

The Association between Organizational Culture and Teachers' Organizational Commitment in Bahir Dar Polytechnic College, the State of Amhara

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Abstract

This study attempted to examine the relationship between the organizational culture and teachers' organizational commitment in Bahir Dar Polytechnic College—in Ethiopia. It investigated the status of organizational culture, the level of teacher commitment, the relationship between the organizational culture and the organizational commitment of teachers in the college, and the influence of the former variable over the latter. The study employed the correlational design of the quantitative research approach in which 93 teachers were involved to fill in the questionnaire. These participants were recruited through a systematic random sampling technique. Data were analyzed using descriptive (mean, standard deviations, and one sample t-test) as well as inferential statistics (correlation and multiple linear regression). Results indicated that the college has a well-solidified organizational culture. It also revealed that the affective and continuance commitments toward the college kept teachers at the college. In addition, organizational culture as a whole and its four components all alike correlated with every organizational commitment dimension strongly and positively. On the other hand, involvement and adaptability had only moderate positive relationships with normative commitment, and the same applied to the association between mission and continuance commitment. Moreover, three of the four components of organizational culture – mission, consistency, and involvement – significantly predicted the commitment of teachers in the college. Hence, the insights into organizational culture laid down by this study help the college to get the best out of its employees by regularly examining and redesigning its organizational culture to eventually boost all dimensions of teachers' organizational commitment.

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Introduction

Organizational culture (OCr) is an elusive concept with varying but closely related definitions (O'Donnell & Boyle, 2008). For Khazanchi et al. (2007) and Sułkowski (2009), it refers to a collection of norms, beliefs, values, and essential claims shared among organizational employees. In other words, it is considered as an adhesive that directs employee behavior and shapes decision-making in organizations. According to Balzac (2011), it is a set of values and beliefs of members of an organization that explain the behavior and performance of the organization. For Balzac organizational culture refers to a system of shared orientations that hold the organization together and give it a distinctive identity. For Yildiz (2014) it is a set of goals and

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values shared among organizational employees and a knowledge source in organizations. For Schein (2017) it is the accumulated shared learning of a group that solves problems of external adaptation and internal integration. Accordingly, it is considered to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems.

Cameron and Quinn (2011) suggest that OC_r serves to distinguish between a successful and a failing organization. Denison et al. (2004) and Lapaña et al. (2015) complement that OC_r is a complex issue that is directly connected to the performance and effectiveness of organizations implying that organizations are more effective if they have established a strong culture (Saeed & Hassan, 2000). Yilmaz and Ergun (2008), for instance, found that while a mission is the most prominent factor in fostering the overall organizational performance, involvement mostly determines employee satisfaction. Similarly, according to these authors, adaptability and consistency influence the ability of employee innovativeness more. In the same line, Indiya et al. (2018), and Yamin and Nur (2017), recommend the need for a well-established OC_r for any organization because there is a strong positive relationship between OC_r and organizational performance.

OC_r has, therefore, been conceptualized and measured in various approaches. Different scholars have developed different frameworks of OC_r, with little consensus among them, (e.g., Cameron & Quinn, 2011; Cunliff, 2008; Denison et al., 2004; Ehtesham et al., 2011; Hatch, 1993). The framework utilized in the current study to examine the influence of OC_r on organizational commitment (OC_t) of Bahir Dar Polytechnic College (BDPC) teachers is Denison's model of measurement (Denison et al., 2004). That is because we found it more inclusive of other frameworks than the others. According to this model organizations with an effective culture of performance display four traits: involvement, consistency, adaptability, and mission. It was employed because it has been utilized widely and provides a simple, yet comprehensive analysis of the culture of an organization (Kabigting et al., 2019).

According to Denison et al. (2004) involvement, which is more or less equivalent to Cameron and Quinn's (2011) clan, refers to building the capability or empowerment of employees, creating a sense of ownership, team orientation, and responsibility for employees. Consistency, closely related to the hierarchy of Cameron and Quinn (2011), refers to the existence of a common mindset and a high degree of conformity among leaders and followers even in situations where there are diverse points of view. It focuses on the degree of integration and coordination, abiding by core values and agreement as foundations of a strong organizational culture. Consistent organizations have highly committed employees, key guiding values, a distinct method of carrying out tasks, a tendency to promote from within, and a clearly established set of do's and don'ts. In general, consistent organizations possess a well-established culture grounded on shared beliefs, values, and symbols that are widely recognized and abided by employees. Adaptability, adhocracy for Cameron and Quinn (2011), refers to translating the demands of the organization into action or the features of organizational change in response to the demands of customers and markets. It involves building a culture of organizational learning, change orientation, and concern for customers. A component with close parallels to Cameron and Quinn's (2011) market, mission refers to creating a culture of dependence on a shared vision, defining a strategic direction, and

identifying goals and objectives, and performance expectations among the employees in an organization. By defining a social role and external goals for the organization it provides purpose and meaning to shape current behavior by envisioning a desired future state besides delivering clear directions and goals that serve to define the right course of action for the organization and the teachers.

