LEADERSHIP AND ORGANIZATIONAL CULTURE: CASE OF TVET AND POLYTECHNIC COLLEGES, ETHIOPIA - TIGRAY REGION

G/MEDHN W/YOHANS

G/MESKEL BERHE

MICHAELE TEWODROS
Department of Management, Adigrat University, Ethiopia

Abstract

The paper mainly aims to assess the leadership and organizational culture in the Case of TVET and Polytechnic colleges, Ethiopia – Tigray Region. Specifically, it aims to identify the practices of leadership that is being exercised in the study area, and to analyze organizational culture in terms of mission, involvement, consistency, and adaptability. It is a descriptive survey type of study design and Quantitative methodology was used in this study. The researchers used both primary and secondary data. The primary data was collected from participants and secondary data was collected from previous studies. At the first stage Five Colleges who are found in Eastern Zone of Tigray Region were purposively selected. Secondly, the participants were stratified because they have been similarity on their culture, leadership practice, and objective achievement. Then the researchers were employed the simple random sampling to select the respondents. The total population of this research was 706. Some of the major findings includes that the colleges empower their employees and their decisions have an impact on their work as well as the colleges have clear sense of purpose and direction that defines organizational goals. This finding is consistent with the findings of Kwantes and Boglarsky (2007), that there is a positive and significant relationship between organizational culture and effectiveness. However, there was a problem with the ability to reconcile differences that occur with their unique difference and to work together to achieve organizational objectives, to transforms the requirements of the external business environment into action.

Keywords: Leadership Organizational Culture practices.

INTRODUCTION

Organizational culture and leadership practice have practical influence on the effectiveness of an organization. Therefore, each activity practiced by the leaders as well as the shared values and beliefs performed by each members of the organization may have its own influence on the success and failure of the organization. Organizational culture is basically a system of shared beliefs that members of the organization have, which determines how members in an organization act when confronted with decision-making

responsibilities. In every organization, you will notice that there are systems or patterns of values that are constantly evolving. These shared values will also affect how the employees will deal with issues and concerns inside and outside the organization. Every single person comes from different backgrounds and lifestyles but in an organizational culture, each one of them perceives the organizational culture in the same way, thus, this perception is one of the shared aspects of an organizational culture (Ghirmai T Kefela 2010).

Fiedler (1996) has provided a recent treatise on the importance of leadership by arguing that the effectiveness of a leader is a major determinant of the success or failure of a group, organization, or even an entire country. And the effectiveness of an organization or the attainment of its objective is determined by is culture and the leadership practices they follow. Therefore, doing research on determinants of organizational effectiveness is decisive especially on leadership practice and organizational culture because these two pillars have priceless impact on the success of an organization.

Objective of the Study

The main objective of this study was to assess the impact of leadership and organizational culture on organizational effectiveness.

Specific objectives

1. To identify the practices of leadership that is being exercised in the study area.
2. To analyze organizational culture in terms of mission, involvement, consistency, and adaptability that was replied by their employees.

Literature Review
Leadership

Leadership is defined as the process of influencing group activities towards the accomplishment of goals in a given situation. In this context the leader is viewed as the person in the group who is capable of influencing group activities with regard to goal formation and goal accomplishment (Hersey P. and Blanchard K., 1977).

Leadership is an integral part of management and plays a vital role in managerial operations. It is the art influencing and inspiring subordinates to perform their duties.

Transactional leadership

Transactional leaders motivate subordinates to perform at expected levels by helping them recognize task responsibilities, identify goals, acquire confidence about meeting desired performance levels, and understand how their needs and rewards that they desire are linked to achievement.

Transformational leadership

Transformational leadership is about "leading"- changing the organization's strategies and culture so that they have a better fit with the surrounding environment. Transformational leaders are agents of change who energize and direct employees to a new set of corporate values and behaviors. Transformational leaders offer a purpose that transcends short-term goals and focuses on higher order intrinsic needs

Organizational Culture

Organizational culture investigators emphasize organizational work practices, values, assumptions and artifacts. However, researchers believe that this concept is not clearly described (Denison & Mishra, 2003; Wilderom et al., 2004).

According to DeLong (1997) it is more common to describe organizational culture in terms of values, norms, and practices. Values represent "what an organization's member believes is worth doing or having" [p. 6]. Norms indicate "the shared beliefs about how people in the organization should behave". Practices are "the formal or informal routines used in the organization to accomplish work" (De Long, 1997, p. 6). Practices can also be described as "conventions, customs, habits, mores, traditions, and usage" (Hofstede et al., 1990, p. 311).

