Original Article

The Influence of Institutional Culture on Organisational Effectiveness in Selected Public Universities in Uganda

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ABSTRACT

Organisational effectiveness is a vital component of universities and other organisations because it leads to various positive outcomes, including customer satisfaction, employee relationships, improved business processes, learning and growth, and profitability. However, despite its importance, Ugandan universities are currently struggling with low levels of organizational effectiveness. Therefore, this study assessed the influence of institutional culture on organisational effectiveness of selected public universities in Uganda. Specifically, the study assessed the influence of artefacts, espoused belief and values and basic underlying assumptions culture dimensions on organisational effectiveness. The study employed a quantitative approach, utilizing a correlational research design. With a small population of 265, the researchers aimed to survey the entire population although those who provided responses were 231 participants. The data were collected using a close-ended self-administered questionnaire. The data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) using SmartPls to test casual linkages between the variables. The results indicated that espoused beliefs and values, and basic underlying assumptions had a positive and significant impact on organisational effectiveness in public universities. The study concluded that espoused beliefs and values, and basic underlying assumptions are essential for organisational effectiveness of public universities, and basic underlying assumptions are vital for organisational effectiveness in public universities. The study recommended that university managers should promote espoused beliefs and values through enabling openness and learning, teamwork and adherence to rules, and basic underlying assumptions of mutual responsibility and shared objectives, and participation in decision-making in the management of universities.

INTRODUCTION

Organisational effectiveness has been a topic of interest for various scholars across different fields (Pandya & Srivastava, 2017). Anderson (2023) indicated that it is a complex and controversial concept in organisational literature. In the 1950s, Georgopoulos and Tannenbaum (1957) identified organisational effectiveness as a complex issue in social organisations indicating that initially, it was measured in terms of productivity and profitability during the industrialisation era. Mott (1972) defined organisational effectiveness as the ability to organise resources for action, production, and adaptation, and proposed three key measures that are namely; productivity, adaptability, and flexibility (Kataria et al., 2013). Cameron (1978) developed a model for organisational effectiveness in higher education institutions, encompassing nine dimensions that were students' satisfaction, academic development, career development, personal development, lecturers and administrators employment satisfaction, professional development and quality, system openness and community interaction, ability to secure resources and organisational health.

Cameron and Whetten (1983) noted that organisational effectiveness is often used interchangeably with terms like performance, success, and productivity. However, Goodman et al (1983) argued that traditional studies on organisational effectiveness had significant limitations, including a lack of clear indicators, overreliance on single measures, and failure to consider complex relationships and context-specific factors. They called for a new approach to research on organisational effectiveness. This critique aligns with Pandya and Srivastava's

(2017) observation that organisational effectiveness is a complex and controversial concept in organisational literature. Enriquez (2019) identified organisational effectiveness in terms of effectiveness in instruction, research, and extension services. Defined, organisational effectiveness is an organisation's ability to access essential resources and achieve its objectives (Lo et al., 2017). According to Iwu et al. (2015), an effective organisation is one that achieves organisational learning, implements high-performance practices and meets the needs of its key stakeholders. However, owing the comprehensiveness of the measures Mott (1972), organisational effectiveness of universities was measured in terms of productivity, adaptability, and flexibility. In universities, productivity describes instructional, research, financial and extension services output. Adaptability is about change focus, customer focus, and organisational learning while flexibility describes operational, structural and strategic flexibility (Kataria et al., 2013).

Organisational effectiveness is a vital component of universities and other organisations, as it leads to various positive outcomes, including customer satisfaction, employee relationships, improved business processes, learning and growth, and profitability (Lo et al., 2017). In the context of universities, organisational effectiveness can lead to improved academic performance and quality of education (Lo et al., 2017), enhanced research productivity and innovation (Iwu et al., 2015), and better student outcomes and graduate employability (Cameron & Whetten, 1983). Organisational effectiveness leads to increased academic staff satisfaction and engagement (Goodman et al., 1983), effective resource

allocation and financial management (Pandya & Srivastava, 2017), stronger community engagement and partnerships (Enriquez, 2019), adaptability and responsiveness to changing environments (Mott, 1972). Further, organisational effectiveness leads to enhanced reputation and competitiveness (Georgopoulos & Tannenbaum, 1957), better decision-making and strategic planning (Cameron, 1978), and improved accountability and transparency (Iwu et al., 2015).