The report by Denison et al. (2004) about the functions of the four traits of OCr unveils clear patterns of behavior. That is, involvement and consistency address organizations' internal dynamics but not organizations' interaction with the external environment. Adaptability and mission, on the other hand, emphasize the relationship between organizations and the external environment. Involvement and adaptability focus on an organization's capacity for flexibility and change whereas consistency and mission emphasize the capacity for stability and direction of an organization.

Cameron and Quinn (2011) have viewed OCr by categorizing it into two dimensions which they subdivided into four sub-dimensions. These included the internal focus and integration dimension that incorporated clan (collaborate) and hierarchy (control) as well as the external focus and differentiation dimension that also incorporated adhocracy (create) and market (compete) sub-components. Clan refers to a culture of an organization that concentrates on internal maintenance with flexibility, concern for people, and sensitivity for customers whereas hierarchy is a culture of an organization that focuses on internal maintenance with a need for stability and control. On the other hand, according to these authors, adhocracy is a culture profile of an organization that concentrates on external positioning with a high degree of flexibility and individuality while market refers to a culture profile of an organization that focuses on external maintenance with a need for stability and control. According to Cameron and Quinn (2011) and Masood et al. (2006), an organization dominated by a clan culture is characterized by a warm and supportive environment just like parental interaction among employees, and a strong team spirit where everybody facilitates, nurtures, mentors, and supports the other whereas the hierarchy environment is identified as a rule reinforce. Organizations characterized by a dominant culture of adhocracy culture, on the other hand, are rule breakers that demonstrate entrepreneurial, visionary, innovative, creative, risk-oriented, and focused to the future while organizations with a dominant culture of market or competition are tough and demanding one from the other forms of culture.

Deshpande and Farley (1999) also developed a four-dimensional model of corporate culture that is closely related to Denison et al.'s (2004) framework. It incorporated competitive culture, entrepreneurial culture, bureaucratic culture, and consensual culture. It is possibly related to Denison et al.'s (2004) involvement, entrepreneurial culture to adaptability, competitive culture to a mission, and bureaucratic culture to consistency. A model adopted by Messner and Schafer (as cited in Messner, 2013) is still the other model that involved nine cultural dimensions put forward by the Global Leadership and Organizational Behavior Effectiveness (GLOBE) study to examine the relationship between OCr and employee commitment. It included power distance, institutional collectivism, in-group collectivism, assertiveness, future orientation, uncertainty avoidance, performance orientation, gender egalitarianism, and humane orientation. These dimensions in one way or the other reflect Denison et al.'s (2004) four traits of OCr. Closer

scrutiny of the two OCr groups informs that power distance, institutional collectivism, assertiveness, gender egalitarianism and humane orientation in one form or the other informs about involvement whereas in-group collectivism and uncertainty avoidance have the components of consistency. Similarly, future orientation has elements of mission and performance orientation that possess features of adaptability.

Just like OCr, organizational commitment (OCt) has varying definitions. For Dennis (1998) it is a state in which employees consider their organization, share its objectives, and have a desire to remain in its membership. Meyer and Herscovitch (2001, p. 1) it “(a) is a force that binds an individual to a course of action of relevance to a target and (b) can be accompanied by different mindsets that play a role in shaping behavior.”Faloye (2014) and Meyer and Allen (1991) conceptualized it as a multidimensional construct that indicated a relative strength of identification, involvement, and loyalty of an individual to an organization. According to Hakim (2015), OCt is the desire and willingness of employees to remain in the organization and devote themselves to its success. Employees with strong OCt continue employment with the organization (Ghani et al., 2004).OCt is, therefore, very essential because it determines the continuity, sense of duty, job satisfaction, performance and other behavioral, emotional and cognitive characteristics of employees (Agwu, 2013; Bigley et al., 2002; Rashid, et al., 2003).

Although there are several models that portray the dimensions of OCt (Liu & Bellibas, 2018), a three-dimensional model that incorporates affective, continuance, and normative commitments, developed by Allen and Meyer (1990), was used in the current study to examine its association with OCr. Affective commitment (AC) refers to the emotional attachment of employees toward their organization (Boichuk & Menguc, 2013). In view of this, the component of commitment employees opt to stay in the organization is not because they need to, but because they want to do so (Fernandez-Lores et al., 2016). According to Malaysia (2016, p. 19), this component of commitment is grounded on three main aspects: “the development of psychological affinity to a firm; association with the organization; and they wish to remain as a member of the organization”. Continuance commitment (CC), on the other hand, refers to employee commitment due to the perceived costs one would suffer from leaving the organization or the costs that the employee associates with leaving the organization (Allen & Meyer, 1990; Boichuk & Menguc, 2013; Cak et al., 2015). According to these sources, it also implies that employees in organizations stay for a longer period because they believe that a better job alternative is not available. Lastly, normative commitment (NC), also called mandatory commitment, represents the sense of necessity that the employee feels about continuing to stay in the organization. It refers to an employee's feeling of obligation to remain in the organization (Wasti & Can, 2008). Employees with a sense of NC are willing to make personal sacrifices for their organization because they believe that it is the right and moral responsibility to do so (Allen & Meyer, 1990).

