

UNIVERSITY OF EDUCATION, WINNEBA

**THE EFFECTS OF ORGANIZATIONAL CULTURE AND POLICIES ON
PRODUCTIVITY IN INSTITUTIONS OF HIGHER LEARNING IN GHANA:
A CASE STUDY OF SOME SELECTED PUBLIC UNIVERSITIES**



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**A Dissertation in the School of Business, Department of
Management Sciences submitted to the School of
Graduate School in partial fulfillment of the
requirements for the award of the degree of
Master of Business Administration
(Organization and Human Resource Management)
in the University of Education, Winneba**

OCTOBER, 2021

DECLARATION

Student's Declaration

I, **Felicity Offei-Gyekyi**, declare that this project work, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation as laid down by the University of Education, Winneba.

Dr. Joseph Ato Forson (Supervisor)

Signature:

Date:

DEDICATION

To my husband and children, Mr. Isaac Offei-Gyekyi, Gad Asiedu-Gyekyi and Gabriel Addo-Gyekyi



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I wish to express my sincere gratitude to the Lord Almighty for given me the grace, courage, strength and ability to bring this work to a final stage.

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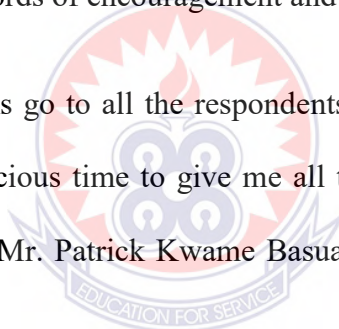


TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Background of the Study	1
1.1 Statement of the Problem	3
1.2 Objectives of the Study	5
1.3 Research Questions	5
1.4 Research Hypothesis	5
1.5 Significance of the Study	5
1.6 Scope of the Study	6
1.7 Limitation of the study	6
CHAPTER TWO: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	8
2.0 Introduction	8
2.1 Organizational Cultures	8
2.1.1 Sources and Functions of Organization Culture	9
2.1.2 Characteristics of an Organizational Culture	10
2.1.3 The Importance of Organizational Culture	12

2.2	Culture Dimensions Theory	12
2.2.1	Hofstede's Cultural Dimensions Theory	13
2.3	Organizational Policies and Procedures	16
2.3.1	The role of the Organization's Policies	17
2.4	Productivity	18
2.4.1	Organizational Culture and Productivity in the Public and Private Sector	19
2.4.2	Factors Influencing Productivity in the Public-Sector	21
2.4.3	Relationship of Culture and Policies on Productivity	22
2.4.4	Measuring Productivity in the Service Industry	24
CHAPTER THREE: RESEARCH METHODOLOGY		27
3.0	Introduction	27
3.1	Research Method	27
3.2	Research Design	28
3.3	Population	28
3.4	Sampling Technique	29
3.5	Sample Size	29
3.6	Data Collection Methods	31
3.6.1	Primary Data	31
3.6.2	Secondary Data	31
3.7	Instruments for Data Collection	31
3.7.1	Questionnaires	31
3.8	Instrument Validity and Reliability	32
3.9	Data Analysis and Presentation	32
3.9.1	Multiple Regression Analysis	33
3.10	Measurement of Variables	34



3.10.1	Organizational Policies	34
3.10.2	Organizational culture	35
3.10.3	Institutions of higher learning productivity or Performance Indicators	35
3.11	Ethical Consideration	36
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF RESEARCH		
FINDINGS		37
4.0	Introduction	37
4.1	General Information of the Respondents	37
4.2	Brief Summary of Results	40
4.2.1	Research Question One: Does an organizational policy affect organizational culture in institutions of higher learning?	40
4.3	Research Hypothesis One: H1: There is no Relationship between Organizational Policies and Culture and Productivity in Institutions of Higher Learning in Ghana	48
4.3.1	Testing for Assumptions of Multiple Linear Regression Model	48
4.3.2	Estimating the Functional Regression Equation	51
4.3.3	Relationship between Organizational Policies and Culture and Productivity in Institutions of higher Learning in Ghana	53
CHAPTER FIVE: SUMMARY OF KEY FINDINGS, CONCLUSIONS AND		
RECOMMENDATIONS		55
5.0	Introduction	55
5.1	Summary of key findings	55
5.1.1	Nature of the University's Policies and Procedures	55
5.1.2	Characteristics of the University's Culture	56
5.1.3	The Effects of Organizational Culture and Policies on Productivity	56

5.1.4	Improving the Performance (Productivity) in the Institutions of Higher Learning in Ghana	57
5.1.4	Relationship between Organizational Policies and Culture and Productivity in Institutions of Higher Learning in Ghana	57
5.2	Conclusions	57
5.3	Recommendations	58
5.4	Recommendations for Further Research	59
	REFERENCES	60
	APPENDIX G: QUESTIONNAIRE	68



LIST OF TABLES

Table	Page
3.1: Total Population of the Study	29
3.2: Response Rate of the Study	30
4.1: Demographic Information of Respondents	38
4.2: Nature of the Policies and Procedures of the University's	41
4.3: Characteristics of the University's Culture	43
4.4: The effects of Organizational Culture and Policies on Productivity	45
4.5: Improving the Productivity in Institutions of higher learning in Ghana	47
4.6: KMO and Bartlett's Test	49
4.7: Reliability Statistics	50
4.8: Model Summary b of dependent and independent variables	50
4.9: ANOVAa of dependent and independent variables	51
4.10: Coefficients ^a of dependent and independent variable	52
4.11: Correlations of Dependent and Independent Variables	53

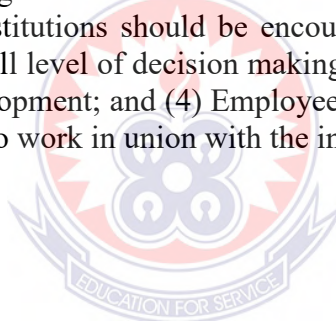
LIST OF FIGURES

Figure	Page
2.1: Hofstede's cultural dimensions model	16
4.1: Normal distribution of data set	48



ABSTRACT

This study examines the effects of organizational culture and policies on productivity in Institutions of Higher Learning focusing on some selected Public Universities in Ghana. Quantitative research method was used to collect primary data to answer the research questions. The study employed questionnaires to collect data from 119 respondents who were randomly sampled from four selected public Universities in Ghana. Both descriptive and Inferential Statistics were used to analyse the data using SPSS version 22.0 and Microsoft Excel application. The study found that organizational cultures in the Ghanaian Public Universities are both strong and weak organizational culture. Whilst the strong culture helps in maintaining business excellence and increase productivity and profitability, it is equally important to manage and improve those aspect of the culture that have the ability to threaten the very existence of the University's at large. The research further found that the effect of cultural, policies and procedure on productivity in every sector of the economy can be both favourable and unfavourable, however, developing and implementing effective and efficient culture, policies and procedures in the workplace is one of challenging responsibilities of management of organizations nowadays. The study finally established that there is a significant relationship between the dependent variable and the independents variables and the said relationship is moderate. The study makes the following recommendations as a result of the ensuing outcomes: (1) Subordinate in public institutions should be encouraged to communicate freely; (2) Increase participation at all level of decision making; (3) Institute a reward system for personal and career development; and (4) Employees with different values and beliefs should be well educated to work in union with the institution.



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Organization is considered as a system having integrated parts that must be coordinated for efficiency and effectiveness when developing policy. The integrated parts of organizational policy control the ways policies are formulated, implemented, adopted and evaluated. However, it is important for management to involve employees when formulating these integrated parts of an organization's policy to avoid conflicts that may arise between management and employees.

According to Chiemeké, Ashari and Muktar (2018), proper orientation of organizational policy norms such as role clarity, organizational culture, organizational learning and organizational support help employee to improve upon their attitudes towards work function. Chiemeké et. al postulated that an organization that has its employees engaged in formulation its culture and policies are most likely to gain substantial competitive advantage than those who are less engaged. Moreover, when employees participate in the organization's culture and policies formulation, it helps to improve their quality of work life. Indeed, it is plausible to assume that the more employee enjoys organizational participation improve their quality of work life the more employee engagement to the organization.

In recent times, many studies have been undertaken on organizational culture and policies, its impact on the performance and its relevance to strategic issues as well as corporate success. For example, Barney (1991) identified three basic types of resources that can provide competitive advantage to firms. These are physical, organizational and human resources. According to resource-based view, physical capital resources of a firm include things like plant, equipment and finances.

Organizational capital resources consist of the firm's structure, planning, controlling, coordinating and human systems, among others. Also, human capital resources include a firm's employee skills, judgment, intelligence, history, relationship, trust and organizational culture, formal reporting structure explicit management control and compensation policies (Gupta & George, 2016). With the human capital resources as a principal competitive advantage of successful organizations which includes culture and organizational policies, some are well suited to rapid and repeated change, others to slow incremental development of the institution. It is, therefore, imperative that managers do well to understand the culture and policies of their organizations.

Many organizations are confronted with many complex issues in their attempt to generate organizational achievement in their environment. Such issues call for strategic planning and such strategies fail due to their inconsistency with its organizational culture. While organizational culture extends to all forms of organizations, including small businesses, privately-held companies and non-profit organizations, there are some difficulties with organizational transformation often arising from failures to analyze an organization's culture.

However, employees want to be effectively involved and committed to the organization when they are considered in making or reviewing existing organizational policy. However, Ellinger, Musgrove, Ellinger, Bachrach, Baş and Wang (2013) contend that employee participation improves their attitudes towards work function. Consequently, attitudes have been identified as a system or norms embedded into employees that direct employees on how to function. Employees contribute more to an organization when their attitudes are right with organizational policy which directly or indirectly impact into their quality of work life.

Early studies have indicated that there exists a relationship between organizational culture and employee performance. Organizational culture is inherently connected to organizational practice; therefore, employee performance is conditional on organizational culture. According to Hellriegel and Slocum (2009), organizational culture can enhance performance in a large scale. According to them, the culture of an organization allows the employees to be acquainted with both the firm's history as well as current methods of operation and this specific direction endows the employees with guidance about expected and accepted future organizational behaviours and norms.

Cultures must therefore somehow influence people in order to affect their individual or collective performance. In their view, to fully assess the effects of culture on performance, there is the need to determine the paths by which culture affects people and how those effects are tied to their performance. Unfortunately, only a very modest beginning has been made on this agenda. To identify all of the consequences of culture and policies on productivity as comprehensively as possible, the pathways by which cultures shape people's thoughts, feelings, and behaviors need to be considered.