While organisational effectiveness is important for universities, in Uganda it has been reported as being low. Accordingly, lecturers are not committed to excellence with a big number giving lip service when it comes to marking examinations by not minding accuracy, cheating examinations for students and forging marks for them. There are even those who cheat examinations for the learners. Some of them hardly prepare teaching materials but instead plagiarise online notes (Mugizi et al., 2015). Consistently, university rankings released by the Times Higher Education World University rankings in the last five years (2019-2023), show that Uganda public universities do not fare well. None of the Ugandan public universities appear in the best performing or effective 1000 universities in the world in terms of teaching, research output, knowledge transfer and international outlook. The academic staff show less commitment to innovation in teaching, and fail to supervise students and engage in community outreach (Nabunya et al., 2018), leading to low organisational effectiveness. Academics waste much time in salary increment squabbles and complaints over unsatisfactory human resource practices such as promotion (Kato et al., 2023).

An issue that has consistently emerged in literature as a challenge to organisational effectives of universities in Uganda but which has not been not been extensively empirically studied is institutional culture. Ugandan universities have faced criticism for prioritizing teaching over other essential aspects, including research, community engagement, adaptability, and flexibility. The academic approach in these universities often lacks innovation, with teaching methods failing to engage students (Kasule et al., 2022). Furthermore, there is inadequate supervision of postgraduate research, limiting students' potential (Nabunya et al., 2018). Only a few academics in these universities have successfully secured research grants, hindering scholarly advancement (Rwothumio et al., 2020). High-performing academics in terms of research and publication are predominantly found at Makerere University, with an average of two publications per academic staff member over a 10-year period (Kasule et al., 2022). In stark contrast, while universities allocate a negligible less than 1% of their funds to research, these funds remain unutilised (Atwebembeire et al., 2018). Heavy teaching workloads and associated tasks, like coursework, tests, and examinations, leave academics in higher education institutions with little time for community engagement (Nanyanzi et al., 2021). The above contextual evidence showed that there was low organisational effectiveness in public universities in Uganda but there was a dearth of studies showing the link between institutional culture and organisational effectiveness. This gap called for this study that examined the influence of the culture of the universities on organisational effectiveness. Informed by organisational culture theory, this study examined the influence of organisational culture in terms of artefacts, espoused beliefs and values, and basic underlying assumptions (Schein, 2004) in relation to organisational effectiveness. The study tested the following hypotheses:

H1: Cultural artefacts have a significant influence on organisational effectiveness of public universities.

H2: Espoused beliefs and values have a significant influence on organisational effectiveness of public universities.

H3: Basic underlying assumptions have a significant influence on organisational effectiveness of public universities.

Literature Review

Theoretical Review

Schein's Theory of Institutional Culture (1985) guided this study on the impact of institutional culture on organisational effectiveness. According to Schein (2010), institutional culture is a shared set of beliefs that evolve through adaptation and integration within a group. This culture is comprised of three levels: artefacts, espoused beliefs and values, and basic underlying assumptions. Artefacts are the visible elements of institutional culture, including work processes, workplace setting, organisation structures, and observable features like office layout, technology, and rituals (Appel-Meulenbroek & Danivska, 2021; Schein, 2004). Espoused beliefs and values represent the collective beliefs of what the organisation stands for, takes pride in, and holds of intrinsic worth (Pathiranage et al., 2020; Naveed et al., 2022; Schein, 2004). Basic underlying assumptions are the unofficial rules that inform organisation interpretation and responses, shaping perceptions, thoughts, and feelings (Bowers et al., 2017; Schein, 2004). These three elements are crucial for maintaining an effective institutional culture (Pathiranage et al., 2020). Therefore, this study investigated how cultural artefacts, espoused values, and underlying assumptions contribute to organisational effectiveness in public universities.

Institutional culture and Organisational effectiveness

Institutional culture can be defined as a pattern of assumptions shared by members of an organisation, developed over time and transmitted through daily routine interaction with one another (Niedlich et al., 2020). Institutional culture includes both surface-level manifestations like structures, language, practices and deeper underlying elements such as implicit beliefs, which are less visible and accessible. Institutional culture includes beliefs, values, norms and philosophies of how things are done in organisations (Niguse, 2019). Schein (2004) clarified that organisations can be divided into three levels namely: artefacts, espoused beliefs and values, and basic underlying assumptions. Cultural artefacts are the tangible representations of an organisation's culture, encompassing physical office layout, architectural design, publicly expressed values, and ceremonial rituals (Appel-Meulenbroek & Danivska, 2021). These visible elements shape the organisation's identity and image, but may not fully reveal its underlying culture (Nanayakkara & Meegama, 2019). To gain a deeper understanding of an organisation's culture, it's essential to engage with it and examine its espoused values, norms, and rules, such as how changes in artefacts like office layouts impact the existing culture (Appel-Meulenbroek & Danivska, 2021). We exist in a world of cultural traditions and environments that have evolved over time, influencing our perceptions and relationships. Universities, as cultural institutions, play a vital role in this context, generating cultural artefacts like research, innovations, and academic symbols that are integral to society's cultural heritage and everyday experience (Valimaa et al., 2023).