Many scholars of the field argue that organizational culture and the organizational commitment of employees are closely associated factors. A wide range of literature (e.g., Acar, 2012; Asghar et al., 2015; Azadi et al., 2013; Boon & Arumugam, 2006; Brewer & Clippard, 2002; Hakim, 2015; Inanlou & Ahn, 2017; Johari, 2003; Messner, 2013) explain not only the presence of a direct relationship between OCr and OCt but claim that OCr determines employee commitment

as well. In the same line, Desselle et al. (2018) assert that OCr contributes much to employee longevity. They all assert that OCr is a significant tool for improving employee commitment. That is, a good OCr enhances employee commitment and the inverse holds true. Brewer and Clippard (2002) also contend that the better the adjustment between stated and perceived values, the better the OCt will be.

Mixed findings were also reported with respect to the relationship between the traits of OCr and the overall OCt. For instance, while Asghar et al. (2015), Denison and Neale (2011), Nongo and Ikyanyon (2012), and Singh and Verghese (2015) unveil a significant and positive relationship between employee involvement and OCt, Azadi, et al. (2013) and Nongo and Ikyanyon (2012) found out a significant correlation between adaptability and employee commitment. Moreover, Asghar et al. (2015) and Hakim (2015) found a positive relationship between consistency and OCt. Nonetheless, the mission did not correlate with OCt in all the above-mentioned studies.

Similarly, findings about relationships among the traits of OCr and the components of OCt were mixed (Cohen, 2000; Geiger, 1998; Johari, 2003). According to these sources, certain traits of OCr have positive relationships with certain components of OCt, and negative or no relationship with other components. On the other hand, Hai et al. (2018) inform that all the traits of OCr have positive and statistically significant relationships with every component of OCt. They also assert that each trait of OCr has a significant and positive impact on each OCt.

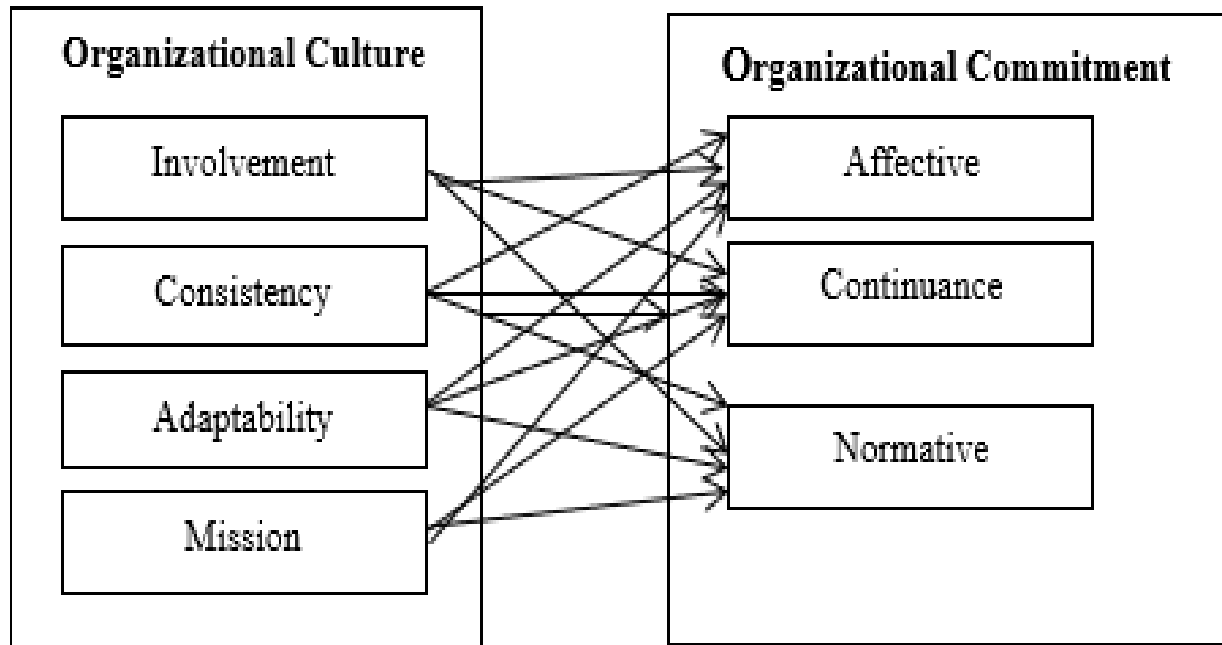
Nonetheless, while investigating the effect of OCr and OCt on employee performance basing Deshpande and Farley's (1999) model. Johari (2003) found varying relationships among the components of OCr and OCt. According to Johari, consensual culture (involvement) has a negative correlation with AC but a positive correlation with CC and NC. Entrepreneurial culture (adaptability) showed a positive correlation with CC but negative and no significant correlation with CC and AC consecutively. Competitive culture (mission) demonstrated a positive correlation with CC but a negative correlation with AC and no significant correlation with NC. Bureaucratic culture (consistency) was correlated with none of the commitment components implying that this type of culture could not induce employees' level of commitment to the organization. Overall NC has no correlation with three components of culture and a negative correlation with consensual culture (involvement) whereas their corporate culture and organizational commitment have significant correlations.