1.1 Statement of the Problem

Organizational culture affects the way an organization operate, influences people's decision and behaviors and it affect its performance (Wu, Zhang, & Schroeder, 2011), so much that Schein (1984) states that culture is the key to organizational excellence. Successful cultural integration within the corporate group is an important element to maintaining successful communication and improving performance (Idris, Wahab & Jaapar, 2015). Establishing an effective organizational

culture in the corporate group is necessary to improve performance and productivity (Lee & Gaur, 2013).

According to Kenny (2012), organizational managers in recent times have more challenges in establishing an effective organizational culture, which is an essential element to improve performance and productivity (Kenny, 2012). Kenny postulated that organizational managers that establish and integrate an effective organizational culture into its organizational structure improve performance. In any organization, lack of effective organizational culture and poor cultural integration affect organizational performance and decrease shareholders return (Idris et al. 2015). Eaton and Kilby (2015) indicated that 72 percent of corporate leaders acknowledged the importance of organizational culture to organizational performance but only 25% identified an effective organizational culture for their organization.

Organizational performance in relation to organizational culture has received little attention in Ghana and by extension, Africa as a whole. A lot of the academic researchers in this area have focused on the effects of organizational culture on employee performance. Despite the numerous studies on organizational culture in relation to employee performance in the last few decades, (see Awadh & Alyahya, 2013; Al Falasi, Alrajawy, Khalifa & Isaac, 2018; Nazir & Zamir, 2015; Paschal & Nizam, 2016; and Shahzad, 2014). They thus far have not paid much attention to the effects of organizational culture and policies on productivity in Institutions of Higher Learning in Africa, particularly Ghana. Therefore, this study examines the effect of organizational culture and policies on productivity on some selected Public Universities in Ghana.

1.2 Objectives of the Study

The general objective of the study is to examine the effects of organizational culture and policies on productivity in Institutions of Higher Learning, focusing on the experiences of selected Public Universities in Ghana. The specific objectives of the study are to:

1. examine the effects of organizational culture and policies on productivity of some selected Public Universities in Ghana;

1.3 Research Questions

The study is guided by the following questions:

- i. Does organizational culture and policies affects productivity of Public Universities in Ghana?
- ii. Is there any relationship between organizational culture and policies and productivity in Institutions of higher learning in Ghana?

1.4 Research Hypothesis

The study is guided by the following research hypothesis:

- i. There is no significant relationship between organizational culture and policies and productivity in Institutions of higher learning in Ghana.
- ii. There is a significant relationship between organizational culture and policies and productivity in Institutions of higher learning in Ghana.

1.5 Significance of the Study

This study is important because it will guide the management of the Universities to institute organizational culture and policies to improve organizational performance. Moreover, the research offers some empirical verification of existing

research on the relationship between organizational policies and culture on productivity in Institutions of Higher Learning.

The study may also be a useful tool to identify some major challenges that is inherent in an organization's attempt to institute culture and policies to enhance its performance. Finally, scholars and researchers interested in this area or other related topics can also use the findings of this study to serve as a good source for further research.

1.6 Scope of the Study

This study is limited to culture and policies that are instituted within the public sector space with the aim of improving its productivity using the experience of some selected Public Universities in Ghana. The study is thus, limited to the organizational cultures and policies of the Universities and therefore, employees and management on the selected Universities was the targeted of interest.

1.7 Limitation of the study

The study was generally faced with challenges. Among them are the time allocated for the research. This is because the time limit that is available to conduct the research is not enough in gathering all the necessary information for the studies from all the twelve (12) public Universities in Ghana. Therefore, the study is limited to only the University of Education, Winneba, University of Cape Coast, University of Energy and Natural Resources and Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

Secondly, obtaining relevant information from the management and staff of the Universities involved was quite tedious and, therefore, is posing as a serious challenge to the researcher. Even though proper permission was obtained from the

management and staff of the Universities, the research participants were reluctant to fill the questionnaires administered and give out information. Moreover, getting financial support to print and administer the questionnaires, travelling to far and near in search of or contacting other research in relation to the topic becomes a major challenge to the researcher.



CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.0 Introduction

In this chapter, a review of a range of literature and relevant documents on the concept of organizational culture, sources, functions and characteristics of organizational culture, models of organizational culture, employee's productivity or performance and its related issues are presented.

2.1 Organizational Cultures

The different attributes of culture have been arranged on basis of norms and attitudes which help in differentiating one firm from another. Cameron and Quinn (2006) define organizational culture as consisting of “. . . the core values, assumptions, interpretations, and approaches that characterize an organization”. A popular and simple way of defining culture is „how things are done around here“. According to Lussier (2005), organizational culture consists of the shared values and assumptions of how its members will behave. Mullins (2004) explained organizational culture as reflecting the underlying assumptions about the way work is performed; what is „acceptable and not acceptable“; and what behaviour and actions are encouraged and discouraged. Qazi and Kaur (2017) adding their voices to the position of Mullins, posited that an organizational culture involves the collection of traditions, values, policies, beliefs, and attitudes that constitute a pervasive context for everything we do and think in an organization.

Qazi and Kaur (2017) provided a more detailed description of what an organizational culture is contended that culture is the set of characteristics that describe an organization and distinguish it from others. It describes the values and

behaviors that are believed to lead to success and are thus taught to new members. According to Jones and George (2006), Organizational culture comprises the shared set of beliefs, expectations, values, norms and work routines that influence how members of an organization relate to one another and work together to achieve organizational goals. In essence, organizational culture reflects the distinctive ways organizational members go about performing their jobs and relating to others inside and outside the organization. The study agrees more with the definition provided by Qazi and Kaur (2017), Hellriegel and Slocum (2009), Lussier (2005) and Mullins (2004) to the extent that it is the culture of the organization that distinguishes itself from others and provides the basis that is, believed to lead to organizational success.

A company's organization culture does not pop out of thin air and, once it is established, it does not fade away. An organization's current customs, traditions and general way of doing things are largely due to what it has done before and the degree of success it has had with these endeavors (Robbins, 2001). Daft (2007) agreed with the views of Robbins and added that when ideas and values lead to success, they become institutionalized and an organization culture emerges that reflects the vision and strategy of the founder or leader. According to Greenberg and Baron (2003), an organization culture often develops out of an organization's experience with the external environment. Every organization must, therefore, find a niche for itself in its industry and in the marketplace.

2.1.1 Sources and Functions of Organization Culture

Organizational culture may spring from different sources, mainly from the beliefs of the founders (Martínez-Cañas & Ruiz-Palomino, 2014; Schein, 2010). Flamholtz and Randle (2012) noted that founders of an organization are the primary source in establishing a new culture for the new organization. Uddin, Luva, and

Hossian (2013) noted that the source of organizational culture also includes the learning experience of group members, as well as the new beliefs and assumptions of new members and managers. Employees of the organization live in the community, and they can impose their culture on the organization culture. Society may impose its culture on the organization through members of the organization because the members of the organization are part of the community (Gibbs, 2012).

Furnham and Gunter (1993) present the functions of organizational culture as the internal integration and coordination. By the term “internal integration” they refer to the socializing of new members in the organization, to the feeling of commitment to the organization and of identity among personnel and, finally, to the creation of the boundaries of the organization. The term “coordination” means “creating a competitive edge, and making sense of the environment in terms of acceptable behavior and social system stability” (Martins & Terblanche, 2003).

Robbins (2005) also suggested that culture performs several functions within the organization. He stated that culture has boundary-defining role, that is, it creates distinction between one organization and others. Culture also conveys a sense of identity for the organization members. Culture also facilitates the generation of commitment to something larger than one’s individual self-interest. Culture further enhances social system stability. According to Cameron (2008), Culture is a social glue that helps and holds the organization together by providing appropriate standards for what employees should say or do. Finally, culture serves as a sense-making and control mechanism that guides and shapes the attitudes and behaviour of employees.

2.1.2 Characteristics of an Organizational Culture

An organizational culture can best be described as strong or effective organizational culture and weak or ineffective organizational culture (Shahzad,

Luqman, Khan & Shabbir, 2012; Flamholtz & Randle, 2011). These characteristics are important in maintaining business excellence and effective organizational culture in the organization. The existence of these attributes that show the difference between higher and lower performer organizations. According to Childress (2013) business managers use the excellent organizational culture characteristics to increase productivity and profitability.

In a strong organizational culture, employees have similar views regarding the organization, and they behave consistently with organizational values. Business managers display a strong organizational culture to influence employees' work attitude and performance because culture engages and motivates employees (Simoneaux & Stroud, 2014). When members of the organization share the values and goals of the organization and new employees quickly adopt these values when a strong organizational culture exists in an organization. Sharma and Good (2013) and Flamholtz and Randle (2012) suggested that strong organizational culture is an important factor to improve and increase the organization's profitability and financial performance and positively impact on organizations process, employee performance, and overall organization productivity.

In contrast, management with weak or ineffective organizational culture has the potential to affect profitability and productivity (Shahzad, Luqman, Khan and Shabbir, 2012). In a weak organizational culture, employees have a problem to define the organization's values and to determine the right process of conducting business in the organization (Childress, 2013). Schein (2010) noted that management with weak organizational culture lacks transparent and consistent communication in the organization. In a weak organizational culture, employees behave in a manner inconsistent with the organization priorities because of insufficient communication

and lack of uniform direction from the leadership (Flamholtz & Randle, 2011). When the organizational culture is weak, the organization existence is at risk because organization members have different values and beliefs, where they may work against the management's priority (Eaton & Kilby, 2015).

2.1.3 The Importance of Organizational Culture

According to Daft (2007), an organizational culture provides members with a sense of organizational identity and generates a commitment to beliefs and values that are larger than themselves. Though ideas that become part of culture can come from anywhere within the organization, an organization's culture generally begins with a founder or early leader who articulates and implements particular ideas and values as a vision, philosophy or a business strategy. Fusch and Gillespie (2012) indicated that developing a positive workplace culture leads a performance improvement in the organization. Organizational culture is an important determinant factor for organizational performance (Chatman, Caldwell, O'Reilly, & Doerr, 2014). Thus, culture helps to explain why different groups of people perceive things in their own way and perform things differently from other groups. Culture can help reduce complexity and uncertainty. It provides a consistency in outlook and values, and makes possible the process of decision-making, co-ordination and control.

2.2 Culture Dimensions Theory

Cultural dimensions summarize the extent to which cultural groups are found empirically to differ from one another in terms of psychological attributes such as values, beliefs, self- construal's, personality, and behaviors. The role of culture has received considerable attention and has resulted in the development of several models of organizational culture (Gambi, Boer, Gerolamo, Jørgensen, & Carpinetti, 2015).