Research Methodology

The primary focus of methodology is to provide an overview of the research methodology used to investigate the research problem. Hence, the data type and sources, the sampling technique, model and measuring instrument, data processing and analysis using statistical techniques will be discussed.

Study Design

To achieve the aforementioned objectives, a descriptive survey type of study design and Quantitative methodology was used in this study.

Data Type and Sources

The data that was collected from the participants were more of qualitative data and the rationale for this is the questionnaire asks the attitude of the participants. The researchers were used both primary and secondary data. The primary data was collected from participants and secondary data was collected from previous studies.

Sampling Technique

At the first stage Five Colleges who are found in Eastern Zone of Tigray Region were purposively selected. To colleges were Adigrat TVET, Adigrat Poly Technic College, Wukro TVET, Wukro Poly Technic College and G/slasie Asgedom TVET. Secondly, the participants were stratified because they have been similarity on their culture, leadership practice, and objective achievement. Then the researchers were employed the simple random sampling to select the respondents. The total population of this research was 706. The researchers were use the following sample size determination formula for calculating the number of sample size required.

$$n = \frac{\left(\dfrac{P[1-P]}{\dfrac{A^2}{Z^2} + \dfrac{P[1-P]}{N}} \right)}{R}$$

(Watson, Jeff: 2001) Where:

n: sample size required
N: number of people on the population (706)
P: estimated variance in population (50%)
A: precision desired (5%)
Z: Based on confidence level (1.96)
R: Estimated response rate (98%)
Based on the above relation the sample size of the study is 253.86 = 254.

This sample size determination formula was developed at University Park by Jeff Watson, Research Assistant, and Cooperative Extension & Outreach.

Model Specification and Measurement of Instruments

The ambiguity and confusion surrounding the construct of effectiveness is another source of pressure. The numerous areas of conflict originate from the organizational effectiveness (OE) ambiguous meaning and definition, the lack of agreement on how to measure it and the disparity in its use by practitioners and academics (Cameron 1984).

So, several models have been developed to capture the richness of the organizational effectiveness construct. This multiplicity can be explained by the nature of the effectiveness construct, specifically it has unspecified boundaries, and also by the various conceptualizations of organizations that yield different models of effectiveness (Cameron 1984).

Goal model:-The traditional model relies on a vision of the organization as a rational set of arrangements oriented toward the achievement of goals (Goodman et al. 1977). Effectiveness is measured in terms of accomplishment of outcomes (Etzioni 1960). The focus is exclusively on the ends: achievement of goals, objectives, targets, etc.

System model:-The system model, while not neglecting the importance of the ends, emphasizes the means needed for the achievement of specific ends in terms of inputs, acquisition of resources and processes (Yuchtman and Seashore 1967). The conception of the organization is grounded in the open system approach whereby the inputs, transformation process

and outputs are considered part of a whole and not independent component.

Strategic-constituencies model:- This model broadens the scope of the two previous models by adding the expectations of the various powerful interest groups that gravitate around the organization (Connolly, Colon and Deutch 1980). Thus, the organization is perceived as a set of internal and external constituencies that negotiate a complex set of constraints, goals and referents (Goodman et al. 1977). That is, the owners, employees, customers, suppliers, creditors, community and government represent interest groups that must be satisfied in order to ensure the effectiveness and survival of the organization.

Since strategic constituencies model is broaden, vague, time consuming and difficulty to manage. The researchers were employed the system model to assess the colleges' effectiveness in terms of support from government policy and strategy, trainer's competency, learning materials, facilities, cooperative training, (%) of COC, level of employment by self/others these can be referred as system model. The rational to select this model was it considers the scarce resources used the means of achieving the goal and achievement of the goal.

To measure organizational culture the researchers was employed Denison culture model that consists four main components Mission, Involvement, Consistency and Adaptability. Each of them consists of three components. These are listed below:

The Denison culture model measures the organizational culture through Denison Culture Survey (DCS) which consists of 60 lickert scale questions. The researchers were adapted this DCS as it was conducive for this research.

