

**THE EFFECT OF ORGANIZATIONAL CULTURE ON PERFORMANCE OF  
EMPLOYEES IN PRIVATE UNIVERSITIES IN KENYA**

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THE AWARD OF MASTER IN COMMERCE DEGREE AT STRATHMORE  
UNIVERSITY**

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## DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

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## DEDICATION

To my dearest grandfather, *Mzee* Jonathan Obel Onyango who used his meager resources to ensure that I achieved my education. He is my sole role model and always challenges me to be a better person and aim higher.

To my dear mother, Mrs. Alice Awuor Ogot for her unconditional love and prayers. I am glad to report that the journey is now over. Glory and Honour be to God.

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## ABSTRACT

Culture is a key factor in achieving organizational goals and objectives. The main objective of this study was to determine the influence of organizational culture on employee performance in private universities in Kenya. The specific objectives were: to establish the effect of mission trait, adaptability trait, involvement trait and consistency trait on performance of employees in private universities in Kenya. The research study was anchored on Schein's model of Organizational Culture and the Goal-setting theory. A descriptive research design was used in conducting the study. Population of study was all the private universities in Kenya. A total sample of 196 respondents was drawn from the 14 private chartered universities in Kenya. Primary data was collected through a structured questionnaire which contained closed ended questions. The data collected was inspected for completeness and recorded in Statistical Package for Social Sciences (SPSS) Version 24 for analysis. Data collected was analyzed using descriptive statistics, correlation analysis and regression analysis. The results were that there was a positive correlation between involvement, consistency, adaptability and performance. However, there was a weak correlation between mission trait and performance of employees in private universities in Kenya. Further there was a strong coefficient of determination between culture and performance. This study contributes to theory by building on the theoretical framework such as Denison model and improving on the understanding of culture, and the possible effect that culture traits could have on employee performance. Empirically, the study guides management practices by diagnosing culture traits as the initial stages of managing people effectively. The findings of this study were limited to the culture traits by Denison and employee performance adopted by the researcher. The study was also limited to data collected using cross-sectional survey, yet organizational culture may be affected by technological advancements, unprecedented occurrences and time which may affect how business is carried out in organizations. The response rate was limited by the conditions of COVID-19 pandemic.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

In today's complex environment, there is an urgent need for higher educational institutions to become globally competitive. For these institutions to achieve successful employee performance, they should manage their culture. According to Smart and John (2015) organizational culture has become a topic of concern to administrators and researchers in higher educational institutions. Borrowing the concept from the corporate sector, educational researchers have put more emphasis on organizational culture (Smart & St John, 2015). According to Jochimsen and Napier (2013) strong culture is often linked to performance of employees in organizations.

Organizational culture is one of the major factors that affect institutional performance. It is paramount for all institutional managers to grasp the values of their institutions since these factors have a direct impact on employee performance (Richard, 2009). According to Kotter (2012) organizational culture has the capability to enhance performance of an institution. Every organization has a unique culture that influences the behavior of organizational leaders and staff. One of the most important means of improving performance is through organizational culture. Culture may not necessarily guarantee positive output but institutions with strong culture have a competitive advantage compared to their competitors (Rousseau, 1990). A strong or weak culture not only affects the performance of employees but also the decisions made by the institutional leaders (McCarthy, Minichiello & Curran, 2000).

According to Scott and Falcone (1998) there are three major reasons as to why a study on organizational culture should be conducted in private universities. First, it is a fact that universities play a vital role globally in the development of any nation's workforce and the economy in general. In order to keep up with the constant changes in higher education demands, it is important for institutions to understand their culture and adjust to the changes when necessary. Second, much as organizational culture is viewed as a primary component of decision making in organizations, cultural problem is considered a major challenge in terms of adapting to change. This is because academic staffs consider knowledge as facts that cannot be shared freely (Wind & Main, 1999). Third, studies have shown that private sector organizations are potentially different from public ones in a number of ways including achieving their goals, access to resources and the nature of constraints, both economic and political.

Private institutions are likely to offer quality education due to increasing competition from other educational providers. These institutions respond faster and efficiently to market demands in that they provide the type of education that is required in the current job market (Oketch, 2004). Their response is due to the culture that the organizational management has put in place which is inseparable from the employees (Kamau & Wanyoike, 2019). In this study, the researcher sought to determine the relationship between culture and employee performance in private universities in Kenya.

### **1.1.1 Organizational Culture**

Organizational culture is a system of shared values, assumptions and beliefs that govern how individuals behave within an organization (Driskill, 2018). Organizational culture was described by Hofstede (1998) as the collective programming of the mind which distinguishes the members of one organization from another. Hence, organization's culture is assumed to reside in the mind of all the personnel of the organization. According to Nazarian, Atkinson, and Foroudi (2017) organizational culture is the underlying assumptions about how work is performed, the acceptable and unacceptable behavior or actions encouraged or discouraged in an organization. Stephen and Stephen (2016) further explain organization culture as a collection of traditions, values, policies, beliefs, and attitudes that constitute a pervasive context for everything people do and think in an organization.

Organizational culture is derived from the individual characteristics and beliefs of the founder and the top management team (Driskill, 2018). An organization can, however, develop and implement cultural values to help manage the behavior of its members. Organizational culture reflects the organization's vision, values, business ethics, beliefs, personalities and even the traits of the organization's founders, the management, shareholders and its employees and these influences the way business within an organization is done in every way (Ardani, Asmawi, & Tunas, 2018).

In an attempt to find characteristics of culture that might have influence on business behavior, Hofstede (1990) implemented one of the most comprehensive studies of how values in the workplace are influenced by culture. He identified five dimensions of culture thus (later six); Power distance, Individualism, Uncertainty avoidance, Masculinity, Long-Term Orientation, and Indulgence versus Restraint. Power distance is the extent to which power is distributed unequally and accepted within a society. Individualism is the extent to which members of society are supposed to look out for the welfare of others. Uncertainty avoidance is the degree to which a society protects conformity to

counter ambiguity. Masculinity is the extent to which a society has a preference to value achievement, material success, assertiveness over relationships, quality of life and modesty. Long-Term Orientation details the extent to which the society leans towards searching for virtue. Indulgence versus Restraint revolves around the degree to which societies can exercise control over their impulses and desires (Hofstede, 2002).

Denison (1984) identified four traits that include: involvement, consistency, adaptability, and mission traits as measure of organizational culture. Involvement trait is a state whereby activities of employees are linked with the goals of an organization. This is achieved when there is a sense of employee empowerment, team work, and development of employee capabilities. It is measured by three indices; empowerment, capability development and team orientation. Empowerment is where a sense of ownership and responsibility towards the organization is expressed by individuals. Team orientation, on the other hand, encourages teamwork while capability development suggests that the organization invests in the development and growth of its employees to stay competitive and meet business needs.

Consistency trait explores the extent to which the values, beliefs and standards of behavior are acquired and shared among employees. Organizations that value consistency have highly committed employees, a distinct method of doing business, a tendency to promote from within, and a clear set of “do`s” and “don`ts” (Denison, 2000). The adaptability trait is the ability of the organization to change in response to customers and markets (Denison, 1984). There are three aspects of this trait which are, creating change, customer focus and organizational learning.

Finally, mission trait provides purpose and meaning by defining a social role and external goals for the organization. It provides a clear direction and goal that serve to set appropriate course of action for the organization and its members. A clear direction and intent conveys the organization’s purpose and makes it clear how employees can make their mark in the industry. Goals and objectives reflect on the link that employee jobs have with the goal of the organization (Denison, 2000).