These includes Hofstede's Model, the personal, customer orientation, organizational and cultural issues (PCOC) model, the organizational cultural profile (OCP) and the competing values framework (CVF)

2.2.1 Hofstede's Cultural Dimensions Theory

Hofstede's cultural dimensions theory is a framework for cross-cultural communication, developed by Geert Hofstede. It describes the effects of a society's culture on the values of its members, and how these values relate to behavior, using a structure derived from factor analysis (Adeoye & Tomei, 2014). Hofstede developed this cultural model primarily on the basis of differences in values and beliefs regarding work goals. The theory was one of the first quantifiable theories that could be used to explain observed differences between cultures. Hofstede's framework is especially useful because it provides important information about differences between countries and how to manage such differences.

Hofstede developed his original model as a result of using factor analysis to examine the results of a worldwide survey of employee values by IBM between 1967 and 1973. It has been refined since. The original theory proposed four dimensions along which cultural values could be analyzed: individualism-collectivism; uncertainty avoidance; power distance (strength of social hierarchy) and masculinity-femininity (task-orientation versus person-orientation). Independent research in Hong Kong led Hofstede to add a fifth dimension, long-term orientation, to cover aspects of values not discussed in the original paradigm. In 2010, Hofstede added a sixth dimension, indulgence versus self-restraint.

Power distance index (PDI)

The power distance index is defined as "the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally". In this dimension, inequality and power is perceived from the followers, or the lower strata. A higher degree of the Index indicates that hierarchy is clearly established and executed in society, without doubt or reason. A lower degree of the Index signifies that people question authority and attempt to distribute power. (Hofstede, 2011).

Individualism vs. Collectivism (IDV)

This index explores the "degree to which people in a society are integrated into groups". Individualistic societies have loose ties that often only relate an individual to his/her immediate family. They emphasize the "I" versus the "we". Its counterpart, collectivism, describes a society in which tightly-integrated relationships tie extended families and others into in-groups. These in-groups are laced with undoubted loyalty and support each other when a conflict arises with another in-group (Hofstede, 2011; 1991).

Uncertainty Avoidance (UAI)

The uncertainty avoidance index is defined as "a society's tolerance for ambiguity", in which people embrace or avert an event of something unexpected, unknown, or away from the status quo. Societies that score a high degree in this index opt for stiff codes of behavior, guidelines, laws, and generally rely on absolute truth, or the belief that one lone truth dictates everything and people know what it is. A lower degree in this index shows more acceptance of differing thoughts or ideas.

Society tends to impose fewer regulations, ambiguity is more accustomed to, and the environment is more free-flowing (Hofstede, 2011; 1991).

Masculinity vs. Femininity (MAS)

In this dimension, masculinity is defined as "a preference in society for achievement, heroism, assertiveness and material rewards for success". Its counterpart represents "a preference for cooperation, modesty, caring for the weak and quality of life". Women in the respective societies tend to display different values. In feminine societies, they share modest and caring views equally with men. In more masculine societies, women are somewhat assertive and competitive, but notably less than men. In other words, they still recognize a gap between male and female values. This dimension is frequently viewed as taboo in highly masculine societies (Hofstede, 2011; 1991).

Long-Term Orientation vs. Short-Term Orientation (LTO)

This dimension associates the connection of the past with the current and future actions/challenges. A lower degree of this index (short-term) indicates that traditions are honored and kept, while steadfastness is valued. Societies with a high degree in this index (long-term) view adaptation and circumstantial, pragmatic problem-solving as a necessity. A poor country that is short-term oriented usually has little to no economic development, while long-term oriented countries continue to develop to a level of prosperity. (Hofstede, 2011; 1991).

Indulgence vs. Restraint (IND)

This dimension refers to the degree of freedom that societal norms give to citizens in fulfilling their human desires. Indulgence is defined as "a society that allows relatively free gratification of basic and natural human desires related to

enjoying life and having fun". Its counterpart is defined as "a society that controls gratification of needs and regulates it by means of strict social norms" (Hofstede, 2011; 1991).



Figure 2.1: Hofstede's cultural dimensions model

Source: Hofstede (1991; 2011).

The Hofstede model of culture shows the conceptual and research effort that had become a paradigm for comparing cultures in societies and institutions. It however cautions against confusion with esteem disparities at the individual level.

2.3 Organizational Policies and Procedures

According to the U.S. National Library of Medicine an organizational policy is a course or method of action selected, usually by an organization, institution, university and society, among others, from among alternatives to guide and determine present and future decisions and positions on matters of public interest or social

concern. Policies and procedures are an essential component of any organization (Sanelli, 2018). Policies are important because they address pertinent issues such as what constitutes acceptable behaviour by employees. Typically, policies are formalized in a manual and reviewed with employees during orientation. Procedures, on the other hand, clearly define a sequence of steps to be followed in a consistent manner, such as how the organization will respond to any policy violations. The more difficult piece for employers is to adhere to and enforce the established policies and procedures.

Sanelli (2018) however, concluded that these policies and procedures are rendered useless if employers neglect to adhere to them or fail to effectively communicate them to employees. Utilizing both policies and procedures during decision-making ensures that employers are consistent in their decisions. Kokemuller (2018) posited that one of the challenging responsibilities of management of organizations nowadays is developing and implementing policies and procedures. These include policies related to employee rights and responsibilities, specific acceptable and unacceptable workplace activities and safety procedures.

2.3.1 The role of the Organization's Policies

Policies serve as a way for management to communicate behavioral expectations to employees (Kokemuller, 2018). Good policies reinforce practices that benefit the workplace and customers; they don't arbitrarily and unnecessarily restrict employee freedoms and decision-making. However, guidelines should also be established to convey consequences for employees who violate certain policies. According to Kokemuller, workplace policies establish policy manual, set boundaries and guidelines, and best practices for acceptable behavior in an organization, creates uniformity in employee rights and responsibilities and addresses workplace safety.

The purpose of policies such as these is that they allow management to communicate to employees the way they are expected to behave on the job (Sanelli, 2018).

Despite the best intentions for establishing organizational policies, organizations productivity can go overboard with workplace policies if they infringe on employee rights and lead to low morale. Only policies that have a purpose have value, thus policies that are too restrictive can inhibit creative thinking, anger employees, and lead to a decrease in productivity. By ensuring that your policies are fair, they prevent this type of negative result that could harm a company's long-term success (Kokemuller, 2018; Sanelli, 2018).

2.4 Productivity

Productivity is generally defined as a measure of the amount of output generated per unit of input. Simply put, productivity is efficiency in production: how much output is obtained from a given set of inputs. As such, it is typically expressed as an output–input ratio (Syverson, 2011). The Organization for Economic Co-operation and Development (OECD, 2001) defines productivity as a ratio of volume measure of output to a volume measure of input use. According to the Queensland Productivity Commission (2016), productivity can be defined as the efficiency with which an entity such as a firm or industry, or at the aggregate level an economy, is using its resources (labour, materials and capital) in the production process to generate output in the form of goods and services.

A careful examination of these definitions suggests that productivity can be understood by examining the proportion of inputs used in the production of goods or services and the output or gains made. In this case, if the measurement of input is not commensurate with expected output, then productivity is low. If output measurement is however commensurate with input or exceeds it, then productivity is high or

optimum. In Ghana, a chunk of the tax resources goes as input to the operations of the public sector yet it appears the relative output of most of the public sector organizations do not match the resources used and returns are low. In the era of New Public Management, it is expected State Owned Enterprises and corporations to produce with economy, efficiency and effectiveness. Yet, if one compares the performance of public banks and private banks; public manufacturing corporations and private ones, the difference is clear as the latter appears to be doing relatively better.

Public sector productivity is important to the performance of a country. Thornhill (2006) identifies three main reasons why public sector productivity is crucial. First, the public sector is a major employer of labour. Second, the public sector is a major provider of services particularly business and social services. Third, the public sector is a consumer of tax resources. To him, changes in the public sector productivity may have significant implications on the economy. Public sector productivity involves efficiency and outputs as well as effectiveness and outcome. In Kalliola's (2003) formulation, at least two points illustrate the issues that make the whole question of public sector productivity a highly contentious one in many countries. One is whether or not citizens are being provided with what they need. The other question is on how the services concerned (public servants) make better use of the resources at their disposal.

2.4.1 Organizational Culture and Productivity in the Public and Private Sector

One of the most important issues facing the applied behavioral sciences is that of human productivity, the quality and quantity of work. Productivity concerns both effectiveness and efficiency. According to Peter Drucker (1995) a founding father of

management theory, effectiveness is a minimum condition for survival after success has been achieved. Thus, efficiency is concerned with doing things right and effectiveness is doing the right things. According to Dorgan (1994) and Tokarčíková (2013), productivity is the increased functional and organizational performance, including quality. Productivity is a ratio to measure how well an organization converts input resources (labor, materials, machines, money) into goods and services. Rolloos (1997) stated it differently by saying that anything that people can produce with the least effort is productivity.

It has been noted in the studies on public service performance that the frameworks from private sector (such as the Balanced Scorecard) may not cover all the elements of organizational performance that are important to public organizations (Talbot, 1999). Many different frameworks and classifications related to public service performance can be found in the literature. Boyne (2002) presents the following perspectives of public service performance: outputs (quantities and qualities), efficiency (costs per unit of output), service outcomes (example, formal effectiveness and impact), responsiveness (example, staff satisfaction, customer satisfaction) and democratic outcomes (example probity and participation). What this classification does not explicitly present is the linkages between different elements of organizational performance. However, some of the perspectives such as outputs, outcomes and efficiency are interesting from the public service productivity viewpoint.

Adopting a more different view on productivity, Pritchard (1995), provided the following three definitions which relate to productivity:

- i. It is output/input, in other words, is a measure of efficiency;
- ii. It is a composition of effectiveness and efficiency; and

iii. It is whatever make the organization function better.

Productivity in the public sector is viewed differently compared to productivity in the private sector as this is largely due to measurable outputs. According to Parker, Waller and Xu (2013), productivity can be differentiated in three different ways. These are manufacturing products, private commercial services and public and not for-profit services. Parker et al. (2013) stated that the public and not-for-profit sector provide services that have no market price. These services are provided free of charge at point of use, including, library services. Present-day literature shows that identifying the output of these types of services can be complex and problematic. Sherwood (1994) added that the key challenge in productivity measurement of all services relates to defining the basic unit of measuring the quantity of the services performed.

