnaire and response become identical, the questionnaire deemed reliable defined is The formula that will be used to calculate the validity of the instrument is:-

$$\text{Content Validity Index (CVI)} = \frac{\text{No. of items declared valid}}{\text{Total No: of items.}} = \frac{31}{40}$$

Is equal or greater than 0.75% = 0.76

validity: is the degree to which results from the analysis of data actually represents the phenomenon under study (Mugenda, 2003; Mcburney, 2001) defined validity is an indication of an accuracy interns of to what extent which the research conclusion seems reliable.

3.7 Data gathering

The researcher requested transmitter requesting permission to conduct study to the relevant office than the researcher introduced to the respondents in the selected schools in Mogadishu Somalia and theiracceptance,researcher began collecting for the research

3.7.1 before the administration of the questionnaires

1. An introduction letter obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of the schools
2. When approved, the researcher secured a list of the qualified respondents from the school's authorities in charge and select through purposive simple random sampling

from this list to arrive at the minimum sample size.

3. The respondents will be explained about the study and requested to sign the Informed Consent Form (Appendix 3).
4. Reproduce more than enough questionnaires for distribution.
5. Select research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

3.7.2 during the administration of the questionnaires

1. The respondents requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants will emphasize retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires will be checked if all are answered.

3.7.3 After the administration of the questionnaires

The data gathered collected, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.8 Data analysis

The researcher used Pearson's Linear Correlation Coefficient (PLCC) to analyze the relationship between organizational culture and performance of Employees in secondary schools in Mogadishu Somalia. A correlation study is a statistical technique that enables the researcher to measure and describe the relationship between two variables X and Y. After the researcher collected the data, it was stored manually using in **SPSS** worksheet and the information gathered through graphical presentation. Statistical package of social science (SPSS **version 16)** was used to tabulate and cross tabulate the data. Thereafter, the researcher made an interpretation of the frequency tables and accordingly makes a summary of findings, conclusions and recommendations.

To interpret the obtained profile of the organizational culture and performance of employees in selected area the following numerical value and description were use

Range	Response Mode	Interpretation
3.26-4.00	strong agree	very High
2.51-3.25	agree	high
1.76-2.50	Disagree	low
1.00-1.7	strongly disagree	poor

3.9 Ethical consideration

The researcher used major consideration of the study privacy and the confidentiality of the respondents and protect everything that my harms the dignity of the population these are data respondents and all the assisting people and' deal with the participatory as honesty

3.10 Limitation of the study

In view of the following threats to validity, the researcher allowed 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of the study.

Extraneous variables which were beyond the researcher's control such as respondent's honesty, personal biases and uncontrolled setting of the study. Testing the use of research assistants could bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize the threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

Attrition/Mortality: Not all questionnaires might have been returned completely answered instantly or even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The researcher presents an analysis and interpretation of the research findings. This is done to provide answers to the research questions and interpretation of each of these findings in light of the research objectives. Tables, percentages frequencies and other statistical tools were used to help the analysis of the findings.

The purpose of analysis was to search for the broader meaning of answers to the research study, which helped the researcher to draw conclusions and make recommendations useful to educational institutions regarding organisational culture. The chapter analyses data collected on the impact of organisational culture on performance of employees in selected secondary schools in Mogadishu, data on organisational culture was collected based on organisational leadership practices, communication, decision making and loyalty and data on employee performance was collected based on productivity, commitment, level of absenteeism and turnover. The relationship between the two variables was later determined.

Findings on the respondents profile was analysed using frequency tables and percentages determined, while level of organisational culture and employee performance was analysed using Pearson's correlation coefficient means and regression analysis was used to determine the correlation between the two research variables.

4.1 Profile of respondents

Respondents were asked to provide information regarding their gender, age, education level, years of service in the school and their responses were summarized in the table 4.1 below;

Table 4. 1: Demographic characteristics of Respondents

Category	**Frequency**	**Percentage**
Age		
15-24YRS	56	44
26-30 YRS	38	30
31-40 YRS	22	17
Above 40 YRS	10	8
Total	**126**	**100**
Gender		
Male	77	61
Female	49	39
Total	**126**	**100**
Education level		
Certificate	59	47
Diploma	23	18
Bachelor's degrees	28	22
Masters	8	6
Ph.D	8	6
Total	**126**	**100**
Working experience		
Less than 1year	48	38
1-2 years	44	35
3-4years	20	16
5-10yrs	14	11
Total	**126**	**100**