In this study therefore, Denison’s (1984) model was adopted to measure the organizational culture in private universities. This is because the model has a direct impact on organizational culture and provides a novel framework over other organizational culture models. Based on the model, Involvement trait was measured by three indices: empowerment, team orientation, and capability development. Consistency trait was measured by: core values, agreement, coordination and

integration. Adaptability trait was measured by three indices: creating change, consumer focus, and organizational learning. Mission trait was measured using strategic direction and intent, goals and objectives, and business vision.

### **1.1.2 Employee Performance**

Employee performance refers to the efficiency of completing a task at the work- place to achieve the mission of an organization (Cascio, 2006). Armstrong (2006) defines employee performance as the ability of an employee to successfully and efficiently perform the duties and tasks within the organization. In addition, Luthans and Stajkovic (1999) define employee performance as the extent to which organizational member contribute to achieving the goals of the organization since employees are a primary source of competitive advantage in service-oriented organizations. According to Lee, *et.al.* (2011) employee performance entails workers' total performance in meeting the anticipated worth and achievement of tasks under the procedure and time requirements of the organization. According to Liao *et.al.* (2012) employee performance is the standard for advancements, redundancy, rewards, punishments, reviews and salary changes. It also satisfies the needs for employees to realize themselves. Ahmad and Khurram (2011) argue that employee performance symbolizes the broad belief of the personnel about their behavior and contributions towards the achievement of the organization.

According to Anitha (2013) employee performance is an indicator of outcomes of the employee that has a direct connection with the performance of the organization as well as its achievement. He adds that working atmosphere, leadership, team and co-worker relationship, training and career development, reward programme, guidelines and procedures, workstation wellbeing, and employee engagement are major factors that determine employee performance. Ahmad and Shahzad (2011) noted that employee performance embodies the whole belief of the employee conduct and contributions to the accomplishment of the organization and further stated that compensation practices, performance evaluation and promotional practices are determinants of employee performance.

There are arguments that employee performance is not just a matter of what employees achieve in regard to the set goals and targets but also how willing and motivated they are to uphold and promote the values of the organization (Iqbal, Anwar, & Haider, 2015). Ramlall (2008) reckons that employee performance is important because an organization's success is dependent upon the creativity,

innovation and commitment of employees. Employee performs different jobs or tasks in an organization differently depending on the nature of the organization culture (Armstrong, 2006). Therefore, it is necessary for an organization through the management to understand the importance of employee performance. Armstrong (2009) explains further that the concept of employee performance covers both what has been achieved and how it has been achieved. Performance in private universities is largely driven by the input of employees (Iqbal et al., 2015). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization.

There are a number of measures that can be taken into consideration when measuring employee performance. Ahmad and Shahzad (2011) argued that performance of an employee expresses the entire conviction of an employee in regard to the actions and input to the attainment of the organizations goals and mission. They add that practices of compensation, evaluation of performance and practices concerning promotion of employee are the benchmark for performance of a worker. Moreover, Anitha (2013) stated that performance of an employee is a gauge or pointer of monetary or other result of the employee that has undeviating relationship with organization performance and accomplishment.

Conversely, Alagaraja and Shuck (2015) disclose that employee performance can be measured by means of regular training and improvement. In addition, Thomas and Feldman (2010) take on measures of employee performance as core job performance, that includes in-role performance, security performance, and inventiveness, trailed by citizenship performance, branded into equally targets-specific and wide-ranging organizational citizenship.

According to Rudman (2003) employee performance measurement entails time bound assessment of tasks completed and employee accomplishments relative to agreed goals which according to Kazan, Pekkanli and Catal (2012) should possess SMART features. Quality of accomplishment, compliance with the organization's policies, procedures and standards and costs involved in accomplishing the tasks are also key performance measures (Kuvaas, 2003). Effectiveness and regularity with which performance of an employee is measured and monitored are among critical hallmarks of effective performance management (Anderson, 2003). Rudman (2003) highlights the value of timely recognition of the accomplishment in performance measures as recipe for motivation and improved employee performance. Kuvaas (2006) introduces another critical aspect to employee performance

which is employee's perceived level of control at the workplace and how it determines one's level of performance and motivation to achieve the predetermined goals.

According to Ahuja (2006) productivity, efficiency, effectiveness and quality are the main measurements for employee performance. Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of output to that of input and is also a measure of how an individual, organization and industry converts input resources into goods and services (Stoner, Freeman & Gilbert Jr, 1995). Quality is the characteristic of products or services that bear the ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). This study adopted Ahuja (2006) concept because it provided a more wholesome approach of measuring employee performance.

### **1.1.3 Private Universities in Kenya**

University education is an indispensable element for socio-economic political and technological development world over (Republic of Kenya, 2005a; 1997). Over the years, the higher education system in Kenya has grown to include more public as well as private universities (Commission for Universities Education, 2013). Like many parts of the world, in Kenya, private universities are growing at higher rates than the public universities (Awiti & Scott, 2016). The growth of the private university sector in Kenya has been powered by several factors indicating limited opportunities available in public universities, frequent closures of state funded universities and the desire to complement the government managed higher institutions of learning (Ongwae, Lagat & Odunga, 2018). The need to increase the higher education provision coupled with the dwindling government financial support has encouraged private initiatives in higher education (Graham & Stella, 1999).

According to a study conducted by Oketch (2003) global trends, demands, successful participation in secondary schools, and reduced confidence in public universities has led to the rising numbers of private universities. Kenya among other countries is experiencing an increased competition for students among universities and tertiary colleges, increased demand for university education across borders which have led to the expansion of universities (Gudo, Olel & Oanda, 2011). The increasing demand has resulted to deterioration and straining of universities resources in terms of physical facilities and human resource. According Kamaara et al, (2011) political decisions push university

management team to admit more students than the capacity of universities inspite of straining labor and decreased funding.

Kenya has a number of public and private universities. There are 31 public universities, 18 chartered private universities, 14 private universities with Letter of Interim Authority, and 6 Public Constituent Colleges (Commission for Universities Education, 2018). To some extent, the increase in the number of private campuses is also reported to have been motivated by greed for money in such a way that some institutions are just there for money-orientation rather than giving attention to quality education (Shultz, 1986). Nonetheless, there are arguments that education is so relevant when it comes to the economic survival of a nation (Shultz, 1986). Like in Kenya, education has been recognized by successive governments as a major economic driver over the last few centuries (Mwangi, Muasya, &Vengi, 2016).

The rapid growth of university education has led to various challenges. According to Republic of Kenya (2006), quality assurance, student-staff welfare and discipline, governance and management, meeting the rising demand for knowledge, resource mobilization and financing, employee turnover and quality culture were the challenges facing private universities. In addition, United Nations Education Scientific and Cultural Organization (UNESCO, 2009) underscored the critical need to deal with the emerging challenges relating to employee dissatisfaction, low motivation, brain drain, gender inequality and lack of graduates' preparedness for the job market.

University employees are faced with the challenge of understanding the new technologies, shifting cultures and the adaptation to different cultures. Limited resources, both human and financial continue to affect quality, effectiveness, efficiency in governance and management of private universities. In Kenya, majority of the private universities are faith based and employee turnover was due to cultures adopted in the institutions, leadership problem, heavy workload and compromised terms of contract (Too, 2013). Additionally, inadequate involvement of staff and students in decision making processes impacted negatively on employee performance and quality teaching. This paper thus discusses the effect of organizational culture on performance of employees in private university in Kenya.

#### **1.1.4 Statement of the Problem**

Universities are labor intensive organizations which are dependent on people for effective service delivery. Much focus has been directed to quality education as a product on how it can be achieved through utilizing workforce. According to Busienei (2013) for organizations to survive, they must pay attention to weaknesses and translate them into strengths so as to gain competitive advantage over their competitors. This will enhance long term business strategies. He further mentioned that a well-managed manpower influences performance.