According to the findings by Dickson et al. (2004), in-group collectivism (consistency) did not only demonstrate strong correlations with all the dimensions of OCt, the strongest being with AC but also predicted AC and NC strongly. But it did not explain CC. Performance orientation did not only correlate positively and strongly with the three employee commitment factors but also influenced them positively and strongly. Humane orientation correlates with AC but only at an insignificant level to the other two components of OCt. Uncertainty avoidance correlates with all three commitment components. Institutional collectivism also has a bit of correlation with AC. Power distance (involvement) correlates negatively with AC and NC, albeit did not predict them. But its correlation with CC is not significant. According to Dickson et al., (2004) assertiveness, future orientation, and gender egalitarianism all did not show a significant correlation with all

commitment dimensions. Multiple regression analysis suggests a small negative power of gender egalitarianism (involvement) for AC and NC.

Figure 1

Conceptual Framework of the Study



Problem Statement

The selection of BDPC was just triggered by the informal discussions held with some colleagues teaching in the college by one of the investigators of this problem. Teachers used to echo their complaints about the inconvenience of their work environment and the consequent apathy among the teachers, as described in Porter et al. (1974) and Steers (1977). The discussions implied that most teachers have an intention to leave their college if they get any other alternative.

The researchers thought that examining the influence of OC_r components on OC_t may assist the college under investigation in identifying its prevailing problems on the issue with the intention that its output can render a significant contribution to teachers' OC_t. The output of the study might also help the college to establish an institutional culture that can bring about better teachers' commitment.

The readings the researchers made looking for remedial solutions for the problem they sensed galvanized their interest more in the quest for examining the two variables in the context of BDPC. That is because findings pertaining to the influence of OC_r on OC_t across different study findings are inconsistent. Besides exclusive attention paid to the business sector, immense sources of literature (e.g., Aranki et al., 2019; Azizollah et al., 2016; Inanlou&Ahn, 2017; Messner, 2013;

Meyer & Herscovitch, 2001; Mitic et al. 2016; Rastegar & Aghayan, 2012), confirmed the inconsistent and controversial findings about the association of the two variables.

Though there are few local and international studies, which the researchers could access, that focus on higher education institutions (Ashenafi & Ephrem, 2021; Batugal & Tindowen, 2019; Srinivasan et al., 2020; Tasew & Narula, 2019), the models and methodologies they employed were less comprehensive and not contextually fit the current target area nor were their recommendations applicable for Education and Training Technical and Vocational (TVET) colleges. These altogether triggered the researchers to carry out an investigation in the context of BDPC.

Accordingly, this study attempted to examine the relationship between the components of OCr (involvement, consistency, adaptability, and mission) and OCt of teachers in BDPC. To that end, the following research questions guided the study: (1) What are the components of OCr predominantly observed in BDPC? (2) What dimensions of OCt kept teachers of BDPC stay in the college? (3) Is there a significant relationship between OCr and OCt of teachers in BDPC? (4) Are there significant relationships among the components of OCr and the OCt of teachers in the college? (5) To what extent do the components of OCr explain the OCt of teachers in the college?

Methods

This study employed correlational survey research design, a variant of the quantitative approach. This design was employed because according to Cohen et al. (2018), Creswell (2014) and Gay et al. (2012) a study that measures relationships among variables and the strength of relationships among variables requires a correlation survey design. The study targeted teachers of BDPC as its study population where 120 teachers were drawn out of 275 through a systematic random sampling technique. The sample size is adequate because it meets the requirements of Pallant (as cited in Cohen et al., 2018) and Tabachnick and Fidell (2013) who suggest that at least 50 plus eight times the number of independent variables suffices to run regression analyses safely.