Source: Primary Data(2014)

For the validity of this research, the researcher tempted to find out the biographic data of the respondents in the selected private secondary schoolsin .This could be based on to assess the material provided by the respondents based on their age, qualification and experience.
Results in the Table above indicate that the respondents age in this sample were dominated by those between 15-24 years 56 (44%), and this was attributed to the fact that this age bracket also constituted the majority in the sample size. Most these were students and teachers and they could easily be accessed in terms of availability compared to the head teachers who had tight schedules.These were followed by the respondents between 26-30 years with 38(30%) and 22(17%) for those between 31-40 years, and lastly, respondents aged 40 and above were the smallest in terms of numbers 10(8%). Considerably, the analysis in the variations of the age bracket and their different percentages indicates mixtures of different adults who are were basically expected to be constituted in the school. Respondents above 40 years were basically the head teachers and actually could be having enough experience that could not be gained by someone below 30 years.

In regard to gender, Table 4.1 reveals that majority of the respondents were males 77 (61%) while females constituted 49(39%). This was attributed to the socio-cultural factors like FGM, early marriages, and poverty that mainly affects female's participation in education hence less numbers in secondary schools. These findings are in line with those of UNICEF (2006) that only six percent of female students were enrolled to secondary school education in 2005 and this is mainly due to the existing gender imbalances in Somalia which the government is trying to address recently.

Regarding level of education, respondents with certificates were the majority 59(47%), these meant primary certificates and mainly they constituted students because they were still pursuing their studies. This was followed by those holding degrees with 28(22%) and masters 23(18%) while PhD holders were only 6%. Generally these categories constituted mainly teachers and head teachers. The results revealed that most teachers and head teachers at least hold degrees to suit with their profession/occupations. The findings agree with earlier scholars like Venniker (2000) who identified education as an investment and increases the stock of skills and productive knowledge embodied in human resource. The results also show that all respondents were knowledgeable, could easily understand and interpret the research questionnaire.
Additionally, the researcher wanted to examine the employment experience of respondents and results showed that majority, 48(38%) had worked in the school for less than a year,

44(35%) worked for 1-2 years while 20(16%) for 3-4 years and only 11% had worked for their schools for more than 5 years.

4.2 Level of organizational culture in the selected secondary schools in Mogadishu, Somalia

This section is in response to research question one and data specifically include responses in the questionnaire. Data under this section incorporates both the questionnaire and unstructured interviews responses that were analysed using SPSS, also results are reflected in the table below;

Table 4.2: Level of organisational culture in selected private secondary schools in Mogadishu

Organisational culture	Means	Interpretation
Leadership practices		
principles treat their subordinates equally and are concerned about their well being	2.25	Low
1. principles offer emotional support in times of need	3.05	High
2. Head teachers/managers delegate responsibilities to their subordinates over decisions and performance.	3.15	High
3. Head teachers give instructions and supervise performance.	2.24	Low
4. Principles listen and provide opportunity for explanation.	1.35	Very low
5. Managers are committed to innovation and development.	2.00	Low
Average mean	**2.34**	**Low**
Decision making		
1. Subordinates participate in decision making processes	2.34	High
2. Subordinates are consulted on suggestions and ideas in making decisions.	2.04	Low
3. Formal rules and policies are designed after consultation from all stakeholders	2.40	Low
4. Teachers are engaged in addressing school management problems	2.35	Low
5. Teachers are represented on school management committee	2.82	High
Average mean	**2.39**	**Low**

Communication		
1. Feedback is always given to staff (teachers) for improvement	2.78	High
2. Group meetings are regularly held for any necessary updates	2.72	High
3. Managers always communicate to their subordinates for any new policies in the school before implementation	1.65	Low
4. Subordinates are given freedom to communicate to their managers without going through any other party	2.35	Low
5. The flow of communication is generally Bottom-up	2.24	Low
Average mean	**2.35**	**Low**
Loyalty		
1. Every individual is given a chance to bring in new ideas for competitiveness and achievement of organisational goals	3.00	High
2. Rewards depends on individual efforts and creativity	2.88	High
3. Staff development opportunities are offered to every staff (teachers) for new skills	1.35	Low
4. Managers/headteachers guides and participate towards new developments in the school	2.18	Low
5. There is a high degree of transparency in terms of accountability and resource management	1.03	Very low
6. Teachers are involved in determining school allocation and utilisation of resources	1.71	Very low
Average mean	**2.02**	**Low**