Mujeeb and Ahmad (2011) conducted a study on the effect of Organizational Culture on Performance Management Practices in software industry in Pakistan. The study adopted exploratory research design on employees of an institute of information technology in Pakistan. They found a positive relationship between elements of organization culture and performance management. In addition, from the correlation analysis of organization culture traits, management practice revealed a positive significance with involvement, consistency, adaptability and mission traits.

Awadh and Saad (2013) carried out a study on the impact of organizational culture on employee performance on small business units that trade in the stock exchange in Malaysia. The study was a desk research from published articles. The methodology used in this study was based on reviewed literature from 1999 to 2007. The main area of concentration was systems, employees and processes. Their findings were that value and norms of an organization were based upon employee relationship which increases the level of performance.

In a study conducted by Zakari, Poku and Ansah (2013) on organizational culture and organizational performance of banking industry in Ghana, the study concentrated on 296 respondents from various departments with different positions in nine banks in Ghana. The study adopted Denison's model and only focused on mission trait but not involvement, adaptability and consistency traits. They reported that there was a considerable difference among the banks with organizational culture traits regarding performance. Further to this, there was a positive relationship between organizational culture and performance with mission trait having a positive impact on performance in the banking industry in Ghana.

Agwu (2014) studied organizational culture and employee performance in the National Agency for Food and Drugs Administration and Control in Nigeria. Organization culture was based on shared

values, beliefs and norms in the study. The study adopted a descriptive research design on 420 employees. The finding was that there is a strong significant relationship between organization culture and increased employee productivity.

Ongwae, Lagat & Odunga (2018) carried out a study on the effect of organizational factors on employee performance in Kenyan universities campuses in Nakuru County. The study adopted a survey research design with sampling technique being stratified and census with 138 members of staff being selected. Leadership, training & development, organizational culture and organizational structure were all significantly related to employee performance. Similarly, the study established that work environment had a control effect on the relationship between organizational factors and employee performance.

In Kenya, studies show that there are challenges of employee performance and that institutional culture plays an important role in determining the success of strategic planning and implementation in any organization. It is important that the culture of an organization be well-suited with the strategy being implemented (Musyoka, 2011). Culture, especially organizational culture plays a huge factor in the way institutions function. Organizational culture may need to change to be able to accommodate changes (Institution of Engineers of Kenya, 2006). The success of every institution depends on the quality and commitment of its employees to implement laid strategies (Chemwei, et al., 2014). Organization culture is a factor that has an influence on employee performance.

Whereas studies have been done linking organizational culture with performance, methodologies vary and there are differences in concepts as well as contexts adopted. This study sought to close this gap by attempting to establish the effect of organizational culture and employee performance in private universities in Kenya.

## **1.2 Research Objectives**

This section presents the general and specific objectives of the study.

### **1.2.1 General Objective**

The general objective of this study was to establish the effect of organizational culture on the performance of employees in private universities in Kenya.

### **1.2.2 Specific Objectives**

- i) To establish the effect of mission trait on performance of employees in private universities in Kenya.
- ii) To determine the influence of adaptability trait on performance of employees in private universities in Kenya.
- iii) To establish the effect of involvement trait on the performance of employees in private universities in Kenya.
- iv) To determine the effect of consistency trait on performance of employees in private universities in Kenya.

### **1.2.3 Research Questions**

- i) What is the effect of mission trait on performance of employees in private universities in Kenya?
- ii) What is the effect of adaptability trait on performance of employees in private universities in Kenya?
- iii) What is the effect of involvement trait on the performance of employees in private universities in Kenya?
- iv) What is the effect of consistency trait on performance of employees in private universities in Kenya?

## **1.3 Scope of the Study**

In Kenya there are 18 private chartered universities, out of which 14 of them either have their headquarters or satellite campuses in Nairobi County (Commission of University Education, 2018). The study focused on the 14 because this is where most universities have their headquarters or satellite campus thus ease of reaching the managers with relevant information. The target respondents of the study were two employees at supervisory level from seven departments in all the fourteen universities. This is because employees at supervisory level have relevant information concerning employee performance in their departments. The seven departments (Admissions, Finance, Human Resource Management, Research and Extension, Media, Information, Communication and Technology and Student Affairs) were selected because a spot check on the private universities showed all of them had commonality on the seven departments. The study targeted 14 employees from each university which made a total of 196 respondents across the 14 private universities in Nairobi County. This study was carried out between the months of September

2020 to February 2021, the long period of the study was as a result of COVID-19 pandemic which saw learning institutions being shut down for some time.

#### **1.4 Significance of the Study**

This extensive research will be beneficial to private universities management in terms of managing and implementing cultures that have positive effect on employees and their performance. Understanding how culture affects employees and employee performance is an additional point on how to manage people from different cultures. The management will be able to determine what kind of culture affects the daily performance and what culture should be adopted in the organization. The management team will be able to better understand the influence that organizational culture has on employees and how they can change their culture in order to improve organizational and employee performance.

The study will be useful to the policy makers Commission of University Education (CUE) in particular; the quality Assurance departments of higher education, to look into some of the key areas to work on, improve and to ensure that there is high quality of services rendered at the universities. This study contributes to Denison model of culture theory by building on the prevailing theoretical framework and boosting a better understanding of the culture traits and the possible influence the traits have on employee performance. Empirically, the study guides the management practices by diagnosing culture traits as the initial step to effectively manage people especially in instances where activities such as innovation are being carried out by an organization.

#### **1.5 Chapter Summary**

This chapter focused on the variables clearly bringing out the different concepts around them. It has also discussed the objectives of the study, both general and specific. Further it has detailed on the problem statement, significance of the study and the industry in which the study was carried out.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers review of relevant empirical literature to the research. The literature review will be covered in terms of key variables identified from the objectives of the study including the effect of mission, adaptability, involvement as well as consistency traits of the organizational culture on performance of employees. The theory with which the study is anchored upon is also discussed.

#### **2.2 Theoretical Review**

This part presents the theories on which the study is anchored. Scholars have developed a number of theories which explains the concepts of organizational culture and employee performance. This research study was anchored on two main theories; Schein's model of organizational culture and goal-setting theory.

##### **2.2.1 Schein's Theory of Organizational Culture**

The theory was developed through an empirical research study carried out by Schein in 1992. The scholar proposed a three-level model of organizational culture with the aim of explaining culture in a corporate setting. This theory explains the composition of culture and its influence on employee attitude, conduct, behavior and degree of influence on how they perform tasks and relate with other people within the organization. Schein (1992) disintegrates culture into three levels by arguing that cultural attributes are either recognizable or cognitive convictions. Schein's model is based on the premise that the ability of employee to attain organizational goals lies deep in cultural alignment which in return triggers motivation, satisfaction and performance (Schein, 2010).

This model is layered at three levels, the outer-most being artifacts and behaviors. Schein (2010) describes elements in this category as cultural aspects that are made visible by the stakeholders of the organization. These characteristics of the organization may be physical and employees can hear and feel them effortlessly. They include tangible elements such as furniture, processes, systems of communication, displays, dress code, procedure and management practices.

The middle level of the theory consists of espoused values and beliefs. These elements are described as individual moral principles, standards and norms that are pursued by employees and the organization at large. They are not easily observable and therefore the way they are communicated within the organization determines the behavior of the organization to a greater extent (Schein,

1992). The outer layer of the model makes up core elements of culture which are not easily discernible but are very important in determining cultural differences across organizations especially in instances where culture is a policy and strategy tool. The elements in this category encompasses the menial, unconscious, intangible actions that are often taken for granted and go unnoticed. This is the core of corporate culture and the backbone of cultural influence.