Carayannis et al. (2017) conducted an extensive literature review to explore the role of artefacts and routines in achieving sustainable organisational excellence. Their findings revealed a significant link between organisational routines and artefacts, highlighting how knowledge acquisition and learning competencies contribute to a firm's organisational intelligence, leading to enhanced competitiveness and sustainable entrepreneurship. This, in turn, indicates organisational effectiveness. Aoki (2020) investigated the role of material artefacts in managing the learning-performance paradox in a Chinese company, finding that these artefacts facilitated social interaction, encouraging frontline employees to focus on both performance and learning. However, Aoki's study was purely qualitative, creating a methodological gap. Furthermore, a literature search revealed a limited number of studies exploring the relationship between these variables, highlighting an empirical gap and the need for further research, such as this quantitative study.

Espoused values are the cultural values that individuals embrace and align with their personality traits, rooted in cultural psychology and physiological anthropology (Gupta et al., 2021). In an organisational context, espoused values refer to the governing rules and perceptions that guide the organisation, often emotional rather than rational (Appel-Meulenbroek & Danivska, 2021). These values are crucial for managers to communicate their vision and are typically found in the organisation's value statement. Espoused values set the direction and manage public image, giving organisations a competitive edge (Bourne et al., 2019). Categories of espoused values include declared values (e.g., mission statements, objectives) and operational values (used for day-to-day activities and problem-solving). Shared organisational values among employees lead to improved performance outcomes (Fitzgerald & Desjardins, 2004). In a study involving Dutch companies, Luinstra (2019) found a marginal link between espoused values and firm performance, contradicting existing literature that suggests a significant impact on organisational effectiveness. This sparked interest in further investigation. Meanwhile, a study by Mutuma et al. (2022) on Kenyan university employees revealed a significant positive impact of organisational values on productivity. However, this study created an empirical gap as it was also done outside suggesting a dearth of studies in the Ugandan context. To address these gaps, this study aimed to investigate effectiveness in Ugandan public universities, where the relationship between these variables has been understudied.

Basic underlying assumptions are the fundamental principles that shape an organisation's interpretation and response to events, manifesting in the workplace through language, symbols, ideologies, dialogues, actions, and goals (Torlak, 2015). These basic assumptions influence organisation members' perceptions, thoughts, feelings, and behaviour, ultimately defining organisational culture. The basic assumptions dictate the organisation member's perceptions, thoughts, feelings, and to some extent, their overt behaviour that directs their actions and responses which affect their work effort affecting organisational effectiveness (Bowers et al., 2017). Daly and Walsh (2010) suggested that there are three basic assumptions about organisations; the first one is about the environment of the organisation which are society and its structure, the market, the customer and technology and secondly, there are assumptions about the specific mission of the organisation, and thirdly there are assumptions about the core competencies needed to accomplish the organisation's mission which all affect organisational effectiveness. Gjerald and Øgaard (2010) indicate that basic assumptions define what goals one should pursue and as well define proper or improper types of behaviour and relationships. In the organisational context, basic assumptions constitute a company's theory of the business which shape employees' behaviour, influence decisions about proper or improper behaviour, and define what the management considers as meaningful results hence organisational effectiveness. However, literature research revealed a significant gap in studies exploring the impact of basic underlying assumptions on organisational effectiveness, which attracted the interest of this study.

Methodology

Research Design and Sample

This study employed a quantitative approach, utilizing a correlational research design, to examine the relationship between variables, specifically the degree, direction, and strength of their association (Mohajan, 2020). This design involves researchers' simply collecting data to analyse and understand the existing relationships, without actively influencing the process (Bozgun & Can, 2022). The correlational research design was chosen for this study because it allowed for the examination of the relationship between variables, which was essential for understanding the interactions within the study context, enabling identifying of patterns and association between them. The study focused on exploring the correlation between institutional culture and

organisational effectiveness among administrative and academic heads at four Ugandan public universities that were Kyambogo University (85), Mbarara University of Science and Technology (60), Gulu University (63), and Busitema University (62). The inclusion and exclusion criteria for the population was that only those at strategic planning level of the universities, handling budgets were included thus that is why academic staff not holding administrative positions were not included. With a small population of 265, the researchers aimed to survey the entire population although those who provided responses were 234 participants. This population was chosen because they were in position provide insightful responses to questions about organizational effectiveness, particularly financial effectiveness, due to their involvement in planning at the strategic level of the universities. The universities selected were public institutions because despite receiving government and donor funding, their organizational effectiveness remained low, making them ideal for the study. In each region, the older, more established universities were selected, with one exception in the central region where Kyambogo University was chosen over the older Makerere University because the later relatively had higher organisational effectiveness at a global level compare to other universities in Uganda.