Source: Primary Data(2014)

Means range	**Interpretation**	**Level**
3.26-4.00	strongly agree	very high
2.51-3.25	agree	high
1.76-2.50	disagree	low
1.00-1.75	strongly disagree	very low

Research findings in Table 4.2 shows that the constructs of a good organisational culture are poor as indicated on the likert scale with low average means. It was established that organisational culture in terms of leadership practices is low by items 1 to 6 respondents said that; managers treat their subordinates equally and are concerned about their wellbeing (mean

=2.25), managers offer emotional support in times of need (mean 3.05), headteachers delegate responsibilities to their subordinates over decisions and performance (mean = 3.15), managers gives instructions and supervise performance (mean 2.24), managers listen and provide opportunity for explanation (mean 1.35) and that managers are committed to innovation and development (mean = 2.00). The findings in this section indicate that the level of leadership practices is very low and as a construct of organisation culture in this study, renders negative attitudes towards performance of staff /employees.

Similarly, the above table presents results on decision making as a construct of organisational culture in this study, the rating showed that; subordinates participate in decision making process (mean =2.34), and are consulted on suggestions and ideas in decision making (mean=04), formal rules and policies are designed after consultation from all stakeholders (2.40), teachers are engaged in addressing school management problems. The average mean score for this construct was 2.39 which is interpreted as low, indicating that subordinates are not fairly involved in the decision making process perhaps managers do not seem to recognize the importance of participatory decision making and its impact on the performance.Looking at the level of communication, results showed that feedback is given to staff for improvement (mean= 2.78) and group meetings are regularly held for any necessary updates (mean =2.72) however, results indicated that the flow of information is generally poor between managers and their subordinates, this is reflected from the mean scores of items 4-5 that; managers always communicate to their subordinates for any new policies in the school before implantation (Mean =1.65), subordinates are given freedom to communicate to their managers without going through any other party (mean =2.35) and the flow of communication is generally bottom-up (mean 2.24). This clearly illustrates an ineffective communication within private secondary schools. This is in line with the findings of Aljaž (2011)thatwhen employees to become involved in decision making and effective communication, it increases the number of different relationships and frequency of contacts. The collaboration of project stakeholders basically represents a disturbance to regular work and therefore leads to short tempers and the dislike of such projects by line (functional) managers. If the roles, responsibilities, competencies and relationships between institutionalstakeholders are not properly defined through communication and carried into effect, even more conflicts could arise, resulting in less efficient organisational performance.

In the same way, staff loyalty is quite fair as it was established that every individual is given a chance to bring in new ideas for competitiveness and achievement of organisational goals

and rewards depends on individual efforts and creativity. This creates competition among staff according to the respondents. However, respondents disagreed that staff development opportunities are offered to every staff for new skills (mean =1.37), managers/headteachersguides and participate towards new developments in the school (Mean=2.18) and teachers are involved in determining school allocation and utilisation of resources (mean=1.71). Such results indicate that many private secondary schools do not recognise the benefits of building employee loyalty to realise their goals. The analysis showed that a significant number of organisational cultures constructs that would help the organisation to prosper and become successful is not implemented hence reducing on the benefits from the employees.

Table 4.3: Summary on level of organisational culture from the respondents

Category	Mean	Interpretation	Rank
Leadership practices	2.34	Low	1
Decision making	2.39	Low	2
Communication	2.35	Low	3
Loyalty	2.02	Low	4
Overall Mean	**2.28**	**Low**	

Source: primary data (2014)

The overall mean (2.28, interpreted as Low) indicates that level of organisational culture was fair suggesting that, elements concerning leadership practices, decision making, communication and loyalty in terms of mutual trust and faithfulness were at a certain extent averagely fairly practiced although some behavioural patterns and styles vary depending on the individual secondary school and the prevailing situation. Some cultural values and norms could not be measured according to the respondents. The findings revealed that private secondary schools adapt to a culture from the managers' perspectives and how it has been used to advance performance.