The Multifactor Leadership Questionnaire (MLQ) formulated from the Full Range Leadership Development Theory (Bass & Avolio, 1997) was employed to measure leadership style. The MLQ is based on the work of renowned leadership theorists like Bass, Avolio and Yammarino (Avolio & Bass, 1997). The MLQ has been improved and tested since 1985 with the result that many versions of the questionnaire have been developed. The latest versions, Form 5X (Revised), were used in this study.

The MLQ was taken in the form of a number of statements about the leadership style of the individual being tested. Each statement of the questionnaire was expressed transformational, transactional or laissez-faire leadership factors. The transformational leadership style is divided into idealized charismatic behaviors and attributes. Factors representing transformational leadership include idealized influence (attributed), idealized influence (behavior), inspirational motivation, individualized consideration and intellectual stimulation. Transactional leadership style is represented by two factors called contingent rewards and management-by-exception. Management-by-exception is also divided into Management-by-exception-active (MBEA) and Management-by-exception-passive (MBEP).

Methodological Norms

Reducing the possibility of getting the answer wrong means that attention has to be paid to two particular emphases on research design:-

Reliability is concerned with the question of whether the results of the study are repeatable. In qualitative research reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of coverage (Bogdan and Biklen, 1992:48). This is not to strive for uniformity; two researchers who are studying a single setting may come up with very different findings but both sets of findings might be reliable. Indeed Kvale (1996:181) suggests that, in interviewing,

there might be as many different interpretations of the qualitative data as there are researchers. The term is commonly used in relation to the question of whether the measures that are devise organizational effectiveness are consistent. As the researchers were dispensed the questionnaire directly to the selected person and had a chance to be with them while they are filling out the questionnaire, the researchers really was not face the subject error. For reducing the subject bias the researchers were try to make respondents certain that their answer is considered confidential. Since the questionnaire was designed as a survey format the researchers were not face with observer error or the observer bias.

Validity is the most important criterion of research. It is concerned with the integrity of the findings that will generate from the research. It is also concerned with whether or not the item actually elicits the intended information. In qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. In this research, prior to data collection, the content validity of the instrument was established by first conducting a thorough literature review and standard questionnaires developed by scholars such as DCS and MLQ. Then some knowledgeable people were invited to review the questionnaire for structure, readability, ambiguity and completeness. Finally, the instrument was confirmed after incorporating their feedback. In addition to this, the questionnaire was distributed to respondents face-to-face to overcome any difficulties while filling out the questionnaire.

f. Method of Data Analysis

The best-fitting and most appropriate statistical model for handling the ordinal outcome is an ordered logistic regression or probit model. This study, however, was used ordered logistic regression model, because the results of these two methods are similar and the ordered logit model is more common and its results are easier to interpret (Long & Freese, 2003). Ordered logistic regression was conducted to test the relationship between organizational leadership styles and organizational effectiveness as well organizational culture elements and organizational effectiveness. This helps the level of statistical significance between variables.

Findings & Discussion

The focus of this chapter is to analyze and interpret the data collected through primary sources such as questionnaire, and also from secondary sources. In the Background Information of the sample, The researcher administered 254 questionnaires of which only 251 were collected and used for analysis purpose and the analysis will present as follows

Table 4.0 - Distribution of respondents by personal information

Items		F	%
Gender of respondents	Male	168	66.9
	Female	83	33.1
	Total	251	100.0
Age of respondents	18-25 years	98	39.0
	25-30 years	106	42.2
	30-40 years	41	16.3
	>40 years	6	2.4
	Total	251	100.0
Educational status	Diploma	94	37.5
	Degree	145	57.8
	Masters	12	4.8
	Total	251	100.0
Number of years experience in the colleges	1-3 years	92	36.7
	3-5 years	86	34.3
	5-8 years	37	14.7
	>8 years	36	14.3
	Total	251	100.0
Monthly salary of respondents	<2000 Birr	33	13.1
	2000-3000 Birr	88	35.1
	3000-4000 Birr	82	32.7
	4000-5000Birr	30	12.0
	>5000 Birr	18	7.2
	Total	251	100.0

When we look the above table 1 item no. 1 gender of respondents, 168(66.9%) of the total respondents are male, 83 (33.1%) of the respondents are female. This revealed that the proportions of females are lower than males in the colleges.

As it can be seen from the above table1 item no. 2 age of respondents, 98(39%) of the respondents are in the range of 18-25 years, 106(42.2%) are in the range of 25-30 years, 41(16.3%) are in the range of 30-40 and the rest 6(2.4) are within the age of above 40. Form this; it is possible to wind up the employees are energetic and they are at the first stage of most people's work lives.