In the study, data were collected through a questionnaire organized on a five-point Likert scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instruments employed to measure OCr (involvement, consistency, adaptability, and mission traits) were adapted from Denison's (Denison & Neale, 2011) OCr survey whereas those utilized to measure the dimensions of OCt were adapted from Allen and Meyer's (1990) questionnaire. After data were collected and encoded reliability tests were conducted. To that effect, composite scores were calculated to represent the scores obtained from each of the subscales. As can be seen from Table 1, the reliability coefficients of all the subscales of the two variables (OCr and OCt) were found acceptable enough to proceed to the analysis phase.

Table 1*Reliability Coefficients of Instruments*

Variables	Variable dimensions	Number of items	Cronbach Alpha
Organizational culture	Involvement	9	.865
	Consistency	9	.882
	Adaptability	9	.825
	Mission	9	.915
Organizational commitment	Affective commitment	6	.826
	Continuance commitment	6	.827
	Normative commitment	6	.827

The data collected through the questionnaire were analyzed using descriptive and inferential statistics through SPSS 23 statistical tool. The mean, standard deviations, and one sample t-test were the descriptive statistics applied to summarize and present descriptive data whereas correlation and multiple linear regression were the inferential statistics utilized. One sample t-test was applied to analyze the status of OCr and teachers' OCt in the college. Pearson product-moment correlation was used to determine the relationship among the components of OCr and OCt. Finally, a multiple linear regression was employed to examine the extent that each independent variable (IV) or trait of OCr explains the dependent variable (DV) or the components of OCt among teachers. In this effort, all the safety measures (Cohen, et al., 2018) including singularity, multicollinearity, singularity, outliers, normality, and homoscedasticity were checked.

Results

Out of a total of 120 questionnaires distributed, 93 (77.5%) were found usable. The rest 27 (22.5%) were rejected because few were unreturned, others incomplete and still other few with more than one check for a single item instead of only one. The utility rate of the questionnaire is, however, adequate. That is because, as a rule of thumb, as low as a 50% response rate is tolerable for studies of this type to generalize about the population (Cohen et al., 2018; Creswell, 2014; Gay et al., 2012). Moreover, the data collected does not prohibit from running regression analysis because it is beyond the requirements of Cohen et al.'s (2018) formula of sample size determination, which suggests sample size shall be $\geq 50 + (8 \times \text{the number of IVs})$.

The State of Organizational Culture and Teachers' Organizational Commitment

The first two research questions are intended to explore the features of OCr in BDPC and the OCt of its teachers. These were measured through mean scores. To that effect, the average or test value ($M = 3.00$) was employed as a benchmark to determine the status of the sub-scales of the two variables. In line with this, Table 2 depicts that the mean scores of all the traits of OCr,

including the entire picture of OCr, are higher than the test value and significantly different (at $p < 0.01$ or $p < 0.05$) from it. This implies that there exists a well-solidified OCr in BDPC, the dominant culture being adaptability followed by involvement ($M = 3.47$ and 3.33 consecutively).

Table 2

One-Sample t-test on the Status of Organizational Culture (N=93)

Variable	Test value = 3.00				
	Mean	SD	T	df	Sig.(2-tailed)
Involvement	3.33	.774	4.064	92	.000
Consistency	3.20	.781	2.434	92	.017
Adaptability	3.47	.698	6.489	92	.000
Mission	3.19	.885	2.057	92	.043
Organizational culture (overall)	3.30	.692	4.115	92	.000

With respect to OCT, nonetheless, mixed results were obtained (see Table 3). That is, although the mean scores of the three dimensions of teachers' OCT are higher than the test value, only AC and CC are significantly different from the test value ($t = 5.290$, $df = 92$, $p < 0.01$ and $t = 3.849$, $df = 92$, $p < 0.01$, respectively). This implies that it is their emotional attachment toward the college and the perceived costs they probably face, if they leave the college but not a feeling of responsibility and obligation to remain in the college that kept teachers at BDPC.

Table 3

One-Sample t-test about Organizational Commitment of Teachers (N=93)

Variable	Test value = 3.00				
	Mean	SD	T	df	Sig.(2-tailed)
Affective commitment	3.44	.804	5.290	92	.000
Continuance commitment	3.32	.799	3.849	92	.000
Normative commitment	3.11	.797	1.365	92	.175
Organizational commitment (Overall)	3.49	.800	5.891	92	.000

Relationships among Traits of Organizational Culture and Organizational Commitment

As portrayed in Table 4, the overall OCr and its four traits – consistency ($r=.729$), mission ($r=.704$), involvement ($r=.698$), and adaptability ($r = .663$) – have all a strong and positive correlation with OCT. In addition, in most cases, each trait of OCr has demonstrated a strong relationship with every component of OCT, except the relationships between involvement and NC ($r = .457$), adaptability and NC ($r = .433$) as well as mission and CC ($r = .440$), all at $p < 0.01$, which were moderately positive. On the basis of the strength of relationships, it can be argued that involvement has higher relationship with CC followed by AC and NC whereas consistency has higher relationship with AC followed by NC and CC. Similarly, while adaptability has a significant

association with AC, CC, and NC consecutively the same holds true with the association of mission with AC, NC, and CC (all at $p < .01$).