The findings agree with researchers like Thompson and Strickland, (2001) who argues that two very distinct types of performance yardstick from the entire institutional perspective are those relating to financial and strategic performance. Achieving acceptable level of financial results is also crucial. The argument is that without adequate profitability, the institutional pursuit of its vision as well as its long term health and ultimate survival is

endangered. Besides, neither shareholders nor staff will continue to sink additional resources into an enterprise that can't deliver satisfactory financial results. Even so, the achievement of financial performance by itself is not enough. Managers must also pay attention to the company's strategic wellbeing thus its competitiveness.

4.3 Level of employee performance in private secondary schools in Mogadishu.

Employee performance was the dependent variable in this study and a questionnaire was developed to examine the level of staff performance in the selected private secondary schools and four point likert scale was also used to analyse the data collected (responses) indicating the extents to which they agree or disagree with each question, therefore their responses were analyzed using SPSS and summarized using means as indicated in tables 4.3 below;

Table 4.4: Level of employee performance in private secondary schools in Mogadishu

Item	Means	Interpretation
Commitment		
1. Teachers voluntarily work for extra hours	2.34	Low
2. Teachers address students' academic challenges regularly depending on individual student's needs	2.41	Low
3. Lesson plans are prepared and submitted to the concerned authorities in time.	2.25	Low
4. Teachers freely discuss their teaching methods and problems	2.56	High
5. Teamwork is exercised during discussion of admission framework and school time table and examinations.	2.04	Low
6. Teachers exercise individual risk taking to innovate, compete and achieve organisational goals and objectives.	2.29	Low
Average mean	**2.00**	
Productivity		
1. Teachers work as a team towards academic achievement and excellence	2.50	Low
2. All class curriculums are completed in their specified	2.32	Low

From the resultsof Table4.4, it is obvious that, all the four main items of performance (productivity, commitment, absenteeism, and turnover are all part of the low scores and this accounts to low performance in the selected private secondary schools (as indicated in table 4.3 above). Findings established that all the constructs of each items on performance on average were rated low apparently because the organisational culture as seen was also not favourable according to the findings in table 4.2, the level of staff commitment was below basically because it scored low means, that is, teachers voluntarily work for extra hours (mean =2.34), teachers address students' academic challenges regularly depending on the individual student's needs (mean 2.41), lesson plans are prepared and submitted to the concerned authorities in time (mean =2.25). However, it was appreciated that teachers freely discuss their teaching methods and problems but do not exercise individual risk taking to innovate, compete and achieve organisational goals and objectives but rather are working towards meeting their obligations.

In the same way, the level of productivity was also low as scores on teachers team working towards academic achievement and excellence was low (mean= 2.50), all class curriculums are competed in their specified period of time (mean=2.32) despite the fact that all staff have enough experience and skills to perform their duties effectively, regular reports concerning staff and student performance are not necessary submitted to the management.

On the other hand, it was revealed that although the level of productivity and commitment is fairly low, the level of turnover was also low (average mean =2.43) . Respondents disagreed that the level of employees leaving the school is high and that students and parents would demonstrate if they change their teachers. This was attributed the fact that teachers love their work and also employment opportunities in Mogadishu are minimal hence keeping at their work. It was also revealed that perhaps the working environment is also favourable for teachers to stay at their jobs. Hence minimal cases of employee/teachers absenteeism were reported to be minimal, and teachers only miss class with reasonable explanations like sickness thus making the level of absenteeism also very low.

Table 4.5:Summary on the level of employee performance

Item	Means	Interpretation
Commitment	2.00	Low
Productivity	2.51	Low
Turn over	2.43	Low
Absenteeism	2.58	Low
Overall mean	**2.38**	**Low**

Source: primary data(2014)

The overall mean (2.38, interpreted as Low) indicates that level of employee performance was low suggesting thatemployees' level of commitment, productivity were low leading to poor performance. However their level of turn-over and absenteeism was also established to be low due to socio-economic factors which tie them on their job to earn a living. It was established that organizational culture is very useful to assist the sense making process, helps the employees to understand the organizational events and objectives, which enhance the efficiency and effectiveness of the employees and if not focused on by the superior management, it affects performance negatively. Findings are in line with Barney (1991) view that three conditions of culture affects employees; first, he suggests that culture must be viable, second the culture must be rare and have attributes and third culture must be imperfectly imitable. These can provide assistance to superior organizational performance that can be temporary or continue for long term. Long term increase in organizational performance may cause to get the competitive advantage under long run. Kotter and Heskett (1992), conduct a study and fine that organizational performance increasing culture or strong culture raised the income of the organizations up 765% between 1977 and 1988, and only 1% increase in a same period of time firms without performance enhancing culture (Gallagher, 2008).