Measures of constructs and Instrumentation

This study examined the relationship between institutional culture (predictor variable) and organisational effectiveness (outcome variable). Organisational effectiveness was assessed through three dimensions, namely productivity, adaptability, and flexibility. For productivity, it was measured in terms of instructional, research, community service, and financial effectiveness (Enriquez, 2019; Mihaiu et al., 2010). Adaptability encompassed change focus (Szamosi & Duxbury, 2002), customer focus (Saxe & Weitz, 1982), and organisational learning (Leufvén et al., 2015). Flexibility was evaluated through operational (Yousuf et al., 2019), structural (Angeles et al., 2022), and strategic flexibility (Abu-Nahel et al., 2020). Institutional

culture was measured by artefacts (Bonavia, 2006), espoused beliefs and values (Khandelwal & Mohendra, 2010), and underlying assumptions (Ghosh & Srivastava, 2014). The development of the instrument involved examining the above existing instruments to identify appropriate indicators for the different constructs. The researchers validated the indicators by selecting to most relevant and tuning them to the purpose of the study. The measures and their indicators were obtained from existing tools because their validities and reliabilities could be guaranteed. The indicators in the self-administered questionnaire developed were ranked based on ordinal agreement Likert scale with five anchors, ranging from "strongly disagree" (1) to "strongly agree" (5) was used to rate the indicators by the respondents. This design allowed for an examination of the relationship between institutional culture and organisational effectiveness.

Data Analysis

The data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) using Smart PLS 4 (Hair Jr et al., 2021). PLS-SEM was selected for its unique strengths: uncovering complex relationships and generating predictive models that enable accurate outcome forecasting based on input variables. Moreover, PLS-SEM offers easily interpretable results, providing valuable insights into the relationships between variables. Its flexibility also makes it suitable for both exploratory and confirmatory research, allowing for a comprehensive understanding of the data (Richter & Tudoran, 2024). Models were developed using Average Variance Extracted (AVE) that established the amount of variance in the constructs (variables) and Heterotrait-Monotrait Ratio (HTMT) correlations, which confirmed the discriminant validity of the measures. This ensured that each construct (variable) was distinct and measured something unique, rather than overlapping with other constructs. PLS-SEM also enabled the identification of patterns and relationships between variables, revealing the underlying structure of the data. The SEM analysis uncovered

the causal connections between institutional culture and organisational effectiveness, demonstrating the significant impact of institutional culture on organisational effectiveness.

Findings

Demographic Characteristics

The study examined the demographic characteristics of the participants, including their sex, age groups, educational backgrounds, and work experience. The findings are presented in Table 1, which provides a detailed breakdown of the demographic profiles of the respondents.

Table 1: Demographic Characteristics of administrative and academic heads

Variable	Categories	Frequency	Per cent
Gender	Male	152	65.0
	Female	82	35.0
	Total	234	100.0
Age Groups	Up to 30	6	2.6
	30 but below 40	45	19.2
	40 and above	183	78.2
	Total	234	100.0
Highest academic qualification	Bachelor's degree	18	7.7
	Masters	101	43.2
	PhD	115	49.1
	Total	234	100.0
Working Experience	Less than one year	30	12.8
	1 but less than 5 years	41	17.5
	5 but less than 10 years	63	26.9
	More than 10 years	100	42.7
	Total	234	100.0

Table 1 revealed that males (65.0%) were more than females (35.0%) among the administrative and academic heads of the universities. The majority of participants (78.2%) were aged 40 years or older, with a smaller proportion (19.2%) aged between 30-40 years, and a minimal percentage (2.6%) aged 30 years or younger. The participants' academic qualifications were diverse, with the largest proportion (49.1%) holding PhD degrees, followed by those with master's degrees (43.2%), and bachelor's degrees (7.7%). The participants had varying lengths of service, with the majority (42.7%) having served for 10 years or more, followed by those who had served between 5-10 years (26.9%), 1-5 years (17.5%), and less than 1 year (12.8%). These findings suggest that the study's results are representative of administrative and academic heads from various age groups, academic qualifications, and lengths of service, making the

findings generalizable to different academic and administrative leaders in universities.