According to the above table 1 item no. 3 educational status, 94 (37.5%) of the respondents are diploma holders, 145 (57.8%) of the respondents are degree holders and 12 (4.8%) of the respondents are masters degree holders. From this one can understand most of the employees have first degree and above.

As it can be observed from the above table 1 item no. 4 experience of respondents, from all the respondents 92(36.7%) have served 1-3 years, 86 (34.3%) have served 3-5 years, 37(14.7%) have served the colleges for 5-8 years and the remaining 36(14.3%) have served in the colleges for more than 8years. This is implies that the majority of the employees are experienced.

When we look the above table that shows monthly salary of respondents 33(13.1%) of the respondents earns less than2000, 88(35.1%) of the respondents earns in the range of 2000-3000, 82(32.7%) of the respondents earns in the range of 3000-4000, 30(12%) of the respondents earns in the range of 4000-5000 and 18 (7.2%) of the respondents earns in the range of above 5000. This revealed that the monthly salary of the employees is not sufficient as compared to the actual labour market that has similar experience and educational status.

Organizational leadership

Leadership is life blood of any organization and its importance cannot be underestimated. Omolayole (2006) views leadership as that kind of direction, which a person can give to a group of people under him in such a way that these will influence the behavior of another individual, or group. According to Ngambi et al. (2010) and Ngambi (2011), leadership is a process of influencing others' commitment towards realizing their full potential in achieving a value-added, shared vision, with passion and integrity. The nature of this influence is such that the members of the team cooperate voluntarily with each other in order to achieve the objectives which the leader has set for each member, as well as for the group. The relationships between the leader and employee, as well as the quality of employees' performance, are significantly influenced by the leadership style adopted. Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization (Obiwuru et al., 2011). To this end the researchers distributes questionnaire to identify the practices of leadership that is being exercised in the colleges from the developed by Bass and Avolio (2004) and their response are analyzed below.

Transformational leadership style

Transformational leadership style focuses on the development of followers and their needs. Transformational Leadership dimensions are *Intellectual stimulation* (Leaders stimulate their subordinates" efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. The intellectually stimulating leader encourages subordinates to try new approaches but emphasizes rationality), *idealized influence behavioral* (i.e. They are the charismatic elements in which leaders become role models who are

trusted by subordinates. The leaders show great persistence and determination in the pursuit of objectives, show high standards of ethical, principles, and moral conduct, sacrifice self-gain for the gain of others, consider subordinates‟ needs over their own needs and share successes and risks with subordinates.), *Inspirational motivation* (i.e. Leaders behave in ways that motivate subordinates by providing meaning and challenge to their work. The spirit of the team is aroused while enthusiasm and optimism are displayed. The leader encourages subordinates to envision attractive future states while communicating expectations and demonstrating a commitment to goals and a shared vision.), *Idealized influence attribute(i.e.* the socialized charisma of the leader, whether the leader is perceived as being confident and powerful, and whether the leader is viewed as focusing on higher-order ideals and ethics.) , and *Individualized consideration* (i.e. Leaders build a considerate relationship with each individual, pay attention to each individual's need for achievement and growth by acting as a coach or mentor, developing subordinates in a supportive climate to higher levels of potential. Individual differences in terms of needs and desires are recognized. With this regard 20 likert scale questions from Multifactor Leadership Questionnaire(MLQ) were asked to the respondents and their responses are summarized based on the dimensions of transformational leadership and analyzed as follows:

Table 4.2.1 : Dimensions of transformational leadership

	Intellectual Stimulation		Idealized Influence (Behavior)		Inspirational motivation		Idealized Influence Attributed		Individualized Consideration	
	F	%	F	%	F	%	F	%	F	%
Not at all	9	3.6	6	2.4	9	3.6	3	1.2	22	8.8
once in a while	12	4.8	6	2.4	6	2.4	6	2.4	9	3.6
sometimes	44	17.5	61	24.3	79	31.5	55	21.9	64	25.5
fairly often	73	29.1	102	40.6	81	32.3	74	29.5	70	27.9
frequently if not always	113	45.0	76	30.3	76	30.3	110	43.8	86	34.3
Total	251	100.0	251	100.0	251	100.0	251	100.0	251	100.0

In the above table 7 item number 1 indicated that 113(45%) of the respondents responses showed frequently, 73(29.1%) fairly often, 44(17.5%) reply as sometimes, 12(4.8%) said once in a while and while 9(3.6%) react as not at all transformational leadership intellectual stimulation. Therefore, the researchers conclude that, Leaders stimulate their subordinates‟ efforts to be innovative and creative.