4.4 Relationship between organizational culture and employee performance in selected private secondary schools in Mogadishu.

The third objective of this stud sought to establish the relationship between organisational culture and employee performance in private secondary schools and results showed that solid culture is a driving force to improve performance of the employees especially in terms of

productivity and commitment given the prevailing cultural constructs like communication, decision making and leadership practices.

Table 4. 6: Relationship between organizational culture and employee performance in selected private secondary schools

Level of significance at 0.05

Category	Mean	Computed r-value	P-value	Interpretation	Decision On Ho
Organisational culture Vs	2.28	-0.182	0.004	negative and Significant	Rejected
Employee performance	2.38				

Source: Primary Data (2014)

Results in Table 4.6 indicate that organisational culture was positive and significantly correlated with overall level of employee performance (r= 0.182, sig. =0.004). Therefore, at 0.004 the null hypothesis was rejected and alternative hypothesis was accepted. This implies that, there is aposayive significant relationship between organisational culture and employee performance in selected private secondary schools in Mogadishu. Results further imply that, organisational culture constructs should be focused on by both managers and shareholders to improve performance of their institutions and that of beneficiaries.

Results are backed –up by those of Kritek (1986) has reported a school improvement case study in which four relatively successful and four relatively unsuccessful primary schools participated. Kritek found higher ratings of school spirit, frequent student monitoring and evaluation, and more frequent teacher discussions in the successful schools. The case study further revealed that teachers in all four 'more successful' schools gave staff cooperation, a high level of staff enthusiasm, uniformity of goals and agreement among staff with regard to program philosophy and policies as reasons for the success. However, Kritek's documentation of a relationship between culture and performance is rather weak, and relies to a large extent on data from a few respondents.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter presents summary of the findings, conclusion and recommendations of the study about the relationship between organisational culture and employee performance in private secondary schools in Mogadishu, Somalia. Summary of findings are aligned with the research objectives which included; examining the level of organisational culture in private secondary schools, to determine the level of employee performance in private secondary schools in Mogadishu, Somalia and to establish the relationship between organisational culture and employee performance in private secondary schools in Mogadishu in Somalia.

5.1 Discusion of findings

The first objective of this study was to examine the level of organisational culture in private secondary schools in Mogadishu and results showed a low level on the traits of organisational culture which included leadership practices, decision making, and communication and employee loyalty. It was established that leadership practices like supporting employees in their emotional and socio-economic needs motivates them in their formal routines at work. A gap between managers and subordinates in terms of communication and decision making was identified and this directly affects their perceptions towards the organisation to a negative attitude depending on the circumstances. In this study the average mean score of a strong organisational culture was low hence lowering employees morale towards performance. In the same way, these results are backed by Aljaž (2011)that when employees become involved in decision making and effective communication, it increases the number of different relationships and frequency of contacts. The collaboration of project beneficiaries basically represents a disturbance to regular work and therefore leads to short tempers and the dislike of such projects by line (functional) managers. If the roles, responsibilities, competencies and relationships between institutional stakeholders are not properly defined through communication and carried into effect, even more conflicts could arise, resulting in less efficient employee performance. The analysis showed that a significant number of organisational culture concepts that would help the organisation to prosper and become successful were not recognised in the surveyed schools hence dropping on the benefits from the employees' contribution towards organisational goals and objectives.

process. Organizational culture has a deep impact on the performance of employees that can cause to improve in the productivity and enhance the organizational performance. Results of this study showed a positive connotation between strong culture and performance improvement. It was attributed that every individual in the organization has different culture and he/she first try to adjust him with the norms and values of the organization as may be stipulated by the management/administration. The adoption of culture of the organization is helpful for the employees to dotheir work efficiently and effectively provided a strong support from the positive cultural constructs in this study which constituted leadership practices, communication, decision making and loyalty. Positive progress can be a go between to achieve when everyone is on a common path in the organization. It is viewed in this particular study that strong organizational culture is very helpful for the new employees to adopt the organizational culture and to get the competitive advantage under the particular conditions.

5.3 Recommendations

Based on the findings and conclusion of the study, the following recommendations were made.

1. Collective decision making on matters pertaining school improvement should be focused on to allow employees ideas and opinions be heard and also respect. This will build mutual trust and faithfulness between the managers and their subordinates.