One of the fundamental advancements made by the theory is that organizational culture is not built in a day; their revolutions are equally rare events. Schein's (1992) theory however fails to qualify and quantify how various circumstances in an organization affect both the behavior and outcomes of an organization hence has been criticized for its weak link between culture and performance. However, it is evident that it satisfactorily explains the cultural compositions of organizations and their importance. The theory conclusively recommends frequent monitoring of practices, norms and behavior in organizations, given the logic that they could lead to both pervasive and controlled outcomes, whether financial or non-financial. This model informs this study in as far as the broader classification of cultural elements under the four culture traits; mission, adaptability, involvement and consistency are concerned with the objective of making them more perceptible in an organization.

This study incorporated Schein's (1992) theory because it theoretically and operationally integrates the tangible and intangible levels of organization culture, therefore facilitating the articulation among culture, employee behavior and performance. The articulation fits with the assumption that organizational culture is viewed more as an adaptable and manageable asset than natural phenomenon. Schein's (1992) definition of organizational culture states that the culture of an organization comprises of key parameters which are developed and acquired over a long period of time. This is the basis on which this study was founded in that, consistency trait involves strong cultures which are practiced continually to form a regular routine rooted in core values, coordination, integration and agreement over a considerable period of time. The involvement trait is clearly articulated by the level to which all individuals are empowered in making decisions that affect their work and give them a sense of ownership. The empowerment is key in forming basic assumptions, values and 'cultural forms' of an organization as mentioned by Schein (1992). According to Schein (1985), organizational culture helps in coping with internal integration and external adaptation. This is in line with the adaptability trait which focuses on the ability to know what customers want and how to respond to external forces. Schein (1985) affirms that values involves organizational

expressions such mission and vision statement. Mission trait is directly anchored on this affirmation in that it gives a sense of purpose and direction in defining goals and strategic objectives of an organization.

### **2.2.2 Goal - Setting Theory of Motivation**

Goal setting theory was put forward by Edwin Locke in 1960s. The theory states that goal setting is directly linked to performance; challenging and specific goals together with appropriate feedback contribute largely to effective performance of employees. Goals give direction and indicate to employees what needs to be done at a given time. According to Locke & Latham (2002), goals have an extensive influence on employee performance and behavior. Every modern organization has a form of goal setting in operation which help employee in managing their task performance. Based on various studies, goal setting is the underlying foundation for major theories of motivation such as Vroom theory and social cognitive theory (Herzberg, 2009).

According to DuBrin (2012), organizational managers widely accept goal setting theory as a way of improving and sustaining performance. Major findings of goal setting theory postulate that employees who are provided with specific and attainable goals perform better than those with non-specific or no goals (Herzberg, 2009). At the same time, the employees must have the ability to perform, accept goals and receive feedback related to performance (Latham, 2003).

From the theory, Locke and Latham (2002) argue that there are two cognitive determinants of performance; values and goals. Values create a desire for employees to perform tasks, while goals influence the behavior through other mechanisms.

According to Latham (2003), goals direct the actions and attention of employees while values give them the desire to perform effectively and efficiently. Goals mobilize energy, increase persistent effort and lead to higher effort in performance. Furthermore, goals motivate people to develop strategies that will enable them to perform effectively thereby giving productive results to the organization (Kristof & Stevens, 2001). Consequently, attaining the set goals can lead to satisfaction or frustration if the goals are not accomplished as planned and effectively. Goal setting theory is believed to be effective because when applied appropriately it can increase employee engagement at workplace (Ahuja 2006). The theory gives a clear guideline on how to set and achieve goals effectively. Employee performance is viewed in terms of outcomes and setting effective goals determines the outcome of performance.

In the context of this study, goal setting theory informs the process of achieving productivity, effectiveness, efficiency and quality. Setting goals theory gives managers a basis to form challenging goals which in turn influences the performance of employees (Locke & Latham, 2002). A meta-data analysis of motivation, postulates that the idea of setting difficult but attainable goals leads to increased employee performance when they are committed.

### **2.3 Empirical Review**

This section presents past studies on the effects of various organizational culture traits on performance of employees.

#### **2.3.1 Mission Trait and Employee Performance**

Mission trait provides purpose and meaning by defining a social role and external goals for an organization (Denison, 2000). On how clear the purpose of an organization will be to its stakeholders depends entirely on how well the mission trait delineates the external goals and the social role of an organization (Wadhwa & Parimoo, 2016). Literature sources indicate that institutions with mission trait that defines the social role and external goals of an organization accurately also have their meaning and purpose clearly spelt in the minds of their key stakeholders (Denison & Mishra, 1995). The extent to which the meaning and the purpose of an organization is made clear to employees determines their performance (Wadhwa & Parimoo, 2016). The more the organizational goals and social roles are made clear to employees courtesy of mission trait the more the improved the performance of the employees (Denison & Mishra, 1995).

Cui and Hu (2012) carried out a critical literature review on organization culture and employee performance. The researchers reviewed 87 articles and recommended areas for further research. One area was examining the possibility of an existing but hidden mediator variable and the other was encouraging researchers to focus on non-financial variables of performance while alluding that much had been done regarding financial performance. Additionally, this study sought to determine the effect of culture on employee performance to fulfill the gap arising from the critical review by Cui and Hu (2012).

Denison and Mishra (1995) also noted that mission trait of an organization provides a clear direction and goals that, in return, help define an appropriate course of action for the organization and its stakeholders. Clear strategic direction and intent conveys the organization's purpose and makes it clear how employees can make their mark in the industry. This way, the performance of employees

within an organization is enhanced. After all, the goals as well as objectives of an organization shaped by mission trait reflect on the link that employee jobs have with the goal of the organization in such a way that when the organizational goals and objectives are clear, employees will also work with clear goals and objectives to achieve the same (Nasrin et al., 2011).

In a study to determine the impact of organizational mission and vision on the employee's performance, Babu and Chalam (2016) found that organizational vision and mission act as fundamental guides in developing goals and objectives of an institution. In addition, the mission trait helps employees make appropriate decisions. In other words, the mission trait of an organization ensures that workers are able to make the best decisions and employ all efforts necessary to help the organization achieve its goals and objectives. If an organization has a profit-motivated mission, for instance, its employees are likely to know the best decision and task to align with this mission in order to ensure the company makes more profit. In the process, the performance of employees will be enhanced.

Kerr and Slocum (2005) examined how culture can be managed through reward systems. The study assessed the link between reward systems and culture among companies in the US. The researcher adopted a qualitative research design and interviewed 75 human resource managers across 14 companies. The study concluded that there are two broad types of reward systems, mission-based and performance-based reward systems. The scholars further extended the study and investigated the relationship between these systems and firm growth. The findings were that performance-based reward systems were mostly employed by evolutionary firms. This study assimilated this view and classified mission culture as a goal-oriented and target-based trait of culture.

A study conducted by Khan, Chaudhry, and Khan (2010) on effect of organizational in private universities in Nigeria demonstrated that mission trait of an organization significantly influence the performance of employees and that of an organization as a whole. The argument given by Khan et al., (2010) is that mission trait of an organization helps in ensuring that workers are always focused in such a way that they know responsibilities they are required to discharge, how and when. According to this study, however, how focused employees will be and the manner in which they discharge their respective responsibilities would depend on how accurate an organization defines its mission. The mission trait of an organization, therefore, affects the performance of employees in an

organization by influencing their focus as well as the commitment to discharging their respective responsibilities.