Table 4

Correlation Coefficients between Organizational Culture and Organizational Commitment (N=93)

Variables	Organizational commitment (Overall)	Affective commitment	Continuance commitment	Normative commitment
Involvement	.698**	.595**	.623**	.475**
Consistency	.729**	.617**	.549**	.558**
Adaptability	.663**	.519**	.512**	.433**
Mission	.704**	.647**	.440**	.551**
Organizational Culture (Overall)	.792**	.678**	.598**	.575**

Note. $p^{**} < 0.01$ (2-tailed).

The Influence of Organizational Culture on Teachers' Organizational Commitment

Table 5 depicts the predictive power of IVs, the four traits of OCr, over the DV. The R^2 value (.638) implies that the four traits of OCr altogether explain 63.8% of the variance of teachers' OCt in BDPC. The table also informs that mission explained teachers' commitment ($\beta=.309$, $P < 0.01$) most followed by consistency ($\beta=.303$, $P < 0.05$) and involvement ($\beta=.259$, $P < 0.05$) subsequently. Nonetheless, adaptability ($\beta=.028$, $P > 0.05$) does not have statistically significant power to predict teachers' commitment. Hence, mission, consistency, and involvement significantly influence the commitment of teachers. Moreover, an F statistic of 38.722 with a p -value < 0.01 explains that the R-value is statistically significant and hence the variation explained by the model is not due to chance.

Table 5

Regression Analysis of the Effect of Organizational Culture Traits on Organizational Commitment

Model	Standardized coefficients (Beta)	T	Sig.	R^2	F
(Constant)		2.245	.027	.638	38.722
Involvement	.259	2.603	.011		
Consistency	.303	2.621	.010		
Adaptability	.028	.243	.809		
Mission	.309	3.118	.002		

When we observe the influence of each trait of OCr on every dimension of OCt mixed findings were found. Table 6 unveils that teachers' involvement has significant and positive influence on their AC and CC ($\beta = .227$, $p < .05$; $\beta = .462$, $p < .01$, respectively) whereas

consistency has a strong positive influence on affective and normative commitments ($\beta = .284$, $p < .05$; $\beta = .396$, $p < .01$, respectively). Likewise, while mission has a significant and positive influence on affective and normative commitments ($\beta = .426$, $p < .05$; $\beta = .369$, $p < .01$, respectively) adaptability did not have significant contribution in the variance of all commitment dimensions.

Table 6

Regression Analysis of Organizational Culture Traits on Organizational Commitment Dimensions

Variables	Affective commitment	Continuance Commitment	Normative Commitment
Involvement	.227*	.462**	.084
Consistency	.284*	.152	.396**
Adaptability	-.165	.107	-.198
Mission	.426**	-.037	.369**
F	22.009	15.258	13.377
R ²	.500	.410	.378

Note. The entries in the table are standardized β s; * $p < 0.05$; ** $P < 0.01$

The result also showed that the traits of OCr altogether had stronger predictive power on AC ($R^2 = .500$) than on the other dimensions of commitment. That is because the IVs in combination explained 41.0% and 37.8% of CC and NC of teachers, consecutively. That is, since the aggregate effect of the traits of OCr explained 50% of the variability in teachers' AC, one can infer that OCr has the strongest effect on the AC of employees than it does on the other two dimensions.

Discussion

The State of Organizational Culture and Teachers' Organizational Commitment

Here it is attempted to examine the state of the components of OCr established in the college and the extent of teachers' OCT. Regarding OCr, results displayed that all traits of OCr are well solidified in the college, despite the differences in levels of significance. That means the college has a set of norms, beliefs, and values that may promote participatory decision-making, coordination, and flexibility. Leaders of the college also do not work to empower teachers to build their capacity, attempt to create a team spirit to ignite their commitment and build a sense of ownership at all levels. In addition, results inform that all such practices have enabled the realization of consistent, well-coordinated, and well-integrated culture with favorable interpersonal relations between leaders and teachers. This in turn helped them to effectively manage the college even with diverse points of view reflected frequently and conflicts then after. Moreover, although it is a fact that internally well-integrated organizations suffer from the difficulty of realizing change or external adaptation, the current study demonstrated the success of BDPC in creating internal integration and external adaptation. This indicates that the college is

customer-driven, risk-taking, change-oriented, and in a continuous improvement. Furthermore, findings unveiled that BDPC has a vision with clear goals.