Measurement Models

To prepare the data for structural equation modelling, the researchers created measurement models to assess the data's suitability. These models included various statistical tests to evaluate validity, reliability and Collinearity. Validity was checked using average variance extracted (AVE) and heterotrait-monotrait (HTMT) ratio correlations. For reliability, it was tested using Cronbach's alpha (α) and composite reliability (CR). Collinearity (correlation between independent variables) was tested using the variance inflation factor (VIF). The results of these measurement models are presented in Tables 2 and 3, which provided the basis for determining whether the independent variables were suitable for structural equation modelling. In simpler terms, the researchers checked the data's

quality and suitability for further analysis by running various statistical tests.

Table 2: AVE and Heterotrait-Monotrait Ratio of Correlations (HTMT) Discriminant Validity assessment

Measures	AVE	OE	AD	FL	PR
OE					
AD	0.527	0.658			
FL	0.545	0.738	0.870		
PR	0.513	0.536	0.713	0.871	
Measures	AVE	IC	EV	UA	
IC					
EV	0.671	0.829			
UA	0.768	0.477	0.855		

Key: AD = Adaptability, EV = Espoused beliefs and values, FL = Flexibility, IC = Institutional Culture, OE = Organisational Effectiveness, PR= Productivity, UA = Underlying assumptions

Note: cultural artefacts did not fulfil the discriminant validity conditions as the ratio correlations were above 0.90. Therefore, it was dropped from further analyses.

The results of the Average Variance Extracted (AVE) analysis (Table 2) confirmed that the constructs effectively measured the dependent variable (organisational effectiveness) and independent variable (institutional culture), as all AVE values exceeded the minimum threshold of 0.5 (Hair et al., 2021). The Heterotrait-Monotrait (HTMT) ratio correlations revealed that the constructs demonstrated discriminant validity, meaning they independently captured the variables, with ratio correlations below the maximum limit of 0.90 (Purwanto & Sudargini, 2021). This indicates that the study's constructs converged on the variables while maintaining their independence. Therefore, the results presented in Table 2 are suitable for structural equation modelling. The AVE and HTMT analyses confirmed that the study's measures were reliable and independent, making the results suitable for further analysis using structural equation modelling.

Table 3: Reliabilities

Measures	α	CR
Adaptability	0.775	0.847
Flexibility	0.721	0.827
Productivity	0.762	0.840
Espoused beliefs and values	0.756	0.860
Underlying assumptions	0.698	0.869

Table 3 shows that the data collected for the various constructs were reliable, with Cronbach's alpha (α) except for underlying assumptions and composite reliability (CR) values exceeding the minimum threshold of 0.70. However, f one construct of organisational communication (specifically, message characteristics), did not meet the reliability criteria and was therefore excluded from further analysis. The use of both Cronbach's alpha and composite reliability is important, as Cronbach's alpha can be overly sensitive and assume uniform trait characteristics across the population, potentially underestimating reliability. In contrast, composite reliability is more lenient and accommodating of diverse trait characteristics, ensuring that more indicators meet the reliability standard (Hair et al., 2021).

Structural Equation Models for the Variables

A structural equation model was developed to examine the relationship between institutional culture and organisational effectiveness. The model, depicted in Figure 1, illustrates the connections between the variables, providing a

visual representation of how institutional culture impacts organisational effectiveness. This model enables the analysis of the complex relationships between these variables, shedding light on the ways in which institutional culture influences organisational effectiveness.