2. Effective communication is important in any organisation, private secondary schools should train both staff and managers to learn how to effectively communicate between each other and perhaps encourage bottom-up flow of information for thebetterment the organisational and boosting employees' morale since they will develop a sense of belonging and attachment to the organisation.

3. Performance management should focus on standards and performance indicators. Principals should encourage high collective teacher efficacy.

4. Teachers should be motivated through regular staff training programme, rewards and holiday packages because organizational culture have been identified to suitably influence employee's performance, their performances depends entirely on some degree on level of motivation given by the managers and that corporate culture contribute significantly to the achievement of organizational objectives in the school. Also, the more employees are

motivated the more they perform well and this improves the overall efficiency or productivity of the institution.

5. Management should adopt the values, norms and attitudes to support teachers and their performance in the organization. This will create a better working environment that is essential to achieve organizational goals smoothly and that the organization's profit target is set based on the organizational culture and performance. Irrespective of these, employees perform well because they live by the corporate culture of the school.

6 .Performance systems in schools should be established to reward behaviours that are consistent with the organization's culture. This will motivate staff and consequently improve performance

5.4 Areas for further research

I) an effective communication among the school head masters and teachers

II) Cultural diversification and organizational policy

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APPENDIX 1: TRANSMITTAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY

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OFFICE OF THE ASSOCAIOTE DEAN, SOCIAL SCIENCE
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August 17, 2011

Dear Sir/Madam,

RE: REQUEST FOR AHMED SANEY GURE MPP/33363/111/DF TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Project Planning and management.

He is currently conducting a field research of which the title **"Organizational Culture and Performance of Employees in Secondary Schools in Mogadishu, Somalia."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Roseann Mwaniki
Associate Dean Social Sciences, (SPGSR)

"Exploring the Heights"

APPENDIX II: RESEARCH INSTRUMENT

Demographic Characteristics of the Respondents. Please Tick (√) the provided space below.

Gender

____ Male _____Female

____ Age

____15-18years

____19-21 years

____22-30 years

____31-40 years

____above 40

Qualifications Under Education Discipline:_

__Certificate __Diploma __Bachelors __Masters ___Ph.D. ___Others

Teaching Experience:

___ 1-2yrs ____ 3-4yrs ____5-6yrs ___7 years ___above

Direction: Please write your preferred option on the space provided before each item or after.

Kindly use the rating guide below:

Response Mode	Rating	Description	Legend
Strongly Agree	(1)	You agree with no doubt at all.	SA
Agree	(2)	You agree with some doubt	A
Disagree	(3)	You disagree with some doubt	D
Strongly disagree	(4)	you disagree with no doubt at all	SD

(A) Level of organisational culture

Organisational culture	Strongly Agree	Agree	Disagree	Strongly disagree
Leadership practices				
1. Managers treat their subordinates equally and are concerned about their well being				
2. Managers offer emotional support in times of need				
3. Head teachers/managers delegate responsibilities to their subordinates over decisions and performance				
4. Managers gives instructions and supervise performance				
5. Managers listen and provide opportunity for explanation				
6. Managers are committed to innovation and development				
Decision making				
1. Subordinates participate in decision making processes				
2. Subordinates are consulted on suggestions and ideas in making decisions.				
3. Formal rules and policies are designed after consultation from all stakeholders				
4. Teachers are engaged in addressing school management problems				
5. Teachers are represented on school management committee				

Communication				
1. Feedback is always given to staff (teachers) for improvement				
2. Group meetings are regularly held for any necessary updates				
3. Managers always communicate to their subordinates for any new policies in the school before implementation				
4. Subordinates are given freedom to communicate to their managers without going through any other party				
5. The flow of communication is generally Bottom-up				
Loyalty				
1. Every individual is given a chance to bring in new ideas for competitiveness and achievement of organisational goals				
2. Rewards depends on individual efforts and creativity				
3. Staff development opportunities are offered to every staff (teachers) for new skills				
4. Managers/headteachers guides and participate towards new developments in the school				
5. There is a high degree of transparency in terms of accountability and resource management				
6. Teachers are involved in determining school allocation and utilisation of resource s				

(B) Level of employee performance in selected private secondary schools

Direction: Please write your preferred option on the space provided before each item or after.