2.4.2 Factors Influencing Productivity in the Public-Sector

Early researchers and writers discovered that a limited number of factors had the most impact on the productivity of workers. Taylor (1998), found that four key principles could be applied to dramatically improve workplace productivity. Taylor's principles advised managers to systematically design each job, scientifically select and train the workers, cooperate closely with the workers and divide the work and responsibility equally between the worker and management. Other studies focused on the premise that the quality of leadership directly affects productivity.

Peters and Waterman (1982) emphasized the role of leadership in guiding an organization toward success. According to Peters (1987), to gain the greatest performance, employees should be closely involved in all aspects of the organization's operations that is, "Involve everyone in everything".

Echoing Taylor and Peters, Creech (1994), advocated involving subordinates fully in organizational changes. He submitted that centralized control within an organization generally leads to failure and sub-optimal performance. Koretz (1995) cited three key productivity factors, namely inadequate supervision and employee involvement in decision-making, too much work, and insufficient rewards and chances to advance. Leonard's (2000) surveys indicated that less organizational bureaucracy, a greater sense of purpose, clear goals, and being able to see results were essential to productivity.

Walton (1986) posited that institute training and retraining, instituting leadership, breaking down barriers between staff areas, and driving out fear are key elements to improve productivity in an organization. To Walton, the economic loss from fear is appalling because fear takes a horrible toll. Fear is all around, robbing people of their pride, hurting them, robbing them of a chance to contribute to the company.

Ryan and Oestreich (1991) also described how fear impacts productivity noting that workers may begin to show various traits, including lack of extra effort making and hiding mistakes, missing deadlines and budgets, poor problem-solving and work methods as well as the loss of creativity, motivation and risk taking.

2.4.3 Relationship of Culture and Policies on Productivity

Today, the role of culture in improving productivity is receiving much attention. The relationship between culture and productivity is not simple and straight forward. Researchers believe that productivity increases when the organizational culture is shaped around the priorities and goals of the organization. Studies show that culture is a key factor in the improvement of productivity and plays a critical role in the success or failure of the organization.

There is nothing accidental about cultural strengths. In many studies, it is shown that there is a significant relationship between employee performance and organizational culture, if employees have common perceptions then they would be more cooperative with each other to achieve their goals (Van den Steen, 2010, Mullins, 1999). If an organization's culture is going to improve the organization's overall performance, then the culture must provide a strategic competitive advantage, and beliefs and values must be widely shared and firmly upheld. A strong culture can bring benefits such as enhanced trust and cooperation, fewer disagreements and more-efficient decision-making. Culture also provides an informal control mechanism, a strong sense of identification with the organization and shared understanding among employees about what is important. Employees whose organizations have strongly defined cultures can also justify their behaviours at work because those behaviours fit the culture.

It is commonly believed that organizational culture has a great impact on the performance of the organizations (Nazir & Zamir 2015). There are other dimensions of the organizational culture that may play role in the performance of the employees within the organizations. Research has also indicated that if the employees have same norms and values that organization then this will increase the performance of the employees towards achieving overall goals of the organization (Nazir & Zamir 2015).

According to Hellriegel & Slocum (1996), organizational culture can enhance performance on a large scale if it can be understood, that is, what sustains a culture. The culture of an organization allows the employees to be acquainted with both the firm's history as well as current methods of operation and this specific detection endows the employees with guidance about expected and acceptable future organizational behaviors and norms (Hellriegel and Slocum 1996). Policies provide

framework and structure for an organization. When consistently enforced, they contribute to the development of a company's culture (Kokemuller, 2018). This means that if an organization has strong policies on ethics, for instance, it can help instill the importance of integrity and ethical behaviors in employees.

2.4.4 Measuring Productivity in the Service Industry

Measuring workers' productivity is important for public policy and private-sector decision-making. Due to a lack of reliable methods to determine workers' productivity, firms often use specific performance measures. To select the right performance measures, and as a result design better employment contracts and improve productivity, policymakers and managers need to understand the advantages and disadvantages of the available metrics (Sauermann, 2016). Workforce productivity has become a critical factor in the strength and sustainability of a company's overall business performance. Absenteeism affects productivity; however, even when employees are physically present at their jobs, they may experience decreased productivity and below-normal work quality—a concept known as decreased presenteeism (Koopman, Pelletier, Murray, Sharda, Berger, Turpin & Bendel (2002). Ideally, one would like to observe productivity for each individual worker at each point in time. In reality, however, output is rarely observable at the individual level for a reasonable cost, thus making it practically impossible to calculate each individual's productivity. Instead, firms use individual measures of workers' performance as an approximation of their productivity. Most occupations have one or more metrics that can be used to evaluate how well workers perform (Sauermann, 2016). These measures, also known as "key performance indicators" (KPIs), are regularly used for internal evaluation and monitoring in firms.

According to Hanushek and Ettema (2017), decision makers in education have shied away from considering productivity. For the most part, resources for the sector have not been very constrained, and the whole focus of attention was simply on finding ways to increase outcomes (quality) without much attention to costs or the resources needed. Thus, discussions of productivity have almost never entered into the debates about educational policy. Hanushek and Ettema (2017) concluded that to measure productivity in education, we must first define the inputs and the outputs. Not surprisingly, this is a much more difficult task in education than it is in manufacturing, or even in for-profit service industries such as banking. In many ways the input side is easier, however, inputs can measure in terms of labor productivity (teachers employed) or multi factor productivity (total dollars spent). These data are regularly produced and provide the ability to measure trends over time.

The purpose of this study is different than as described above. The study focuses on institution of higher learning which is basically into services delivery. McQuerrey (2021) suggested some productivity or performance measures in the services industry to include providing exceptional customer service to ensure strong operations and to attract repeat business, providing high customer satisfaction levels, increased revenue and positive word-of-mouth reputation and providing regular feedback and offering a mechanism for employees to approach management with concerns and suggestions can help increase overall service performance.

McQuerrey (2021) added that developing clear and measurable service goals which will enable employees to understand management expectations and set the stage for how an organization wants customers treated and having a system in place which ensure employees absenteeism is reduce to a considerable level, employees

meet deadlines, takes initiative, stay on budget and participate in team environments
are other productivity or performance measures in the services industry.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is organized into subsections as follows; research methods and design, target population, sampling design, sampling and sample size, data collection methods, instruments validity and reliability, data processing and analysis and research ethics.

3.1 Research Method

Understanding the research methodologies and designs is essential in any research process because each research method present a different strategy of approaching the study process (Yin, 2014). According to Yin (2014), examining the various research methods is essential to evaluate the advantage and disadvantage of each method. Research methods according to (Kumar, 2012; McNulty & Zattoni, 2013) include quantitative, qualitative and mixed methods.

According to Allwood (2012) and Yin (2014), a quantitative research method is appropriate to describe particular situations using questionnaire, interviews, observations and document reviews. It is also appropriate for social science research, particularly in studying individual and group behavior in the organization. This study employed quantitative research method to examine the effects of organizational culture and policies on productivity in some selected Public Universities in Ghana. The quantitative method was appropriate for this study because the study involves studying individual and group behaviors in the organization.

3.2 Research Design

The research design is an essential element in the research process to make the study stronger and to manage the research process easily (Yin, 2014). Yin (2014) indicated that a research design includes the research process from defining a research question to analyzing data. McNulty and Zattoni (2013) posited that the basic qualitative research designs include case study, phenomenology, grounded theory, ethnography and narrative. The case study design study research design was used for the study. Compared to other designs, a case study is the best design to analyze a process, program, or activity in the organization (Garcia & Gluesing, 2013). The case study design was relevant to explore the effects of organizational culture and policies on productivity in some selected public Universities in Ghana.

Case study research design includes three basic approaches. Thus, explanatory, exploratory, and descriptive (Yin, 2014). Exploratory case study design was appropriate to explore situations and process in the case. Poulis, Poulis, and Plakoyiannaki, (2013) indicated that exploratory case study research design is suitable to answer what, how, and why questions in the research. The exploratory case study is appropriate to cover various issues in the business organization and social institutions (Welch, Plakoyiannaki, Piekkari & Paavilainen-Mäntymäki, 2013).

3.3 Population

According to Kumekpor (2002), the population of a study is the number of all units of the phenomenon to be investigated that exists in the area of investigation. The target population for this study was the entire staff (Senior Members, Senior Staff and Junior staff) of the University of Education, Winneba (UEW), University of Cape Coast (UCC), University of Energy and natural resources (UENR) and Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development

(AAMUSTED) totalling 4,407. Table 3.1 shows the distribution of the study population by the selected Universities.

Table 3.1: Total Population of the Study

Selected Public Universities	Senior Members	Senior Staff	Junior Staff	Total Staff	%
University of Energy and Natural Resource (UENR)	306	241	124	671	15%
University of Education, Winneba (UEW)	665	407	417	1489	34%
Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)	208	153	210	571	13%
University of Cape Coast (UCC)	730	508	438	1676	38%
Total Population	1,909	1,309	1,189	4407	100%

Source: Field Survey, Gyekyi (2021)

Note: The total population of the study is made up of staff on the payroll of the selected Universities.

3.4 Sampling Technique

Sampling is referred to as the process of selecting units from a population of interest so that by studying the sample, a researcher may fairly generalize his or her results on the population from which the sample was chosen. This research will employ probability sampling technique. Simple random sampling was used to select respondents from the selected Public Universities of Higher Learning.

3.5 Sample Size

Determining the adequate sample size is the most important design decision that faces the researcher (Adam, 2015). He argued research will lack the precision to provide reliable answers to questions that are under investigation when too low

sample size is used. Moreover, using too large sample size, time and resources will be wasted often for minimal gain.

In order for the sample to be a true representative of the population, a sample size determination table developed by Bartlett, Kotrlik and Higgins (2001) was used to select the minimum sample size of the study. According to them, the population size of 4,407 will have a minimum sample size of 119 using 0.05 as the margin of error. Hence, the sample size of 119 respondents was used to obtain reliable answers to questions that are under investigation.

Achieving a higher responds rate from respondent in any study provides an assurance that the result will be accurate (Rear & Parker (2011)). Out of the 119 questionnaire that was administered to employees in the selected institution of study, all the 119 responded and returned the questionnaire representing 100% of the respondents. This in an indication that the response from the sample will accurately reflect that of the entire population. Table 3.2 shows the response rate of the study.

Table 3.2 Response Rate of the Study

Name of Institution:	N	%
University of Energy and Natural Resource (UENR)	27	22.7
University of Education, Winneba (UEW)	41	34.5
Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)	26	21.8
University of Cape Coast (UCC)	25	21.0
Total	119	100.0

Source: Field Survey, Gyekyi (2021)

3.6 Data Collection Methods

In order to accomplish the objectives of this research, the researcher used both primary and secondary data collection method.