### **2.3.2 Adaptability Trait and Employee Performance**

According to Denison (1990) the adaptability trait of an organization denotes the ability of the firm or institution to change in response to customers and markets. This trait includes aspects like creating change, customer focus and organizational learning. In a study by Jepkorir, Lagat, and Ngeno that was conducted in Kenya with the primary objective of determining the impact of organizational culture on job performance in selected commercial banks in Eldoret, found that adaptability trait of an organization has a significant influence on the performance of employees (Jepkorir, Lagat, &Ng'eno, 2017).

In particular, Jepkorir et al., (2017) found that the adaptability trait of an organization enhances the flexibility of employees in such a way that they are able to change to suit a certain market environment and adapt to new changes. Adaptability trait therefore involves creating change and, in the process, new but improved methods are introduced to the employees. The new methods, in return, enhance the effectiveness of job performance among employees. This way, the performance of employees and overall organizational performance is improved. Further, the study found that adaptability trait ensures organizations which are customer-focused employees know the exact responsibilities to discharge to customers. With customer focus culture, it becomes very easy for employees to perform their jobs effectively hence the overall increase in their performance.

The study by Kwendo, Omondi, and Kirwa (2018) ascertained that adaptability trait, in particular, customer focus enhances the performance of employees in an organization since they are always aware of what is expected of them. Nasrin et al., (2011) found that organizational learning helps to improve the skills of employees with time in such a way that they can continue meeting the demands of the customers. In other words, it encourages innovativeness among the employees (Sunarsih & Mashithoh, 2016). This is the case since it entails receiving, translating, and interpreting signals from the environment into opportunities for encouraging innovation, gaining knowledge, and developing capabilities (Nasrin et al., 2011). The fact that they are able to continue meeting the demands of customers already means improved performance.

Sunarsih & Mashithoh(2016) found that adaptability trait of an organization has a significant impact on the commitment of members of staff. They further noted that the stronger the adaptability trait, the more committed the employees are likely to perform better. Nasrin et al., (2011) found that the stronger the organizational culture might not necessarily translate to the increased commitment of staff in all organization because there are other underlying factors affecting the same. Examples of these factors include the style of leadership, organizational citizenship behavior, and work satisfaction as well as a motivation among others (Kwendo et al., 2018).

### **2.3.3 Involvement Trait and Employee Performance**

Involvement refers to the extent of participation in the organization. According to Jepkorir et al., (2017) involvement trait of an organization directly translates into increased level of performance among employees if all other underlying factors are taken care of. The increase in involvement cultural trait results in an increased level of empowerment and capability development among employees and the overall team orientation. With more empowerment, employees are then able to develop more sense of ownership as well as responsibility towards the organization (Mwau, 2016). The more the employees develop a sense of ownership and responsibility toward the organization, the more they are committed to ensuring an organization achieves its goals and objectives hence increased performance (Mulyani, Sari, & Tawakalni, 2019). Employees are also able to work as a team for the wellbeing of an organization. The ability to work together as a team is what is actually known as team orientation.

The involvement trait of an organization ensures that employees, managers as well as the executives are always committed to their job and that they feel like part of the organization (Jepkorir et al., 2017). The involvement culture trait also ensures that every employee, regardless of the position occupied, feels that he or she has a role to play in making decisions that affect not only their work but also the operation of the entire organization (Mwau, 2016). This way, employees are able to easily connect with goals of the organization. In the processes, their level of performance is enhanced (Mulyan et al., 2019).

In a study to investigate the effect of organizational culture on performance at Kenya Power Ltd, Mwau (2016) found that involvement trait of the organizational culture contributes to building the human capacity as well as their accountability. The strong the involvement trait of an organization, the more the human capacity, as well as accountability of individual employees within an

organization, is enhanced (Vasyakin et al., 2016). The impact of enhanced human capacity and accountability is the increased commitment of employees toward meeting the goals as well as objectives of an organization. Mwau (2016) also noted that the involvement trait of organizational culture does not only empower employees but also enhance their relationship around the entire team in such a way that they can work together as a team for the betterment of one another and the welfare of the entire organization.

Mwau (2016) supported the results of Jepkorir et al. (2017) by finding that involvement trait of an organization ensures that employees at all levels are free and committed to making decisions that impact their work in one way or the other. It is also the involvement trait which ensures that the work of employees is connected with the affiliated targets. Furthermore, the involvement trait is believed to ensure that there are steady and dependable social orders that propel employees and the organization as a whole in the right direction (Mwau, 2016). By the end of the day, the performance of employees and that of the organization as a whole is enhanced. Just like it was the finding of Jepkorir et al. (2017), Mwau (2016) established that the involvement trait of organization creates a sense of ownership among employees at all levels, thus enhancing their commitment and the overall performance within the organization. Furthermore, the literature shows that involvement trait ensures that there is consistency which, in return, allows internal integration and fairness as well as shared ways of conducting activities (Vasyakin, Ivleva, Pozharskaya, & Shcherbakova, 2016).

#### **2.3.4 Consistency Trait and Employee Performance**

Consistency trait defined as the extent to which the values, beliefs and standards of behavior are acquired and shared among employees who are explained by three constructs; core values, agreement, coordination and integration (Denison, 1990). According to Jepkorir et al. (2017) consistency trait of an organizational culture serves as a powerful source of internal integration as well as stability created by a high level of conformity and universal mindset. In addition to enhancing integration, the consistency trait increases the level of coordination between employees. Jepkorir et al. (2017) noted that consistency trait promotes agreement between workers in such a way that they work with little or no misunderstandings. The increased level of coordination, in return, motivates employees to work as a team.

Vasyakin et al. (2016) noted that the performance of employees, as well as that of the entire organization, is enhanced by working as a team. In other words, the consistency trait equips

employees with beliefs, values and standard behaviors that are necessary for working as a team for the betterment of the organization as well as personal development (Mwau, 2016). In their study, Nasrin et al. (2011) ascertained that consistency trait has a significant impact on the performance of employees and determines the level of agreement and the ability to reconcile differences when they occur between employees in an organization. They are the determinant of unity as well as harmony within an organization. Unity and harmony are the functioning units of the organization that helps them to achieve their common goals (Vasyakin et al., 2016).

Organizations that value consistency has highly committed employees, a distinct method of doing business, a tendency to promote from within, and a clear set of “do`s” and “don`ts” (Nasrin et al., 2011). Furthermore, there are arguments that the consistency trait defines the core values on which good behaviors, as well as skills among employees at all levels, are rooted. It is this behavior and skills that help employees to easily reach agreement even when there are differing points of view (Jepkorir et al., 2017). Consistency trait creates a task-oriented culture among employees in such a way that everyone can competently concentrate on jobs assigned to them to deliver the best results. Additionally, the consistency trait of organizational culture is believed to enhance inborn inspiration as well as accomplishment both of which are critical ingredients for improved performance among employees (Mwau, 2016).

In a different research that was done to determine the impact of organizational culture on performance of business organizations that are listed in Nairobi Securities Exchange in Kenya, it was found that consistency trait has a strong relationship with performance of employees (Oloko, Rambo, & Orwa, 2018). In particular, the research established that core values and internal systems that portray consistency trait enhance problem-solving within an organization, thus ensuring promoting effectiveness as well as the efficiency of working. When the arising problems are addressed accordingly, employees at all levels are motivated to work with no organizational or individual boundaries. Consequently, the performance of every individual employee is enhanced.