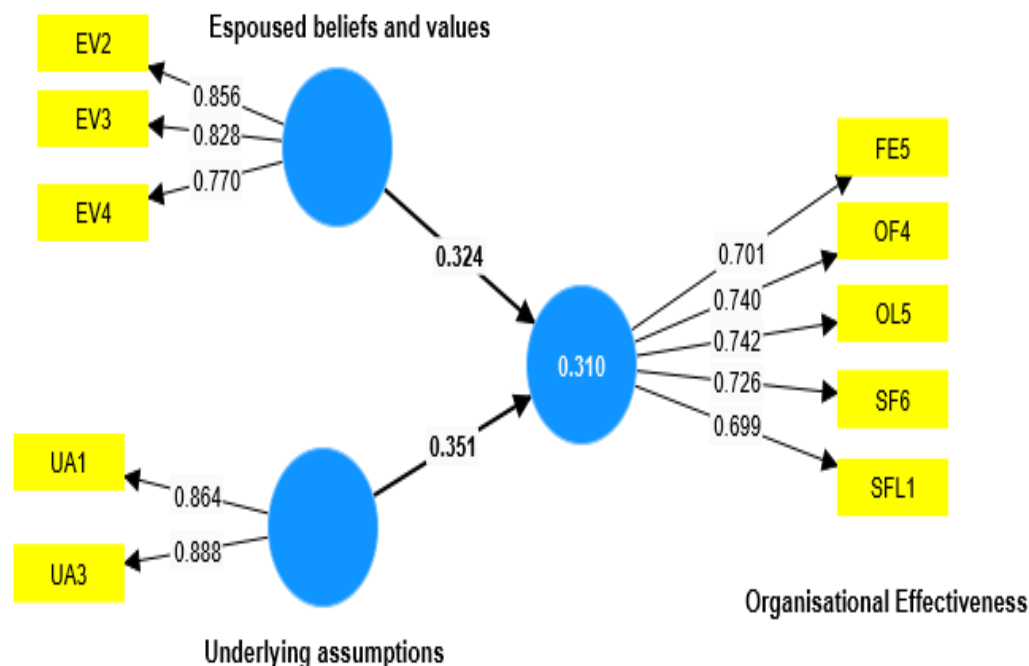**Figure 1: Structural Equation Model for Institutional Culture and Organisational Effectiveness**

Figure 1 displays a structural equation model that tests two hypotheses about the impact of espoused beliefs and values, and basic underlying assumptions on organisational effectiveness. The model's factor loadings reveal that for espoused beliefs and values, only three indicators (EV2-EV4) met the recommended validity threshold of 0.40 (Hair Jr et al., 2021) , while three indicators (EV1, EV5, EV6) did not meet the minimum validity value and were therefore removed from the model. For basic underlying assumptions, only two indicators (UA1 & UA3) met the recommended validity threshold of 0.40, while four indicators (UA2, UA4, UA5 & UA6) did not meet the minimum validity value and were removed from the model. The betas (βs) and coefficients of determination (R^2) shown in Figure

1 are explained in the structural equation path estimates model, which provides a detailed analysis of the relationships between the variables. Specifically, the betas (βs) represent the standardised regression coefficients, which indicate the strength and direction of the relationships between the variables and coefficients of determination (R^2) represent the proportion of variance in the dependent variable that is explained by the independent variables. The structural equation path estimates model provides a comprehensive overview of the relationships between the variables, which helps to interpret the results and understand the complex relationships between institutional culture and organisational effectiveness.

Table 4: Institutional Culture and Organisational Effectiveness Path Estimates

		B	Mean	STD	T	P
Espoused beliefs and values → Effectiveness	Organisational	0.324	0.330	0.053	6.154	0.000
Underlying assumptions → Effectiveness	Organisational	0.351	0.352	0.063	5.545	0.000
$R^2 = 0.310$						

The results from Figure 1 and Table 4 show that two hypotheses to the effect that espoused beliefs and values (H2) and basic underlying assumptions (H3) on organisational effectiveness in public universities. The findings indicate that both espoused beliefs and values ($\beta = 0.324$, $p < 0.05$) and basic underlying assumptions ($\beta = 0.351$, $p < 0.05$) have a positive and significant impact on organisational effectiveness. The coefficients of determination reveal that these two factors combined explain 31.0% ($R^2 = 0.310$) of the variation in organisational effectiveness, with basic underlying assumptions having a slightly stronger influence ($\beta = 0.351$) than espoused beliefs and values ($\beta = 0.324$). This suggests that other factors not part of this study contribute 69.0% to organisational effectiveness. The model suggests that improving espoused beliefs and values and basic underlying assumptions can lead to enhanced organisational effectiveness in universities.

Discussion

The s findings of the study highlight the significance of espoused beliefs and values, as well as underlying assumptions, in contributing to the organisational effectiveness of universities. First, hypothesis test results indicated that espoused beliefs and values had a positive and significant influence on organisational effectiveness. This finding support Schein's Theory of Organisational Culture, which posits that institutional culture, including espoused beliefs, contributes to organisational success. This finding is also consistent with previous research by Fitzgerald and Desjardins (2004) and Mutuma et al. (2022), which showed that shared organisational values lead to improved performance outcomes and productivity, respectively. Although Luinstra (2019) found a marginal association between espoused values and performance, the overall consensus suggests that espoused values play a crucial role in influencing organisational effectiveness. Therefore, the study emphasizes the importance of espoused values in achieving organisational effectiveness in universities.