3.6.1 Primary Data

Primary data collection allow for the interaction between the researcher and the respondents which will facilitates explanation and description of the subject under study. In this study, primary data method was used to collect data from respondents in the Universities.

3.6.2 Secondary Data

Secondary data in social sciences are usually collected by someone other than the user. These sources contain data which have been collected and compiled for another purposes. This study extracted the secondary data from all relevant publication within a period of ten (10) years and can be obtained from printed publications and the Universities website.

3.7 Instruments for Data Collection

The study employed questionnaires to collect primary data for the study.

3.7.1 Questionnaires

The use of questionnaires has proved to be the most important means of data collecting instrument (Kothari, 2006). It is also less expensive, convenient and unbiased. Self-administered questionnaires were employed to collect data from the selected respondents. The questionnaire contains both open-ended closed-ended questions as well as a five-point Likert scale questions. The questionnaires will have four sections composed of general information; the nature and types of the

University's culture and policies; the effects culture and policies have on productivity; and the challenges posed by organizational culture and policies on productivity in Institutions of Higher Learning in Ghana.

3.8 Instrument Validity and Reliability

Validity of an instrument refers to how well and instrument measures the particular concept it supposed to measure (Saunders & Lewis, 2009). Saunders and Lewis further argued that an instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. In order to ensure validity and reliability of the data which measures the internal consistency between the different questions and to conclude which questions should be combined to obtain an appropriate index measure for the questionnaire, the researcher reviewed other relevant literature that served as evidence and supported the answers found using the questionnaire. Further, the questionnaire was submitted to my supervisor for vetting, and approval. Content validity measurement was employed by pilot testing five (5) questionnaires and one (1) interview guide. After the pretest, the questionnaire and the interview guide was appropriately amended and revised before distributing it to the respondents.

3.9 Data Analysis and Presentation

The data were analysed using the Statistical Package for Social Sciences (SPSS) version 22.0. The analysis involved various stages such as, editing, coding, tabulation and advanced data analysis techniques. The data were assessed to certify that the minimum data quality standards had been met. Data coding was done by assigning numbers to answers, so that responses could be grouped into a limited

number of categories. This procedure was necessary for both open and close ended questions. Descriptive such as frequency distribution table and Inferential Statistics such as Pearson Correlation, and Multiple Linear Regression Statistical Model were used to identify and evaluate the causal relationship between dependent and independent variables and to test the hypotheses of the study.

3.9.1 Multiple Regression Analysis

Multiple regression analysis was used to examine the relationship between the independent variables (organizational policies and procedures and organizational culture) and the dependent variable (Productivity). The independent variables were re-coded into dichotomous variables so as to be used in multiple regressions (Field, 2005). This was followed by the process of model trimming and generation of histograms, which showed that the residuals were normally distributed. For each set of input factors, a set of output parameters were established using the regression model.

Correlation coefficient test and significant levels were conducted to check the strength of the linear relationships between pairs of variables. The determinant of correlation matrix and residual histograms were generated to provide the information on the multi-collinearity among various variables (Malhotra, 2004). A regression model predicting the relationship between the independent variables (organizational policies and procedures and organizational culture) was derived to further explain the influence of the independent variables on the dependent variable (productivity). The unstandardized coefficients (values, were used in the prediction equation and to interpret the results. A regression model, which was expressed in the general form, shown by the equation 1, used the values of the input (independent variables), and

transformed them into the desired output (dependent variables). The model, which was developed using SPSS version 22, was:

$$y_i = \beta_0 + \beta_1 x_{1i} + \beta_2 x_{2i} + \beta_p + \epsilon_i \dots \dots \dots (1)$$

Where

Y = dependent variable,

x = independent variable,

X_1 = Nature of the University's policies and procedures

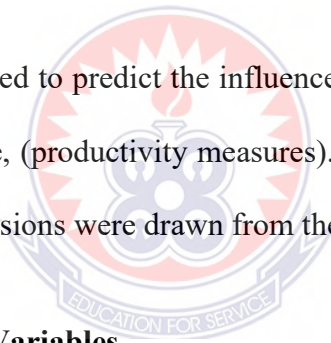
X_2 = Characteristics of the University's Culture

β = Coefficient,

ϵ_i = error term or residual,

β_0 is the y-axis intercept.

This model was used to predict the influence of various independent variables on the dependent variable, (productivity measures). Based on these findings, various interpretations and conclusions were drawn from the study.



3.10 Measurement of Variables

Operationalizing each of the study variables was important because it had implications on the reliability and validity of the results. The independent variables for this study were organizational policies and procedures and organizational culture, while, the dependent variable was productivity in Institutions of Higher Learning.

3.10.1 Organizational Policies

This independent variable was measured by formulating questions for respondents working in the selected Institutions of Higher Learning, on issues that constitute acceptable behavior among employees and how the policies relate to employees right and responsibilities, and as to whether such policies are made up of

some specific acceptable and unacceptable workplace activities and safety procedures, and whether they are formalized in a manual and are reviewed with employees from time to time. The questions were structured to measure the effectiveness of the policies existed in the selected institutions of Higher learning, and how employees perceive it to affects productivity in their organization.

3.10.2 Organizational culture

The measurement of this independent variable was performed by using structured research items, formulated to evaluate the characteristic of the organizational culture of the selected Institutions.

The characteristics of the organizational culture variables were identified as employees having similar views regarding their organization employees, behave consistently with organizational values it motivates employees, members of the selected Institutions share the values and goals of the organization and positively impact on organizations process, employee performance, and overall organization productivity. Other factors on the characteristics of organizational culture investigated were to identify if the organizational culture lacks transparency and whether members have different values and beliefs, where they may work against the management's priority

3.10.3 Institutions of higher learning productivity or Performance Indicators

The productivity of Institutions of Higher learning was measured using well-structured questions for respondents on the non-financial indicators of productivity or performance. Productivity were evaluated bases on the ability of the organizational culture and productivity being able to help the institution to remain competitive, profitable and successful, empowering staff to higher levels of performance, enhance

stakeholder's satisfaction levels, increase in revenue, improve the reputation of the Institution enhance the market share of the institution in the tertiary education industry, reduce employee turnover, reduce employees level of absenteeism, improve employees punctuality, provide a mechanism for employees to approach management with concerns and suggestions that can help improve the overall service performance among other indicators. All these productivity indicators were attributed to the impact of organizational culture, policies and procedures of Institutions of Higher Learning.

3.11 Ethical Consideration

The study addressed the ethical issues by seeking consent from respondents and assures them that the data collected or information provided by them was only used for this study. This was provided in a statement that would form part of the introductory statement on the questionnaire. This was done to ensure that no one is harmed or suffer any adverse consequences as a result of their participation in the research activities. The researcher abided with confidentiality status of the respondents who was required to provide some relevant information for the study. There is no exposure or leakage of information that was provided by the respondents.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.0 Introduction

This chapter presents the result analysis of information collected from the fieldwork. The general objective of the study seeks to examine the effects of organizational culture and policies on productivity in Institutions of Higher Learning, focusing on the experiences of selected Public Universities in Ghana. Descriptive and Inferential Statistics such as frequency distribution tables and multiple linear regression statistics were used to analyse the data on the effects of organizational culture and policies on productivity. The research questions that guide the study are as follows:

- i. Does an organizational policy affect organizational culture in institutions of higher learning?
- ii. Is there any relationship between organizational culture, policies and Procedures and productivity in Institutions of higher learning in Ghana?

4.1 General Information of the Respondents

The study on the effects of organizational culture and policies on productivity in some selected Institutions of Higher Learning in Ghana cannot be complete without putting the analyses into context. The background characteristics of respondents are therefore critical in providing contextual meaning to the results. This section presents the socio-demographic characteristics of the respondents with specific emphasis on the age, sex, educational background, occupational status, department of service in the University and number of years worked in the University. These characteristics are important in the understanding of the broader objective that is being examined. Age

for instance, will provide a spectrum of understanding on how individuals at various age groups understand organizational policies, culture and productivity whilst sex of respondents provides information on gender dimensions of the themes investigated. The educational background, department of services, occupational status and the number of years of worked in the University"s provide a social and cultural context to the study. Table 4.1 shows the socio-demographic characteristics of the respondents of the study.

Table 4.1: Demographic Information of Respondents

Variable	Sub-Scale	N	%
Age	20-29	27	22.7
	30-39	47	39.5
	40-49	34	28.6
	50-59	11	9.2
	Total	119	100.0
Gender	Male	67	56.3
	Female	52	43.7
	Total	119	100.0
Educational Background	Vocational/Technical	1	.8
	University/Polytechnic	118	99.2
	Total	119	100.0
Department:	Receptionist Administrators/ Registry	19	16.0
	Accounts Office	45	37.8
	CEO/Directors/Coordinators" Office	20	16.8
	Security Unit	15	12.6
	Others	20	16.8
	Total	119	100.0
Occupational Status	Senior Member	37	31.1
	Senior Staff	77	64.7
	Junior Staff	5	4.2
	Total	119	100.0
Number of years worked in the University	Less than 5yrs	31	26.1
	5-10yrs	52	43.7
	Above 10yrs	36	30.3
	Total	119	100.0

Source: Field Survey, Gyekyi (2021)

A close look at the age distribution of respondents from Table 4.1 revealed that the age group between 30-39 years recorded the highest percentage of respondents (39.5%). This was followed by the age groups 40-49 years (28.6%), 20-

29 years (22.7%) and the age group 50-59 constituting 9.2%. All age groups are well represented in the sample. Table 3 again shows that out of the 119 respondents, 67 respondents (56.3%) were male whilst 52 respondents (43.7%) were females. The significant representation of both males and females and all age groupings provides an opportunity to examine the issues under study critically from the perspectives of both sexes and age. Educational levels of individuals are very crucial as these have been found to impact positively or negatively on views of people on various issues of life. The study thus captured the educational attainments of respondents. The results as shown in Table 4.1 shows that about 99.2% out of the 119 respondents have attained University education whilst 1 respondent (0.8%) have also attained Vocational or Technical. No respondent was reordereed to have no formal education.

Table 4.1 further indicated that 64.7% are senior staff whilst 31.1% and 4.2% of the respondents were senior members and junior staff respectively. Although the number of senior members (1909 staff) in the populations were more than senior staff (1309), the results shows that more senior staff were interested in participating in the study.