Langat and Lagat (2017), argue that consistency culture trait influences the ability of an organization to integrate values as well as policies or procedures internally. Organizations with strong consistency cultural trait, therefore, have the capacity to easily integrate values and procedures or policies internally, thus creating a conducive atmosphere for the employees to deliver their best in terms of performance (Dasgupta, 2017). It is also through consistency culture trait that organizations

encourage a high level of involvement among employees in such a way that everybody is motivated to engage in the pursuit of the organizational mission (Vasyakin et al., 2016). More so, employees are encouraged to work collaboratively to fulfill the objectives of the organization courtesy of consistency culture trait (Langat & Lagat, 2017). The fact that the consistency culture trait encourages collaborative working to fulfill objectives of an organization means that it increases the performance of employees by the end of the day.

#### **2.4 Summary of Research Gap**

The fact that a range of research done so far indicates that organizational culture is an important element that determines the overall performance of organizations makes it an interesting area of research. Therefore, the chapter has covered a review of literature that are relevant to this study. In this chapter, it has been made clear that organizational culture has an effect on performance of employees. In many developing countries such as Kenya and with the increasing demand for education, there has been emergence of many private universities. These institutions are competing to get clients and therefore employees ought to be performing well. Among the key factors enhancing the performance of employees is the organizational culture of these organizations.

Several studies have been done on organizational culture and employee performance. Aluko (2003) in a study on effect of culture on performance in selected textile firms in Nigeria found a strong relationship between culture and commitment, attrition and positive attitude towards work. Further the he stated that culture does not directly translate to high levels of performance because other variables such as the status of the economy, technology and political status of the country also play a role.

Nikpour (2017) conducted his research on the moderating role of employee's organizational dedication to organizational culture and performance. He adopted a survey research design on a population of 190 employees. His findings were that, organization culture has a positive effect on employee dedication and organization performance.

Allard (2010) carried out a quantitative survey based on non-experimental research. He found a significant negative relationship between employee, organization culture and organization performance. In addition, the study showed that the period of service of an employee with an organization, moderated the relationship between employee organization culture and organization performance. Fakhar, Iqbal and Gulzar (2013) also adopted a survey method to ascertain the effect of

organizational culture on employees' job performance in Software Houses in Pakistan. The result of the study was that organization culture has a significant positive effect on employee job performance.

A study conducted by Lapiņa, Kairiša, and Aramina (2015) on the role of organizational culture in the quality management of university. The study adopted scientific publications review using logical and comparative analysis method. The findings of the study showed that organizational culture forms a stable ground for quality management.

Owino and Kibera (2015) conducted a study on the impact of a firm culture and market orientations on performance of microfinance establishments in Kenya. They found out that the effect of culture and market introductions on performance is more conceivable for developed ventures. Jumba (2003) in his analysis on the impact of corporate culture on project effectiveness at Nation Media Group, found a positive relation between corporate culture and effectiveness. Further, Onyambu (2013) in his study on organizational culture change at KPLC established that organizational culture change was as a result of internal and external environment. The culture change process was supported by the senior management team.

The studies reviewed focused on the influence of organizational culture on the performance of employees in private universities. From the above studies, there is a clear finding that organization culture has either a positive or negative impact on performance; however, these studies were carried out in service institutions such as hospital Information Communication and Technology institutions and national funds agencies in Nigeria, Pakistan and Kenya public and private institutions. The current study will be based on Kenyan private universities in Nairobi.

**Table 2. 1: Summary of Knowledge Gaps**

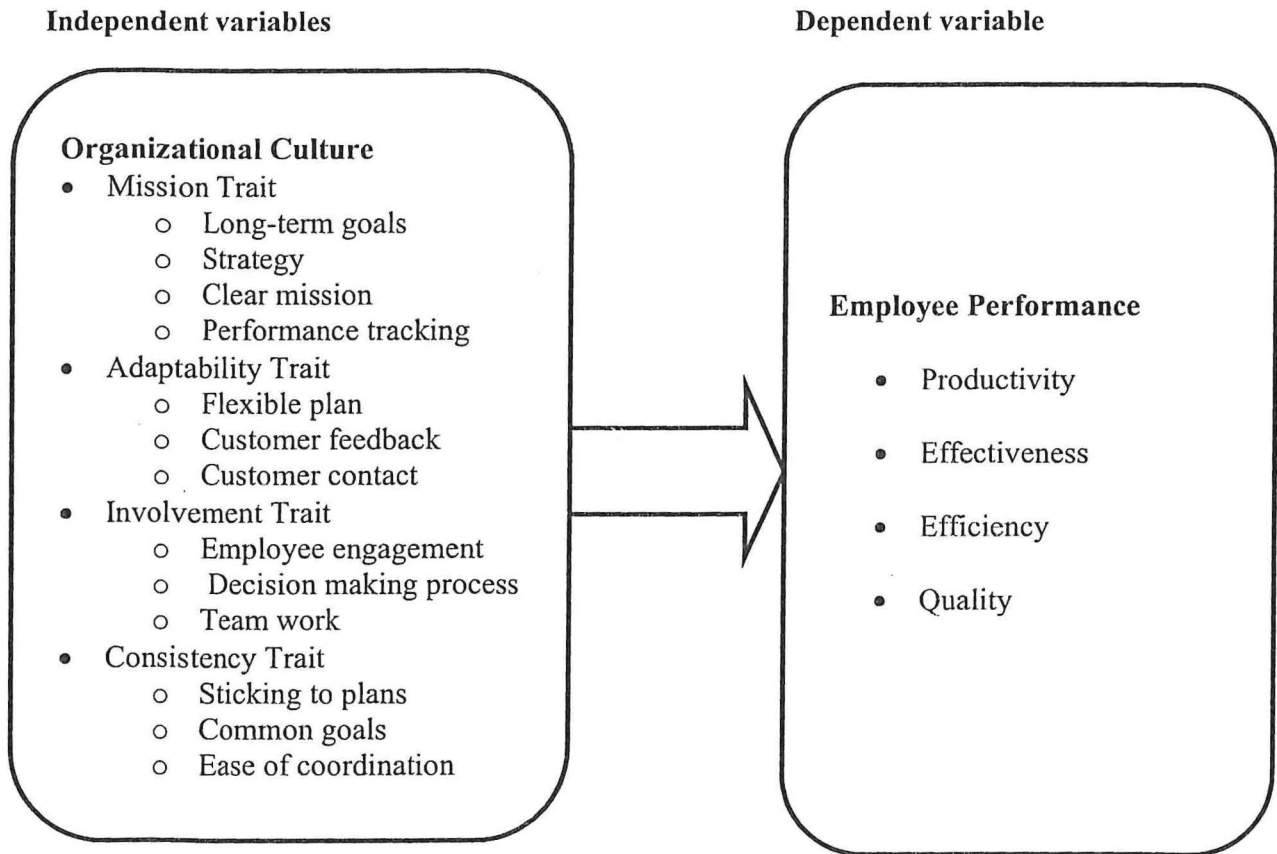
Study	Focus of Study	Findings	Research Gap	Focus of current study
Aluko (2003)	Effect of organization culture on performance in selected textile firms in Nigeria	Strong relationship between culture and commitment, attrition and positive attitude towards work.	Focus of the study was on textile companies in Nigeria	The study will focus on private universities in Kenya
Nikpour(2017)	Moderating role of employee's organizational dedication to organizational culture and performance.	Organization culture has a positive effect on employee dedication and organization performance.	Operationalized organizational culture on the basis of dedication	Operationalization will be based on mission, adaptability, involvement and consistency traits
Allard (2010)	quantitative survey based on non-experimental research on organization culture and performance	Significant negative relationship between employee, organization culture and organization performance	The study used quantitative survey design methodology.	The study will use descriptive research design
Lapiņa, Kairiša, &Aramina (2015)	Role of organizational culture in the quality management of university	Organizational culture forms a stable ground for quality management.	The study only focused on a particular department: Quality Department	The current study will focus on all departments of university.
Owino and Kibera (2015)	Impact of a firm culture and market orientations on performance of microfinance establishments in Kenya	Effect of culture and market introductions on performance is more conceivable for developed ventures	The study focused on microfinance industry in Kenya	The current study will focus on private universities with campuses in Kenya
Jumba (2003)	Impact of corporate culture on project effectiveness at Nation Media Group	Positive relation between corporate culture and effectiveness	The study focused on the impact of corporate culture on project effectiveness	The current study will focus on organizational culture on employee performance
Onyambu (2013)	Organizational culture change at Kenya Power &Lighting Company	Organizational culture change was as a result of internal and external environment	The study focused on culture change	The current study will focus on the existing culture of private universities