Hypothesis test results also established that basic underlying assumptions had a significant influence on organisational effectiveness. This finding aligned with Schein's Theory of Organisational Culture. This theory suggests that institutional culture, including basic underlying assumptions, contributes to organisational success. This result is also in line with Gjerald and Øgaard (2010), who argued that basic assumptions shape an organisation's theory of operation and define what management considers meaningful, ultimately influencing organisational effectiveness. This emphasises the importance of basic underlying assumptions in organisations, such as universities, for achieving effectiveness. By recognising and understanding these assumptions, universities can better cultivate a culture that supports their success.

Conclusions

In conclusion, the study's findings underscore the vital role of espoused beliefs and values, and basic underlying assumptions enhancing organisational effectiveness in public universities. The promotion of espoused beliefs and values such as openness, teamwork, and adherence to rules is crucial in fostering a culture that supports organizational effectiveness. Similarly, the emphasis on underlying assumptions like mutual responsibility, shared objectives, and inclusive decision-making is essential in creating an environment that supports collaboration. By comprehensively addressing these two critical elements, public universities can systematically develop a culture that fosters organisational effectiveness.

Recommendations

The study recommends that university managers develop and implement policies that promote organisational culture specifically in terms of espoused beliefs and values, and basic underlying assumptions. With espoused beliefs and values, management of universities should promote the value of openness and learning, encourage value team work and emphasize adherence to rules. Henceforth universities will foster a culture that

supports organisational effectiveness. With basic underlying assumptions, universities should emphasise the culture of mutual responsibility and shared objectives, and staff members participating in decision making. Consequently, universities will create an environment that supports collaboration, inclusivity, and shared goal achievement, ultimately leading to enhanced organisational effectiveness.

Limitations

The findings of this study underscore the importance of institutional culture in fostering organizational effectiveness, but also acknowledge several limitations that warrant consideration. Firstly, the study's sample may not be fully representative of all universities especially private ones since the study involved only public universities, potentially limiting the generalizability of the findings. Moreover, the reliance on self-reported data from administrators might have led to response and social desirability biases. In addition, the culture aspect of organizational artefacts lacked discriminant validity, suggesting that the measures used may not have accurately captured this aspect. Future studies should revalidate these measures using different universities and organizations to affirm their validity. Furthermore, the study's exclusive use of quantitative methods overlooks the potential insights that qualitative approaches can provide. A mixed-methods approach would enable a more comprehensive understanding of participants' experiences and perceptions.

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Appendix A: Study Instrument

Section A: Demographics		
Demographic	BP1	Sex (1 = Male, 2= Female)
Profiles (BP)	BP2	Age group (1= Up to 30; 2 = 30 but below 40; 3 = 40 and above).
	BP3	Education level (1= Certificate; 2= Diploma; 3 = Bachelor Degrees; 4 = Masters, 5 = PhD)
	BP5	Experience (1 = Less than one year , 2=) 1 but less than 5 years, 3 = 5 but less than 10 years; 4= 4) More than 10 years)
Section B: Organisational Effectiveness		
Productivity		
Instruction	IE1	Teaching load of lecturers is equitably distributed
Effectiveness (IE)	IE2	Lecturers are assigned teaching subjects that fit their educational and professional capabilities

	IE3	Lecturers are assigned activities aligned to their fields of specialization
	IE4	Regular evaluation of academic performance is conducted
	IE5	Preparing and reviewing of curricula and syllabuses is done regularly
	IE6	Lecturers are provided adequate educational support and equipment
	IE7	Courses are planned and respond to dynamic changes in the educational systems
Research Effectiveness (RE)	RE1	The university is supported with requirements (internet, statistical softwares, other resources and funding)
	RE2	The university has a research manual that offers detailed instructions and standards
	RE3	Lecturers and learners receive training in the appropriate research techniques and procedures.
	RE4	The university has developed and implemented a research agenda
	RE5	Lecturers have the opportunity to participate in trainings and seminars to improve their research skills
	RE6	Both completed and on-going researches are periodically monitored and assessed
	RE7	The university sees to it that staff publish in peer reviewed journals
	RE8	Research funds have been allocated for lecturers and student research activities
	RE9	Linkages have been established with local, national and/or international partners to strengthen research programs
Financial Effectiveness (FE)	FE1	In this university projects hardly overrun the budget
	FE2	The university pays its entire staff on time
	FE3	The cash inflows exceed the cash outflows in this university
	FE4	In this university, materials purchase remains within the budget
	FE5	The university buys quality supplies at the optimum price
Extension Services Effectives (ESE)	SCI1	Staff of the university are involved in outreach or extension services
	SCI2	A manual of the university offers detailed policies and processes for extension services
	SCI3	The university's extension program is in line with institutional, regional and national priorities
	SCI4	The university responds quickly to support community service needs
	SCI5	The university supports the various outreach programs
Adaptability Change Focus (CG)	CG1	The university management pressures itself to work according to change demands
	CG2	The university has mechanism of updating its stakeholders about changes introduced
	CG3	Management constantly communicates to staff about the need for change
	CG4	The university is involved in partnerships with other universities
	CG5	The university is involved in partnerships with stakeholders such as development partners and donors
Customer Focus (FC)	CF1	The university has a forum that enables different stakeholders to discuss their needs with management
	CF2	University management tries to introduce courses/ programmes that are helpful to its different stakeholders
	CF3	The questions of stakeholders about courses/ programmes introduced are answered
	CF4	Internal stakeholders of the university are handled in a way that shows that they matter
Organisational Learning (OL)	LC1	In this university, people are provided opportunities for learning
	LC2	In this university, people are rewarded for learning
	LC3	Management of this university recognise staff that take initiatives
	LC4	This university collaborates with the general public to address shared needs
	LC5	Leaders in this university mentor and coach those they lead
Flexibility Operational Flexibility (OF)	OS1	The operations of the university are efficient at different levels
	OS2	The university introduces new courses according to market demands