Table 4.1 further indicated that more than one-third (43.75) of the respondents have worked with the selected institutions of the study for 5-10 years whilst 30.3% and 26.1% of the respondents have also worked in the selected institutions for more than 10 years and less than 5 years respectively. This shows that the combined number of years respondents have worked in the selected institution of the study provides a basis to believe that they are able to provide accurate information on the issue of organizational policies and culture and its effects on productivity on the selected Public Universities in Ghana.

4.2 Brief Summary of Results

4.2.1 Research Question One: Does an organizational policy affect organizational culture in institutions of higher learning?

Nature of the University's Policies and Procedures

This section deals with the Nature of the policies and procedures of the University's that guides and determines the present and future decisions and positions on matters of public interest or social concern. Exploring the nature of policies and procedures of the selected public University's in Ghana gives a more and better understanding of what constitutes acceptable behaviour of employees and employers alike. Table 4.2 contains the respondents views on Nature of the policies and procedures of the selected Pubic University's in Ghana.

From the results in Table 4.2, 69.7% of the respondents indicated their agreement and 24.45 strongly agreeing that the existence of the organizational policies in their respective Universities are able to address pertinent issues such as what constitutes acceptable behaviour by employees. However, 5% of the respondents were not sure on their agreement or their disagreement whist 0.8% of the respondents disagree on the view that the existence of the organizational policies in their respective Universities are able to address pertinent issues such as what constitutes acceptable behaviour by employees.

Table 4.2: Nature of the Policies and Procedures of the University's

Variables	N/%	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Address pertinent issues such as what constitutes acceptable behaviour by employees.	N	29	83	6	1		119
	%	24.4	69.7	5.0	.8		100
Relate to employee rights and responsibilities	N	22	78	16	3		119
	%	18.5	65.5	13.4	2.5		100
Contains specific acceptable and unacceptable workplace activities and safety procedures.	N	19	70	23	7		119
	%	16.0	58.8	19.3	5.9		100
Are formalized in a manual and reviewed with employees from time to time.	N	14	63	31	11		119
	%	11.8	52.9	26.1	9.2		100
Are difficult for employers to adhere to and enforce the established policies and procedures.	N	12	47	27	30	3	119
	%	10.1	39.5	22.7	25.2	2.5	100

Source: Field Survey, Gyekyi (2021)

When the respondent's views were further sought on their agreement or disagreement as to whether the policies and procedures existed in their institutions contains specific acceptable and unacceptable workplace activities and safety procedures, 58.8% affirmed their agreement to the statement that agreed that the policies and procedures existed in their institutions contains specific acceptable and unacceptable workplace activities and safety procedures. This was followed by 19.3% of the respondent who were undecided and 16% also strongly agreeing to the statement that the policies and procedures existed in their institutions contains specific acceptable and unacceptable workplace activities and safety procedures. Moreover, 65.5% of the respondents adduced that their organizational policies relate to employee rights and responsibilities whereas 52.9% of the respondents attributed their organizational policies as being formalized in a manual and reviewed with employees by employers from time to time. Additionally, 39.5% of the respondent agreed whilst

25.2% disagreed that it has always being difficult for employers to adhere to and enforce the established policies and procedures.

The findings confirms that views of Kokemuller (2018) on what constitute a good organizational policy and further concluded developing and implementing policies and procedures one of challenging responsibilities of management of organizations nowadays. The findings again agree with the conclusions of Sanelli (2018) who posited that organizational policies and procedures are rendered useless if employers neglect to adhere to them or fail to effectively communicate to employees. Utilizing both policies and procedures during decision-making ensures that employers are consistent in their decisions.

Characteristics of the University's Culture

This section examines the respondents' views on the Characteristics of the University's Culture in the selected Public University's (Institutions of Higher Learning) in Ghana. To measure respondents' level of agreement or disagreement, the study presented nine (9) standard questions to assess the respondents' opinion on the Characteristics of the selected public University's Culture in Ghana. Table 4.5 shows the respondents responses on Characteristics of the selected public University's Culture in Ghana.

Table 4.3: Characteristics of the University's Culture

Variables	N/%	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Employees have similar views regarding the organization	N %	22 18.5	75 63.0	12 10.1	10 8.4		119 100
Employees behave consistently with organizational values	N %	15 12.6	75 63.0	18 15.1	10 8.4	1 .8	119 100
Culture engages and motivates employees	N %	18 15.1	62 52.1	21 17.6	16 13.4	2 1.7	119 100
Members of the organization share the values and goals of the organization	N %	14 11.8	71 59.7	26 21.8	8 6.7		119 100
New employees quickly adopt these values	N %	17 14.3	69 58.0	23 19.3	10 8.4		119 100
Positively impact on organizations process, employee performance, and overall organization productivity.	N %	37 31.1	68 57.1	11 9.2	3 2.5		119 100
Organizational culture lacks transparent and consistent communication in the organization	N %	14 11.8	61 51.3	23 19.3	19 16.0	2 1.7	119 100
Members have different values and beliefs, where they may work against the management's priority	N %	11 9.2	52 43.7	37 31.1	17 14.3	2 1.7	119 100
Management actively solicits input from employees before major decisions are made	N %	15 12.6	47 39.5	26 21.8	26 21.8	5 4.2	119 100

Source: Field Survey, Gyekyi (2021)

The respondents were able to rate fairly well the 9 Characteristics of the University's Culture in the selected Public University's (Institutions of Higher Learning) in Ghana. The highly rated characteristics according to the respondents are: employees behave consistently with organizational values (63%), employees have similar views regarding the organization (63%), stakeholders of the institution share the values and goals of the University, new employees quickly adopt these values (58%), positively impact on organizations process, employee performance, and overall organization productivity (57.1%) and Culture engages and motivates

employees. However, 51.3% of the respondents indicated that their organizational culture lacks transparency and consistently communicated in the organization.

Again, 43.7% of the respondents revealed that some staff on the selected Universities may have different values and beliefs systems where they may work against the university's management priorities whilst only 39.5% of the respondents indicated that the University's management actively solicits input from employees before major decisions are made. It was surprising to note from Table 5 how quite a larger number of the respondents were significantly undecided between 10.1% and 31.1% on the nine (9) standard questions on the Characteristics of the organizational culture of the selected public universities in Ghana.

The above characteristics as indicated by the respondents in Table 4.5 shows that the selected Universities have a mixture of both strong or effective organizational culture and weak organizational culture. The strong organizational as confirmed in (Childress, 2013; Simoneaux & Stroud, 2014; Shahzad, Luqman, Khan, Shabbir, 2012; Flamholtz & Randle, 2011) is very important in maintaining business excellence and increase productivity and profitability whilst the existence of the University's is at risk because organization members have different values and beliefs, where they may work against management's priority (Eaton & Kilby, 2015).

The Effects of Organizational Culture and Policies on Productivity

In any organization the existence of a strong or effective organizational culture or weak organizational culture and policies has the ability to increase productivity and profitability or cause the very existence of such institution to be threatened. Table 4.4 presents the views of respondents on the positive and negative effects of the strong or effective organizational culture or weak organizational culture and policies on the productivity of the selected public University's in Ghana.

Table 4.4: The effects of Organizational Culture and Policies on Productivity

Variables	N/%	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
The institution has remained competitive, profitable and successful	N %	28 23.5	72 60.5	16 13.4	3 2.5		119 100
Empowered staff to higher levels of performance	N %	15 12.6	77 64.7	20 16.8	7 5.9		119 100
High stakeholder's satisfaction levels	N %	20 16.8	63 52.9	30 25.2	6 5.0		119 100
Increase in revenue mobilization	N %	13 10.9	72 60.5	27 22.7	7 5.9		119 100
The reputation of the Institution helped improved	N %	20 16.8	74 62.2	20 16.8	5 4.2		119 100
Market share of the institution in the tertiary education industry has increased	N %	16 13.4	66 55.5	33 27.7	4 3.4		119 100
Led to low employee turnover	N %	9 7.6	56 47.1	39 32.8	13 10.9	2 1.7	119 100
Provides mechanism for employees to approach management with concerns and suggestions that can help improve the overall performance.	N %	14 11.8	66 55.5	25 21.0	14 11.8		119 100
All levels of staff are included in the goal-setting process which makes staff feel they're being heard.	N %	16 13.4	59 49.6	31 26.1	10 8.4	3 2.5	119 100
Goals are clearly defined, have timelines for completion and achievable.	N %	31 26.1	66 55.5	12 10.1	10 8.4		119 100
Has resulted in low level of absenteeism and enhance punctuality	N %	13 10.9	75 63.0	15 12.6	16 13.4		119 100
Management is able to notice areas of concern quickly and fix problems before they become costly.	N %	10 8.4	68 57.1	33 27.7	8 6.7		119 100

Source: Field Survey, Gyekyi (2021)

More than 60.5% and 64.7% of the respondents believed that the culture and policies established the selected institution of study has helps the institutions to remain competitive, profitable and successful and has also empowered staff to higher levels of performance. It can also be observed from Table 4.4 how respondents agreed that the present culture and policies in the respondents' institutions has resulted in

high stakeholders' satisfaction level (52.9%), increased market share of the institution in the tertiary education industry (55.5%), brought about increase in revenue mobilization (60.5%) and has also resulted in improving the reputations of the study institutions.

When respondents were further asked on how the culture and policies established in the selected institution of study has affected employee turnover or has resulted in low level of absenteeism and enhanced punctuality, 47.1% agreed whilst 32.8% were unable to agree or disagree to the assertion that their institutional culture and policies has led to a low employee's turnover. 63% also agreed that the culture and policies established in the selected institution of study has resulted in low level of absenteeism and enhanced punctuality among staff. 55.5% of the respondent again indicated that their institutional culture and policies has provided a mechanism for employees to approach management with concerns and suggestions that can help improve the overall service performance and have enabled the goals of the Universities to be clearly defined, have timelines for completion and are very achievable.

Improving the Performance (Productivity) in the Institutions of Higher Learning in Ghana

This section explores the views of the respondents on some measures that can improve the Performance (Productivity) in the Institutions of higher learning in Ghana. Table 4.5 presents the opinions of the respondents on how the Performance (Productivity) in the Institutions of higher learning in Ghana can be improved.