Source: Researcher (2021)

## 2.5 Conceptual Framework

The conceptual framework in Figure 2.1 details the association between organizational culture and employee performance. In this study, organizational culture was measured in terms of mission trait, adaptability trait, involvement trait and consistency trait (Denison, 1990). While employee performance was measured in terms of productivity, effectiveness, efficiency and quality. (Ahuja 2006).

**Figure 2. 1: Conceptual Framework**



**Source: Researcher (2021)**

Based on the literature reviewed, Figure 2.1 illustrates the relationship between organizational culture and employee performance. It hypothesizes that organizational culture significantly affects employee performance.

## 2.6 Operationalization of Study Variables

Operationalization facilitates the reduction of abstract notion of constructs into observable characteristics so that they can be measured using indicators. A rating scale ranging from 1=strongly disagree to 5=strongly agree will be used to measure both the dependent and independent variables.

The indicators that will be used in the study are summarized in the below table.

**Table 2. 2: Operationalization of Variables**

Variable	Constructs	Operational Definition	Measurement Scales	Source(s)
Independent variable (Organizational Culture)	Mission	Purpose and meaning by defining a social role and external goals for the organization.	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Denison (1990)
	Adaptability	The ability of the organization to change in response to customers and markets.	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Denison (1990)
	Consistency	The extent to which the values, beliefs and standards of behavior are acquired and shared among employees.	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Denison (1990)
	Involvement	The rate of participation and initiative of employees.	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Denison (1990)
Dependent variable (Performance of employees)	Productivity	This is a ratio of output to that of input and is also a measure of how an individual, organization and industry converts input resources into goods and services	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Ahuja (2006)

Variable	Constructs	Operational Definition	Measurement Scales	Source(s)
	Efficiency	The ability to produce the desired outcomes by using as minimal resources as possible.	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Ahuja (2006)
	Effectiveness	This is a measure of the match between stated goals and their achievement.	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Ahuja (2006)
	Quality	Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Ahuja (2006)

Source: Researcher (2021)

## 2.7 Chapter Summary

This chapter discussed the theories on which the study was anchored as well as the empirical studies scholars have carried out on organizational culture and performance. The research gaps arising from previous studies were summarized. The conceptual framework was derived showing the interrelationships between variables, and the operationalization table summarizes the description of variables and their measures.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the methodology used in the procedures for conducting the research, data collection and the techniques that were adopted for data presentation and analysis. It details the research philosophy, design, population, data collection, data analysis, research quality and ethical considerations of this study.

#### **3.2 Research Philosophy**

Research philosophy relates to the development of knowledge as well as nature of that knowledge and contains assumptions about the way in which researchers view the world (Saunders et al., 2007). There are two main research philosophies that underpin research in social sciences; positivism and interpretivism. Interpretivism detail that reality can only be understood through subjective interpretation of interventions and admits existence of multiple interpretations of reality as part of scientific knowledge being pursued. The theory argues that acquired knowledge is socially constructed and not objectively determined or perceived. Its goal is to interpret and understand meaning in human behaviour rather than to generalize and predict causes and effects. Interpretivism uses interviews and observations as popular methods of data collection and data is heavily impacted by personal viewpoint and values. The philosophy enables studies on qualitative research (Cooper & Schindler, 2006).

Positivism on the other hand is based on assumption that the observer is independent of what is being observed and holds that measurement should be done through objective criterion. It is based on real facts, neutrality, measurements and validity of results and attempts to gain predictive and explanatory knowledge of the world through determination of cause and effects in relationships (Uddin & Hamiduzzaman, 2009). Research using the positivist approach begins with theory where data is collected and analyzed through statistical techniques and results used to falsify a theory.

This research adopted positivism research philosophy. This implies that the study assumed that only factual knowledge is trustworthy (Bajpai, 2011). Saunders, Lewis and Thornhill (2009) assert that through positivism the researcher is concerned with facts and not impressions. Research findings generated from positivistic research are observable and statistically quantifiable (Wilson, 2014).

Positivism approach relies on theory to develop hypothesis to be tested during the research process (Easterby, Thorpe & Jackson, 2008).

### **3.3 Research Design**

Research design is a framework that provides the researcher with methods and techniques to conduct a study (Creswell,2003). It is used to establish the answers to the research questions and approve or disapprove the hypotheses. This study adopted a descriptive cross-sectional survey design. A descriptive research design seeks to obtain information that describes existing phenomena associated with a subject population. It ascertains and describes the characteristics of the variables while enabling data collection and drawing of objective conclusions (Cooper & Schindler, 2006). Descriptive research design was chosen because the study sought to describe the study variables. The survey design enabled the researcher to demonstrate the characteristics of the sampled population and administer questionnaires in order to obtain statistical data for analysis. This study employed Statistical Package for Social Sciences to analyze collected data through correlation and regression analysis which helped in examining the relationship between organizational culture and employee performance. Cross-sectional design has been employed in similar studies by different researchers including Narver and Slater (2000) and Owino (2014).

### **3.4 Population of the Study**

A population is the entire group a researcher is interested in to answer questions to a research study as well as to come up with conclusion concerning the same study (Biber, 2004). There are 18 private chartered universities in Kenya, out of which 14 of them either have headquarters or satellite campuses in Nairobi (Commission of University Education, 2018). The target population of this study was all the 14 private chartered universities in Kenya with either headquarter or a satellite campus in Nairobi. Appendix 3 highlights the list of the private universities in Kenya.

### **3.5 Sampling Design**

Cooper and Schindler (2003) define sampling as the selection of a few members from the population to participate in a study. A few members are selected to represent the whole population in the study as there are practical or technical limitations that would limit the inclusion of the whole population. To accommodate the variety of opinions and acquire organization-wide representative information, the study considered respondents from common departments across the universities. A spot check on the private universities in Kenya have seven departments in common; Admissions, Finance, Human

Resource Management, Research and Extension, Media, Information, Communication and Technology and Student Affairs. The study targeted 2 employees at supervisory level from each of the seven departments. This is because employees at the supervisory level are deemed to possess relevant information about employee performance in their departments. The said level of management is also believed to be adequately conversant with the culture within the universities. The projected respondents from each university were 14 members of staff which made up a total of 196 respondents across the 14 private chartered universities in based in Nairobi.

According to Mugenda and Mugenda (2003) purposive sampling is a non-probability sampling method in which the researcher relies on his or her own judgment when choosing members of population to participate in the study. This study applied purposive sampling advocated by Cooper and Schindler (2010) in determining the respondent in every department at all the fourteen private universities. This means that only employees at the supervisory level were interviewed.

### **3.6 Data Collection Method**

The study collected primary data through a structured questionnaire. According to Mathers, Fox, and Hunn (2007) the main reason of using questionnaires is because they are cost effective to administer and are free from bias. According to Mugenda and Mugenda (2003) questionnaire method is a convenient way of collecting data, since each item is targeting to address a particular objective.