Implicitly, the favorable OCr displayed in BDPC has far-reaching implications. According to the framework put in place by the study to gauge whether there is a well-established OCr, as a whole, the effectiveness of the college in its job performance is likely favored by OCr because it seems to have realized the features of Denison et al.'s (2004) four traits of OCr. Despite the fact that this study did not measure the job performance of teachers and the effectiveness of the college, in line with findings of prior studies (e.g., Denison et al., 2004; Lapiņa et al., 2015; Indiya et al., 2018; Saeed & Hassan, 2000), the current finding informed that the OCr of the college has a favorable contribution for the job performance of teachers and the effectiveness of the college at large. In addition, the results of this study inform that BDPC is in a better situation to establish all forms OCr in congruence with Cameron and Quinn (2011) who contend that OCr determines the success or failure of organizations but contrasted with Srinivasan et al. (2020) who found low involvement, consistency, and mission and medium adaptability.

With respect to the status of OCt, on the other hand, the results portrayed that the teachers have the affective and continuance but not the normative commitments. That is, in accordance with Allen and Meyer (1990) and Meyer and Allen (1991), the teachers remained in the college due to their emotional attachment to the college and the perceived costs they may suffer from leaving but not due to their moral obligation. Since meeting AC is the most valuable means of retaining employees and securing organizational effectiveness (Luchak&Gellatly, 2007; Ortiz et al., 2013; Singh & Gupta, 2015), the current finding implies that BDPC is considered to have met its primary concern to retain its teachers. In addition, AC is positively correlated with organizational citizenship behaviors (Mahal, 2012; Meyer et al., 2002) and is a negative predictor of teachers' absenteeism, workplace stress, and turnover (Singh & Gupta, 2015; Vandenberghe et al., 2004; Wasti, 2005) and hence good status in AC guarantees success and fruitfulness in job performance. Moreover, as the current result revealed, teachers of BDPC remained in the college due to their CC which involves the cost-benefit analysis they make on whether to remain in the college. This finding corroborates prior findings by different scholars in the field (e.g., Allen & Meyer, 1990; Mahal, 2012; Meyer & Allen, 1991) who advocate that leaving an organization exposes to a consequence of costing accumulated investments such as pension plans, seniority benefits, college-specific skills acquired so far and the social networks established and the benefits therefrom by employees.

Regarding NC, it seems that the teachers do not have the readiness to extremely sacrifice for their college. To the optimal, they did not feel morally obliged to stay in the college because outputs of data analysis disclosed no significant difference between the obtained mean score and the test value in this respect, albeit the calculated mean score is a little bit greater than the test value. Hence, it can be said that teachers at BDPC are willing to remain in the college so long as a better job alternative is not available outside. This corresponds with Singh and Gupta (2015) who found out those employees often demonstrate NC to an organization when they are obliged to repay the organization for investments made to them in such forms as training and development. In line with Singh and Gupta (2015), other than due to AC and CC, the teachers of BDPC who

remained in the college or who have the NC practices are those with an obligation to repay the benefit of training and development. Alike Ortiz et al. (2013) who argue that NC has a positive relationship with engagement, the current finding also implies that the teachers of BDPC seem engaged in their task instead of browsing for better-paying jobs.

Relationship between Organizational Culture and Teachers' Organizational Commitment

Findings about the relationships between independent and dependent variables depicted that the overall OCr and its traits have a strong positive relationship with the overall teachers' OCT. This finding complements earlier findings by different researchers (e.g., Acar, 2012; Aranki et al., 2019; Asghar et al., 2015; Azadi et al., 2013; Azizollah et al., 2016; Boon & Arumugam, 2006; Brewer & Clippard, 2002; Desselle et al., 2018; Dickson et al., 2004; Ehtesham et al., 2011; Hakim, 2015; Inanlou & Ahn, 2017; Johari, 2003; Messner, 2013; Sabri et al., 2013) all of who advocate that OCr is a tool that contributes highly in fostering the overall employee commitment in organizations. For instance, in a study on the relationship between organizational culture and employee commitment, Inanlou and Ahn (2017) pointed out that involvement, flexibility and consistency, as traits of OCr, are positively related to organizational commitment.

The current findings demonstrated a strong positive relationship between each trait of OCr with the overall OCT have both consistency with and discrepancy from earlier findings. To begin with, the current finding is in line with Asghar et al. (2015), Jigjiddorj et al. (2020), Nongo and Ikyanyon (2012), and Singh and Verghese (2015) who found a strong positive correlation between each trait of OCr with the overall OCT. Alike Nongo and Ikyanyon (2012) as well as Rastegar and Aghayan (2012), for instance, there was a significant correlation of OCT with involvement and adaptability but not with consistency and mission, implying that the latter two types of culture could not induce employees' level of commitment. The current finding also complemented Asghar et al. (2015) and Hakim (2015) who found a positive association between consistency and OCT implying that employee commitment is a function of coordination, integration, and agreement. In addition, the current finding advanced earlier findings by Azadi, et al. (2013) and Nongo and Ikyanyon (2012) about the positive relationship between adaptability and employee commitment. This informs that the teachers of BDPC exhibit the highest OCT when they perceive that there is a culture of creativity, knowledge acquisition and transfer, quick reaction to current trends, and ability to anticipate future changes; all of which are adaptability traits.