Table 4.5: Improving the Productivity in Institutions of higher learning in Ghana

Variables	N/%	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Scientifically institute measures to select, train and retrain staff	N	44	61	12	2		119
	%	37.0	51.3	10.1	1.7		100
Employees should be closely involved in all aspects of the organization's operations	N	37	62	16	4		119
	%	31.1	52.1	13.4	3.4		100
Divide the work and responsibility equally between the worker and management	N	19	51	19	29	1	119
	%	16.0	42.9	16.0	24.4	.8	100
Adequate supervision and employee involvement in decision-making,	N	25	73	17	4		119
	%	21.0	61.3	14.3	3.4		100
Adequate rewards systems and chances to advance	N	30	72	13	4		119
	%	25.2	60.5	10.9	3.4		100
Breaking down barriers between management and staff	N	20	71	21	7		119
	%	16.8	59.7	17.6	5.9		100
Driving out fear among staff	N	27	57	30	4	1	119
	%	22.7	47.9	25.2	3.4	.8	100
Management encourages creativity and innovation	N	47	55	13	4		119
	%	39.5	46.2	10.9	3.4		100

Source: Field Survey, Gyekyi (2021)

The results in table 4.5 shows that more than half (51.3% and 52.1%) of the respondents agree that instituting measures to select, train and retrain staff without much human interferences and involving employees closely in all aspects of the University's operations respectively can help in improving the overall productivity of the Universities. Other leading strategies including adequate supervision and employee involvement in decision-making (61.3), adequate rewards systems and creating opportunities for staff development and advancement (60.5%) and breaking down barriers between management and staff (46.2%) were cited by respondents to improve productivity in the Universities of higher learning. Respondents again agreed (47.9% and 42.9%) that when efforts are made in driving out fear and intimidation from among employees and work and responsibilities are equally shared between the staff and management of public Universities in Ghana.

4.3 Research Hypothesis One: H1: There is no Relationship between Organizational Policies and Culture and Productivity in Institutions of Higher Learning in Ghana

4.3.1 Testing for Assumptions of Multiple Linear Regression Model

In order to ensure that the multiple linear regression model give a valid result, the study tested for the sample size, normality of the data set and further conducted linearity, multi collinearity, factor analysis and reliability test. The study used 119 data responses from the respondents to draw the study conclusion. The study sample size of 119 which is more than the minimum sample size of 30 required for multiple linear regression model satisfy this assumption. The result as shown in Table 4.6 also indicates that the data set is normally distributed.

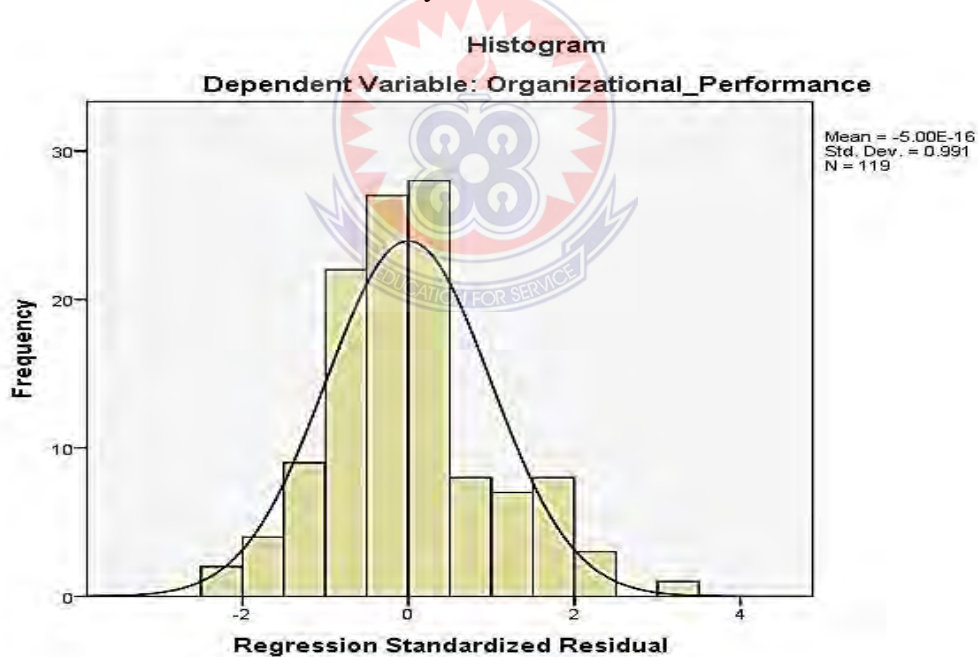


Figure 4.1: Normal distribution of data set
Source: Field Survey, Gyekyi (2021)

The study conducted KMO and Bartlett's Test and Reliability Statistics to check the scales internal reliability since it is vital in assessing how much each item score correlated with the overall scale score. The Kaiser-Meyer-Olkin Measure of

Sampling Adequacy statistics from the KMO and Bartlett's Test of all the independent variables (Organizational Policies and Procedures ($\beta_{1 \times 1}$) and Characteristics of Organizational Culture ($\beta_{2 \times 2}$) and the dependent variable (organizational performance (productivity) (y_1)) as shown in Table 4.6 are more than the 0.6 minimum expected values and are all significant at 0.05 significance level. The Cronbach's Alpha values from the reliability statistics as shown in table 4.6 indicate that the independent variable characteristics of organizational culture and the dependent variable (Organizational Performance or Productivity) is also more than the minimum acceptable reliability values of 0.7. It can therefore be concluded that the data set passed the minimum reliability test and that the data set can be relied upon to produce a valid result.

Table 4.6: KMO and Bartlett's Test

Variables		$\beta_{1 \times 1}$	$\beta_{2 \times 2}$	y_1
Kaiser-Meyer-Olkin	Measure of			
Sampling Adequacy.		.684	.719	.843
	Approx. Chi-			
Bartlett's Test of Sphericity	Square	183.197	371.111	548.964
	Df	21	36	66
	Sig.	.000	.000	.000

Source: Field Survey, Gyekyi (2021)

Table 4.7: Reliability Statistics

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
Organizational Policies and Procedures	.655	.651	7
Characteristics of Organizational Culture	.775	.783	9
Organizational Performance (Productivity)	.856	.859	12

Source: Field Survey, Gyekyi (2021)

From the model summary results in table 4.7 the R-value of 0.721 indicates the relationship that exists between the dependent and the independents variables (all put together). Thus, there is a positive relationship of (0.721) between the dependent and the independents variables (all put together). The adjusted R-square of 0.512 explains the variation in the dependent variable that is being explained by an adjustment in the independents variables in the regression model. The results from the Durbin Watson of 1.921 indicate that there is no auto correlation among the residual in the regression model. This is because the Durbin Watson statistics of 1.921 is greater than 1.5 and less than 2.5.

Table 4.8: Model Summary b of dependent and independent variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.721 ^a	.520	.512	4.06344	1.921

a. Predictors: (Constant), Organizational_policies_and_procedures, Characteristics_of_organizational_culture

b. Dependent Variable: Organizational_Performance

Source: Field Survey, Gyekyi (2021)

Table 4.9: ANOVAa of dependent and independent variables

Model	Sum of Df	Squares	Mean Square	F	Sig.
1 Regression	2073.215	2	1036.608	62.781	.000 ^b
Residual	1915.339	116	16.512		
Total	3988.555	118			

a. Dependent Variable: Organizational_Performance

b. Predictors: (Constant), Organizational_Policies_and_Procedures, Characteristics_of_Organizational_Culture

Source: Field Survey, Gyekyi (2021)

From the results presented in table 4.8 it explains whether variation in the dependent variable can be explained by the regression model. The significant value of the F-statistics of 62.781 is $0.000 < 0.05$, thus we reject the null hypothesis and conclude that the variation in the dependent variable can be explained by the linear regression model.

From the results in Table 4.9, the test of multi collinearity can be assessed using the tolerance and the VIF from the collinearity diagnostic section. Since the Tolerance and the VIF values are all greater than 0.10 and 10 respectively, it can therefore be concluded that there is no multi collinearity among the independent variables.

4.3.2 Estimating the Functional Regression Equation

Table 4.8 shows the statistics of the dependent and the independent variables for the study. In estimating the functional regression equation using the unstandardized coefficient, the constant term (organizational performance) from the results in Table 4.10 is 6.166, the coefficient of the independent variables (characteristics of organizational culture and organizational policies and procedures) is 0.764 and 0.292 respectively. From the table, since the significant values of

characteristics of organizational culture is 0.000 organizational policies and procedures is 0.024 which are all less than 0.05, we reject the null hypothesis and conclude that the coefficient of 0.764 and 0.292 is statistically significant. Therefore, estimating the regression equation model becomes;

$$Y = -6.166 + 0.292x_1 + 0.764x_2$$

From the equation, it therefore means that, holding all other variable constant, a unit increase in the effectiveness of the Universities organizational policies and procedures (0.292) or an increase in the characteristic of the Universities organizational culture (0.764) will also result in a 6.6166 increase in the overall performance of the Universities in Ghana. It also evident from Appendix 6 that the existing characteristic of the Universities organizational culture has the highest impact on the Universities performance with a beta of 0.612 followed by the Universities organizational policies and procedures with a beta of 0.175.

Table 4.10: Coefficients^a of dependent and independent variable

Model	Unstandardized Coefficients		Standardized Beta	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	6.166	1.983		3.109	.002		
Characteristics of Organizational Culture	.764	.095	.612	8.024	.000	.712	1.405
Organizational Policies and Procedures	.292	.127	.175	2.293	.024	.712	1.405

a. Dependent Variable: Organizational Performance

Source: Field Survey, Gyekyi (2021)

4.3.3 Relationship between Organizational Policies and Culture and Productivity in Institutions of higher Learning in Ghana

Research Hypothesis

H2: there is a relationship between organizational policies and culture and productivity in Institutions of higher learning in Ghana.

Table 4.11: Correlations of Dependent and Independent Variables

		Organizational Policies and Procedures	Characteristics of Organizational Culture	Organizational Performance
Organizational Policies and Procedures	Pearson Correlation	1	.537**	.503**
	Sig. (2-tailed)		.000	.000
	N	119	119	119
Characteristics of Organizational Culture	Pearson Correlation	.537**	1	.706**
	Sig. (2-tailed)	.000		.000
	N	119	119	119
Organizational Performance	Pearson Correlation	.503**	.706**	1
	Sig. (2-tailed)	.000	.000	
	N	119	119	119

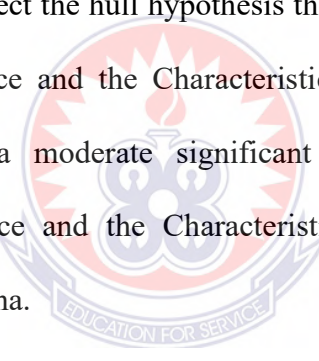
** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, Gyekyi (2021)

From the result presented in table 4.11, the relationship that exists between Organizational Policies and Procedures and the Characteristics of Organizational Culture is significant at 0.01 significance level. From the decision rule, since $0.000 < 0.01$, we reject the null hypothesis that there is no relationship between Organizational Policies and Procedures and the Characteristics of Organizational Culture and conclude that there is a moderate significant relationship of 0.537 between Organizational Policies and Procedures and the Characteristics of Organizational Culture in Public Universities in Ghana.