Kindly use the rating guide below:

Response Mode	Rating	Description	Legend
Strongly Agree	(1)	You agree with no doubt at all.	SA
Agree	(2)	You agree with some doubt	A
Disagree	(3)	You disagree with some doubt	D
Strongly disagree	(4)	you disagree with no doubt at all	SD

Employee performance	Strongly Agree	Agree	Disagree	Strongly disagree
Commitment				
1. Teachers voluntarily work for extra hours				
2. Teachers address students' academic challenges regularly depending on individual student's needs				
3. Lesson plans are prepared and submitted to the concerned authorities in time.				
4. Teachers freely discuss their teaching methods and problems				
5. Teamwork is exercised during discussion of admission framework and school time table and examinations.				
6. Teachers exercise individual risk taking to innovate, compete and achieve organisational goals and objectives.				
Productivity				
1. Teachers work as a team towards academic achievement and excellence				

2. All class curriculums are completed in their specified period of time				
3. Regular reports concerning staff and student performances are submitted and addressed accordingly by the management				
4. Headteachers visits their teachers in class for supervision				
5. Employees work with passion and enjoy the working environment				
6. All staff have enough experience and skills to perform their duties effectively				
Turn over				
4. The level of employees leaving the school is high				
5. Most of the teachers in our school have been here for more than 3 years				
6. Students and parents will demonstrate if they change their teachers				
Absenteeism				
4. All staff report at work in time				
5. Minimal cases of employee /teachers' absenteeism have been reported				
6. Teachers only miss class with reasonable explanations like sickness, death or any other emergencies				

APPENDIX III

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am Master of Arts and project planning and management of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled, **Organizational culture and performance of employees in private secondary schools in Mogadishu , Somalia.** Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (7)?

Thank you very much in advance.

Yours faithfully,

Mr. Ahmed SaneyGure

APPENDIX V

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Ahmed SaneyGure that will focus on emotional intelligence and leadership styles.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____

Date_____

Appendixvi Computing **sample size**

The Slovene's formula (1978) is used to determine the minimum sample size.

$$n = \frac{N}{1+N(e^2)}$$

Where: n= sample size

N= target population

e= level of significance/marginal error (0.05)

$$\frac{N}{1+N(e^2)}$$

$$\frac{184}{1+184(0.0025)}$$

$$= \frac{184}{1+0.46}$$

$$= \frac{184}{1.46}$$

$$\mathbf{n = 126}$$

CURRICULUMVITAE

CV

Personal Information

Name: Ahmed SaneyGure

Marital Status: Single

D.O.B: 15 / Aug / 1986

Nationality: Somali

Cell phone: +252615584959/25262584959

Current place: Abudwaak district

Email: Guure001@gmail.com/Guure02@hotmail.com

Key competence

- Fluent in written and spoken English. and Somali
- Skilled in working with various computer software programs.
- Good interpersonal and teamwork skills.
- Managing time and creatively solving problems.
- have excellent analytical skills
- working with any environment

Educational Background

- **Jan 2011-Nov 2012** Master of Project Planning and Management At Kampala International University (KIU)
- **Jan 2010** Bachelor Degree of Business and Management At SIMAD Institute
- **Jun-2006** Secondary Leaving Certificate Bad-Bado Primary and Secondary School
- **2003** nursing certificate in Somali Red cross Society Mogadishu Somalia
- **2002**comminuty health certificate in Gaheyr private School in Mogadishu Somalia

Working Experience

- **2006-20008** English teacher at Almadar Institute Mogadishu Somalia
- **2005 -2006** Wash project assistance officer at Techno plan LN G O in Hiran Somalia

- **Jan-augost-2012** lecturer of community development in Somali Youth league SYLII center of development
- **Jan-august-2012** community development lecturer in Job key university
- **2010-2012**commuinty worker supervisor at Somali Solidarity foundation LNGO
- **Jul-act 2010** member of monitoring team at GEELO LNGO in Galgadud province
- **Jan –feb 2012** lecturer project management at Indian ocean University Mogadishu Somalia
- **March-aug2012** community worker at technoplan LNGO
- **Present**: community mobilizer and training officer COOPI in central Somalia

Training Attended

- **Sep 2-seb 8 2012** WASH training program me at COOPI in Garawe Somalia
- **March-2011** health Trainer of Trainees at African Population Consult
- **August 2011** project Monitoring and Evaluation at Kampala international University

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