Regarding the pairwise correlations among each IV with every DV, in most cases, strong relationships were demonstrated among each pair except for the moderate positive relationships of involvement and adaptability with NC as well as a mission with CC. The findings of the current study are inconsistent with earlier findings. For instance, Johari (2003) notifies: a positive correlation of consensual culture (involvement) with CC and NC but a negative correlation with AC; a positive correlation of entrepreneurial culture (adaptability) with NC but a negative and no significant correlation with CC and AC consecutively; a positive correlation of competitive culture (mission) with CC but a negative correlation with AC and no significant correlation with NC; no correlation at all of bureaucratic culture (consistency) with every component of commitment.

The findings of the current study have both consistencies and discrepancies with previous studies. Alike Sharma and Singh (2017) and Tasew (2019) who reported organizational culture traits have a significant predictor of organizational commitment dimensions, the current finding demonstrated not only a strong relationship between consistency (in-group collectivism) and all the dimensions of OCt but the former predicted AC and NC strongly as well. Unlike Dickson et al.'s finding, however, consistency is lacking to predict CC. In congruence with Dickson et al., (2004) and Mitic (2016), the current finding also revealed that adaptability (performance orientation) and consistency (uncertainty avoidance) did not only correlate positively and strongly with all three employee commitment factors but also influenced them with the same magnitude. Nonetheless, albeit it matched with Dickson et al.'s (2004) finding in demonstrating a correlation between involvement (humane orientation) and AC, the current finding contrasted with Dickson et al. (2004) who found an insignificant relationship between involvement with the other two dimensions of OCt. In contrast to Dickson et al. who found only a weak correlation between institutional collectivism (involvement) and AC, the current study has revealed a significant relationship between involvement and all three dimensions of OCt. In the same pattern, the current finding contrasted with Dickson et al. (2004) who displayed a negative correlation of power distance (involvement) with AC and NC and no significant correlation of this variable with CC. Contrary to Dickson et al., who revealed that involvement (assertiveness as well as gender egalitarianism) and mission (future orientation) have no significant correlation with all commitment dimensions, the current finding made known significant relationships among each component of independent and dependent variables.

Mixed results were also found in the current study in attempts made to examine the influence of the IVs on the DVs. For instance, like the finding by Batugal and Tindowen (2019) and Hai et al. (2018), involvement (clan) explained CC and AC significantly but did not predict NC in contrast to Hai et al. Consistent with Dickson et al. (2004), involvement did not predict NC but explained AC unlike it did in Dickson et al.'s finding. In line with Hai et al. (2018), consistency predicted NC and AC but contrasted in that it did not explain CC significantly. The current findings also unanimously aligned with Dickson et al. (2004) in the cases where consistency predicted AC and NC strongly and not CC. On the other hand, the current finding where adaptability did predict none of the dimensions of OCt significantly contrasted not only Dickson et al. (2004) but Hai et al too. (2018) both of who revealed that adaptability has influenced all three employee commitment factors positively and strongly. Finally, the current finding advanced the outputs of Hai et al. (2018) regarding a strong predictive power of mission on AC and NC but contrasted in that it did not explain CC, implying that focusing more on a mission may hinder the CC of teachers in BDPC.

Conclusion and Recommendations

In this study it was learned that organizational culture has a strong relationship with and an influence on teachers' organizational commitment. The consistencies and discrepancies of the current findings with earlier research findings conducted across varying contexts of study settings

notify that the relationship among the components of organizational cultures and organizational commitment rely on the cultural contexts of the specific social group and the organizations they established. Given that a committed workforce boosts organizational performance, the insights into organizational culture laid down by this study could help BDPC get the best out of its teachers by regularly examining and redesigning its organizational culture to eventually boost all dimensions of teachers' commitment and organizational effectiveness at large.

Experiences inform that organizational culture and organizational commitment evolve over time through the development of an organization. Since both individual and organizational behaviors are so dynamic, dictated by the dynamic socio-economic contexts, any sort of teachers' commitment observed today may not be sustained any longer. Therefore, further studies shall better look at changes in organizational culture and teachers' commitment through longitudinal perspectives. In addition, since the current study was held on the teachers' commitment level and did not pursue to examine its possible consequences, the future research can see the problem from this direction too. The inconsistent findings about the association of the two variables and the influence of the IV over the DV call for further exploration that involves one-to-one interviews and focus-group discussions across all relevant data sources that likely produce more context-based and tangible findings. Further research also needs to be conducted in order to widen the understanding of college managers and teachers about the functions of organizational culture and its effect on teachers' organizational commitment in all TVET colleges in the State of Amhara and the country at large.

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