From the result presented in Table 4.11 also reveals that the relationship that exists between Organizational Policies and Procedures and Organizational Performance is significant at 0.01 significance level. Since $0.000 < 0.01$, we reject the null hypothesis that there is no relationship between Organizational Policies and Procedures and Organizational Performance and conclude that there is a moderate significant relationship of 0.503 between Organizational Policies and Procedures and Organizational Performance in Public Universities in Ghana.

Again, the relationship that exists between Organizational Performance and the Characteristics of Organizational Culture is significant at 0.01 significance level. Since $0.000 < 0.01$, we reject the null hypothesis that there is no relationship between Organizational Performance and the Characteristics of Organizational Culture and conclude that there is a moderate significant relationship of 0.706 between Organizational Performance and the Characteristics of Organizational Culture in Public Universities in Ghana.

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a book and a torch, surrounded by a sunburst pattern. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the top inner edge, and 'EDUCATION FOR SERVICE' is written around the bottom inner edge.

It can therefore be concluded from the result as presented in Table 4.13 that there is a significant relationship between the dependent variable and the independent variables and the said relationship is moderate.

CHAPTER FIVE

SUMMARY OF KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The concluding chapter of this study opens with a summary of the key findings pertaining to each objective and the conclusions drawn from them. Specific conclusions and recommendations from the findings are made to stakeholders for decision making. The key findings, conclusions and the recommendations drawn in this study were guided by the following research questions:

- i. Does an organizational policy affect organizational culture in institutions of higher learning?
- ii. Is there any relationship between organizational culture, policies and Procedures and productivity in Institutions of higher learning in Ghana?

5.1 Summary of key findings

The Findings obtained from the study aimed at examining the effects of organizational culture and policies on productivity in Institutions of Higher Learning focusing on the case of some selected Public Universities in Ghana are presented on the specific objectives addressed in the study.

5.1.1 *Nature of the University's Policies and Procedures*

The results revealed that the existence of organizational policies in Public Universities in Ghana are able to address pertinent issues such as what constitutes acceptable behaviour by employees which relate to employee rights and responsibilities and also found to contain specific acceptable and unacceptable

workplace activities and safety procedures. The findings however revealed that adhering to and enforcing the established policies and procedures has always been difficult for the University Management.

5.1.2 Characteristics of the University's Culture

The study again found that the characteristics of the Culture in the selected Public University's (Institutions of Higher Learning) in Ghana enables employees to act consistently with organizational values and has positively affected the organizations process, employee performance, and overall productivity of the Universities. It was also revealed that the existing Culture in the selected Public University's (Institutions of Higher Learning) in Ghana lack transparency and constant communication to employees. This indicates that the organizational cultures in the Ghanaian Public Universities are both strong and weak organizational culture while it is important to utilize the strong organizational culture in maintaining business excellence and increase productivity and profitability. It is equally important to manage and improve those aspects the culture that have the ability to threaten the very existence of the University's at large

5.1.3 The Effects of Organizational Culture and Policies on Productivity

The study further found that the culture and policies that have been established in the selected institution of study has helped the institutions to remain competitive, profitable and successful, increase in revenue mobilization and has also empowered staff to attain higher levels of performance. It has also reduced the level of absenteeism and enhanced punctuality among staff.

5.1.4 Improving the Performance (Productivity) in the Institutions of Higher Learning in Ghana

The study again found that adequate supervision of employees, better reward systems, instituting measures to select, train and retrain staff without much human interferences by the university's management and involving employees closely in all aspects of the University's operations respectively can help in improving the overall productivity of the Universities.

5.1.4 Relationship between Organizational Policies and Culture and Productivity in Institutions of Higher Learning in Ghana

The study finally established that there is a significant relationship between the dependent variable and the independent variables and the said relationship is moderate.

5.2 Conclusions

The effect of cultural, policies and procedure on productivity in every sector of the economy can be both favourable and unfavourable. However, developing and implementing effective and efficient culture, policies and procedures in the workplace one of challenging responsibilities of management of organizations nowadays. For the most part, the effects of cultural, policies and procedure in the workplace depend upon how well they are being managed by the organizational leaders. With proper strategic planning, top management can enhance the positive effects and reduce the negative effects of cultural in the workplace. As Sanelli (2018) posited that organizational policies and procedures are rendered useless if employers neglect to adhere to them or fail to effectively communicate them to employees. Utilizing both

policies and procedures during decision-making ensures that employers are consistent in their decisions.

5.3 Recommendations

While many organizations will agree that a good organizational culture is paramount to their survival, very few invest the time and attention necessary to create one. The following commendations are to be encouraged:

- i. Communication significantly affects employee performance and the organizational as a whole. It is therefore recommended that, organizational culture in the public Universities in Ghana must be such that subordinates could freely communicate with management members with less hindrances and also encourage informal discussions among superiors and subordinates at the workplace.
- ii. Employees must be encouraged to participate in the activities of the organization and its decision making. Management members must show interest in the ideas of employees and explore how to develop them, and employees must be encouraged to take responsibility for their decisions.
- iii. A comprehensive and open reward systems and avenues for personal and career development must be instituted and encouraged by management of the Institutions of Higher Learning in Ghana to encourage employees to put up their best efforts.
- iv. Necessary steps must be taken by management of these Institutions to adequately provide the necessary information and educate employees“ who may have different values and beliefs and may be working against the management“’s priority to work towards a common goal.

- v. Management must adopt some transparent and competitive ways of employing, training and retraining of both new and old staff into their universities. This will ensure that the right calibre of staff will be available at all times to deliver

5.4 Recommendations for Further Research

This study is limited to culture and policies that are instituted within the public sector space with the aim of improving productivity using the experience of some selected Public Universities in Ghana. The study is thus, limited to the organizational cultures and policies of the Universities and therefore, employees and management on the selected Universities was targeted of interest. The sample size used may be too small to enable the researcher conclude that the findings of the study can be generalized to represent all public Universities in Ghana. The study therefore recommends that any other researcher interested in carrying out a study on the same topic should use more than four public Universities in Ghana as a case study and other measure of corruption perception indices. Also, a comparative study between some selected public and private University's in Ghana is highly recommended for further studies.

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APPENDIX G

QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF BUSINESS

DEPARTMENT HUMAN RESOURCES MANAGEMENT

QUESTIONNAIRE FOR STAFF OF SOME SELECTED PUBLIC

UNIVERSITIES IN GHANA

This questionnaire is prepared to examine the effects of organizational culture and policies on productivity in Institution of Higher Learning: A case study of some selected Public Universities in Ghana. Please, note that this exercise is purely academic in nature. Any information given is intended solely for the purpose of data analysis and will be kept confidential.

INSTRUCTIONS:

Below are series of questions. Please indicate your response options by marking '√' in the appropriate space provided or write where appropriate.

Section A

RESPONDENT BIO-DATA

Q1. Age: below 20 () 20-29 () 30-39 () 40-49 () 50-59 () 60 and above ()

Q2. Gender: Male () Female ()

Q3. Highest Educational Qualification:

JHS () SHS () Vocational/Technical () University/Polytechnic ()

Others, please specify.....

Q4. Name of University:

Q5. Department:

Q6. Occupational Status: Senior Member () Senior Staff () Junior Staff ()

Q7. Rank.....

Q8. Number of years of working in the University: less than 5yrs () 5-10yrs ()
Above 10yrs ()

Section B**Q9. Organizational Policies and Procedures**

Please indicate your response by marking ‘√’ in the appropriate space provided on the nature of the policies and procedures in your University

S/N	Nature of the University's policies and procedures	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9A	Address pertinent issues such as what constitutes acceptable behaviour by employees.					
9B	Relate to employee rights and responsibilities					
9C	Contains specific acceptable and unacceptable workplace activities and safety procedures.					
9D	Are formalized in a manual and reviewed with employees from time to time.					
9E	Are difficult for employers to adhere to and enforce the established policies and procedures.					
9F	Are too restrictive and inhibit creative thinking,					
9G	Anger employees, and lead to a decrease in productivity.					

Q10. Characteristics of Organizational Culture

Please indicate your response by marking '√' in the appropriate space provided on the characteristics of the culture that exist in your University

S/N	Characteristics of the University's Culture	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10A	Employees have similar views regarding the organization					
10B	Employees behave consistently with organizational values					
10C	Culture engages and motivates employees					
10D	Members of the organization share the values and goals of the organization					
10E	New employees quickly adopt these values					
10F	Positively impact on organizations process, employee performance, and overall organization productivity					
10G	Organizational culture lacks transparent and consistent communication in the organization					
10H	Members have different values and beliefs, where they may work against the management's priority					
10I	Management actively solicits input from employees before major decisions are made.					

Q11 Measuring Organizational Performance (Productivity)

Please indicate your response by marking ‘√’ in the appropriate space provided on the level of agreement of disagreement on how your Institution has been affected by its current culture and policies

S/N	The effects of Organizational Culture and Policies on Productivity	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11A	Has helps the institution to remain competitive, profitable and successful					
11B	has empower staff to higher levels of performance					
11C	has resulted in high stakeholder’s satisfaction levels					
11D	has brought about increase in revenue					
11E	has helped improve the reputation of the Institution					
11F	the market share of the institution in the tertiary education industry has increased					
11G	has led to low employee turnover					
11H	has provided a mechanism for employees to approach management with concerns and suggestions that can help improve the overall service performance.					
11I	Include staffers in the goal-setting process to ensure buy-in and make staff feel they're being heard.					
11J	Goals are clearly defined, have timelines for completion and achievable.					
11K	Has resulted in low level of absenteeism and enhance punctuality					
11L	help notice areas of concern quickly and fix problems before they become costly.					

Q12 Improving Performance (Productivity) in the Organization

Please indicate your response by marking ‘√’ in the appropriate space provided on how productivity can be improved in the University

S/N	How can productivity be improved in the University	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12A	Scientifically institute measures to select, train and retrain staff					
12B	Employees should be closely involved in all aspects of the organization's operations					
12C	Divide the work and responsibility equally between the worker and management					
12D	Adequate supervision and employee involvement in decision-making,					
12E	Adequate rewards systems and chances to advance					
12F	Breaking down barriers between management and staff					
12G	Driving out fear among staff					
12H	Management encourages creativity and innovation					

THANK YOU