According to responses of the participants' 76(30.3%) replied that frequently to transformational leadership idealized influence/behavior/, 102(40.6%) said it is fairly often, 6(2.4%) of them says it happen once in a while and the remaining agreed to be not at all.

Inspirational motivation by transformational leadership takes place 76(30.3%) frequently, 81(32.3%) fairly often, 79(31.5%) sometimes, 6(2.4%) once a while and the remaining 9(3.6%) said not at all.

Transformational leadership in the colleges have idealized influence attribute as 110(43.8%) frequently, 74(29.5%) fairly often, 55(21.9 %) sometimes, 6(2.4%) once in a while and 3(1.2%) of the respondents said not at all.

Out of the total respondents 86(34.3%) frequently, 70(27.9%) fairly often, 64(25.5%) sometimes, 9(3.6%) once in a while and 22(8.8%) of the respondents said not at all respectively replied to transformational leadership individualized considerations in the study area.

Conclusion

The background of the respondents, the proportions of females are lower than males in colleges, the employees are energetic and they are at the first stage of most people's work lives with first degree

and above as well as more or less experienced. However, the monthly salary of the employees is not sufficient as compared to the actual labour market in that has similar experience and educational status.

With regard to the practices of leadership that is being exercised in the colleges, as the frequency distribution and mean summary of leadership practice indicates that leaders were inspired followers to go beyond their own self-interests for the good of the colleges and to focus on broader missions that transcend their own immediate self-interests, to concentrate on intrinsic higher-level goals without ignoring the direction of established goals by clarifying role and task requirements. Therefore, the colleges were practiced more of transformational leadership with less transactional leadership.

As it is presented in the tables of frequency distribution and mean summary of organizational culture in terms of mission, involvement, consistency, and adaptability that was replied by the respondents, the colleges empower their employees and their decisions have an impact on their work as well as the colleges have clear sense of purpose and direction that defines organizational goals. This finding is consistent with the findings of Kwantes and Boglarsky (2007), that there is a positive and significant relationship between organizational culture and effectiveness. However, there was a problem with the ability to reconcile differences that occur with their unique difference and to work together to achieve organizational objectives, to transforms the requirements of the external business environment into action.

Recommendations

Based on the findings of the study, the researchers recommended as follows:- Leadership basically helps followers achieve their goals as they work in the organizational setting; it encourages followers to be expressive and adaptive to new and improved practices and changes in the environment (Azka et al., 2011). The colleges were exercised more transformational and transactional leadership styles and both have a strong positive relationship with organizational effectiveness. The overall objective of the National TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people. It is therefore recommended that college leaders should strive to become role models to their subordinates; inspire subordinates by providing meaning and challenge to work; stimulate subordinate efforts to become innovative & creative; and pay attention to each individual's need for achievement and growth as well as in order to reap maximum benefit from the organization's resource. Hence, they can produce competent, motivated, adaptable and innovative workforce. It is also recommended that college leaders should discard laissez-faire leadership style to continuously improve organizational effectiveness.

The result showed that organizational culture practiced in the colleges are involvement and mission and have a significant positive relationship on organizational effectiveness. With this regard college leaders should strengthen empowering of their employees, build their organizations around teams, and develop human capability at all organizational hierarchy and creating 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. The result about consistency indicates there was inconsistency in the colleges and when this result was tested using ordered logistic

regression, there was inverse strong relationship with organizational effectiveness. Therefore, the researchers recommended that the leaders should work for the existence of a common set of values for work together to achieve organizational objectives with their unique difference among the members of the organization. Because colleges can also tend to be effective because they have "strong" cultures that are highly consistent, well coordinated, and well integrated. It will result common mindset and a high degree of conformity. Adaptability didn't been a significant effect on organizational effectiveness in the colleges and this is consistent with the previous research conducted by Mahboub Sheikhalizadeh Heris (2014) but inconsistent by Rukevwe J. Olughor (2014) and Fey and Denison (2003) With the idea that adaptability were found to be the prime drivers of effectiveness.

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