	OS3	The university adapts new systems and programmes quickly
	OS4	The period taken to offer services (lead time) by university staff is fast
	OS5	University staff provides high level customer satisfaction in providing services
Structural Flexibility (SF)	SF1	The university has a system of rewards and incentives
	SF2	Plans of the university tend to be formal
	SF3	Effectiveness in the university is well documented
	SF4	The university has established teams of specialists in its different departments
	SF5	Decisions from different university organs are clearly communicated
	SF6	There is effective decision making at all levels of the university
Strategic Flexibility (SF)	SFL1	The university carries out quick strategy reformulation to encounter new situations
	SFL2	Each year new strategies are made by the university to enhance performance
	SFL3	The university has put in place strategies to help her achieve its vision and mission
	SFL4	The university creates plans to help it function in emergency scenarios
	SFL5	The administration is continually striving to develop solutions for the university's growth and expansion
	SFL6	The university administration is eager to embrace cutting-edge technology to create new standards for labour.

Section B: Institutional culture
Transformational Leadership

Idealised influence-attributed (IA)	IA1	I am proud of my superiors in this university
	IA2	My superiors in this university go beyond self interest
	IA3	My superiors have earned my respect
	IA4	My superiors portray authority and confidence
Idealised influence-behaviour (IB)	1B1	My superiors emphasise values
	IB2	My superiors give me a sense of purpose
	IB3	My superiors exhibit morals and ethics
	IB4	My superiors emphasise the collective mission
Inspirational motivation (IM)	IM1	My superiors talk optimistically on a range of issues pertaining to staff and the university
	IM2	My superiors talk enthusiastically about university activities
	IM3	My superiors have a clear vision for the university
	IM4	My superior's express confidence in handling university affairs
Intellectual stimulation (IS)	1S1	My superiors seek different views from staff
	1S2	My superiors re-examine assumptions before taking action
	1S3	My superiors suggest new ways of doing things in this university
	1S4	My superiors suggest different angles of accomplishing university activities
Individualised consideration (IC)	IC1	My superiors teach and coach subordinates
	IC2	My superiors give attention to staff
	IC3	My superiors handle staff equally
	IC4	My superiors help staff develop their strengths

Institutional Culture

Artefacts (OA)	OA1	Superiors promote cooperation, consensus and group wellbeing in this university
	OA2	In this university merit is the most important basis for promotion
	OA3	Staff creativeness and innovativeness are highly valued in this university
	OA4	In this university the structure is highly centralized i.e. the majority of matters have to pass through very few hands
	OA5	In this university there is a constant concern to keep the technology up to date
Espoused Values (EV)	EV1	Customer service is good in this university,
	EV2	Openness and learning are promoted in this university
	EV3	Team work is encouraged in this university
	EV4	Adherence to rules is emphasized in this university

	EV5	Student and staff satisfaction is highly valued in this university
	EV6	Growth and learning are given value in this university
Underlying Assumptions (UA)	UA1	In my university mutual responsibility and shared objectives are emphasized
	UA2	University objectives have been communicated to staff
	UA3	In my university, staff members are encouraged to participate in decision making
	UA4	In my university my job is enriched in terms of adding more meaningful tasks
	UA5	The university encourages staff to share ideas and suggestions
	UA6	A trusting relationship between supervisors and subordinates has been established in my university