Primary data was used because it is thought to be original (Kronenberger, Castellanos, & Pisoni, 2018). Structured questions included a 5-point Likert scale that was used to measure different aspects of the variables under study. Quantitative data was collected by use of a structured questionnaire. The questionnaire had three sections; Section A consisting of respondent's demographic information, section B consisting of questions about organizational culture traits and section C consisting of the statements regarding employee performance.

Questionnaires were self-administered using drop and pick later method. The researcher facilitated the collection of data by making calls to the respondents to seek their permission to participate in the study and also to book appointments. Questionnaires were sent to those that agreed to participate in the study. An introductory letter accompanied the questionnaires explaining the purpose of the data collection and the confidentiality of data collected. The researcher made appointments before dropping and picking the filled questionnaire.

### 3.7 Data Analysis

Data analysis involves the systematic application of statistical tools to process data into meaningful information (Lewis-Beck, 1995). Data collected was sorted then edited to check for completeness and consistency. Using the Statistical Package for Social Sciences (SPSS) software, data was analyzed using descriptive and inferential statistics. Descriptive statistics included mean and standard deviation. Correlation analysis was applied to determine the fitness of the variables of study for further analysis while regression analysis was conducted to determine the relationship between the study variables.

Specifically, regression analysis was carried out to determine the relationship between organizational culture and employee performance. In this a model of relationship is hypothesized in the form  $Y = \beta_0 + \beta_1 X + \varepsilon$  where  $\beta_0$  and  $\beta_1$  are model parameters and  $\varepsilon$  is a probabilistic error term that accounts for any variability in  $Y$  that cannot be explained by the linear relationship with  $X$  (Cooper & Schindler, 2014). Independent variables of organizational culture were regressed against the dependent variable of employee performance. The equations are as shown below:

$$EP \quad Y = \beta_0 + \beta_1 M + \beta_2 A + \beta_3 I + \beta_4 C + \varepsilon$$

Where:

Dependent variable ( $Y$ - Employee performance) was tested as per the equation.

$M$  - Mission trait

$A$  - Adaptability trait

$I$  - Involvement trait

$C$  - Consistency trait

$\beta_1, \beta_2, \beta_3, \beta_4$  = coefficients for which we predicted the value of  $Y$ .

$\beta_0$  = constant.

$\varepsilon$  - Error term

### 3.8 Validity and Reliability Tests

This section presents the validity and reliability test of the study.

#### 3.8.1 Validity Test

According to Mugenda and Mugenda (2003) validity is a degree to which data conforms to what is purported to measure. Types of validity in research are face (content) validity, concurrent validity, predictive validity, construct validity and convergent validity (Churchill & Iacobucci, 2005; Babbie,

2010). To establish content validity, the questionnaire was presented to the supervisor at Strathmore University and other experts in the research field to seek their guidance and representativeness to ensure it measures the variables. Construct validity was obtained by deriving study variables from sound theoretical models and adequate related literature. A sample questionnaire was given to respondents in similar categories in two public universities who were not part of the final sample population to ascertain the clarity and relevance of it. This enabled the researcher to amend or eliminate any item that was unclear or irrelevant thus improving the quality of the questionnaire and increasing the validity of the research.

### **3.8.2 Reliability Test**

Reliability refers to the degree of consistency and stability in an instrument (Kumar, 2010). Reliability was measured using the Cronbach's Alpha coefficient. George and Mallery (2003) provide the following rules of thumb for the Cronbach's alpha test: " $\alpha > .9$  – Excellent,  $\alpha > .8$  – Good,  $\alpha > .7$  – Acceptable,  $\alpha > .6$  – Questionable,  $\alpha > .5$  – Poor, and  $\alpha < .5$  – Unacceptable". According to Cooper and Schindler (2006), Cronbach's alpha coefficient ranging between 0.7 and 0.9 is considered good. Gliem and Gliem (2003) recommend a Cronbach's value of 0.7 while Asikhia (2009) recommends a reliability cut off of 0.6. On the other hand, Bagozzi and Yi (2012) purport that a value of 0.5 is considered reliable.

When the results are consistent, then the research instrument is regarded as being strong as indicated by Kerlinger and Lee (2000). When the results are consistent, then the research instrument is regarded as being strong as indicated by Kerlinger and Lee (2000). The study interpreted an alpha coefficient of 0.7 and above as acceptable and satisfactory reliability. A Cronbach alpha of 0.768 on the four items that formed the study variables of organizational culture was included in these variables. The measuring device was reliable because of the Cronbach alpha being higher than 0.7. Table 3.1 shows the results.

**Table 3. 1: Summary of Reliability Results for the Study**

Variable	Component	Cronbach's Alpha Coefficient	No. of Items	Interpretation for the study
Mission Trait	<ul style="list-style-type: none"> <li>○ Long-term goals</li> <li>○ Strategy</li> <li>○ Clear mission</li> <li>○ Performance tracking</li> </ul>	0.832	9	Reliable
Adaptability Trait	<ul style="list-style-type: none"> <li>○ Flexible plan</li> <li>○ Customer feedback</li> <li>○ Customer contact</li> </ul>	0.712	9	Reliable
Involvement Trait	<ul style="list-style-type: none"> <li>○ Employee engagement</li> <li>○ Decision making process</li> <li>○ Team work</li> </ul>	0.766	9	Reliable
Consistency Trait	<ul style="list-style-type: none"> <li>○ Sticking to plans</li> <li>○ Common goals</li> <li>○ Ease of coordination</li> </ul>	0.711	9	Reliable
Employee Performance	<ul style="list-style-type: none"> <li>○ Productivity</li> <li>○ Effectiveness</li> <li>○ Efficiency</li> <li>○ Quality</li> </ul>	0.729	14	Reliable

**Source: Researcher (2021)**

### **3.9 Ethical Considerations**

In research, ethics is important for two important reasons: First, ethics in research is important to enhance the aims of the research such as knowledge, truth and avoidance of error. Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. The researcher ensured privacy and confidentiality of the participants as well as sensitive data that was shared. Ethical issues concerning research subjects are confidentiality, privacy, anonymity, voluntary and informed consent

(Saunders et al., 2015). The researcher therefore, ensured anonymity by separating the identity of individual university from the information given.

The conduct of this research was guided by Strathmore University's code of ethics. Permission to carry out the research was obtained from the university. In addition, ethics approval and a permit from NACOSTI were obtained. Respondents who gave their consents orally were interviewed. Full acknowledgment of all published and unpublished material used to write this thesis was included to avoid plagiarism. Therefore, in this research, the information gathered was regarded with high privacy and no disclosure was made beyond using the information for this study.

### **3.10 Chapter Summary**

This chapter covered research philosophy and design, population of the study, sampling design, data collection method and analysis. It has also included ethical consideration, validity and reliability test.

**CHAPTER FOUR**  
**DATA ANALYSIS, FINDINGS AND DISCUSSIONS**

**4.1 Introduction**

This chapter presents the results and findings of the study with regards to the research objectives. It presents the respondent demographics and findings in the organizational culture as per the study objectives.

**4.2 Response rate**

The study had targeted 196 employees at supervisory level in private Universities in Kenya. A total of 196 questionnaires were administered, however, the researcher obtained responses from 148 respondents. This translated to a response rate of 75.6% and was adequate since it was representative of the target population. This response rate concurs with stipulations by Mugenda and Mugenda (2003) that a response rate which is above 50% is representative for the target population. This is depicted in Table 4.1 below.

**Table 4. 1: Response rate**

Category	Frequency	Percentage
Returned questionnaires	148	75.6%
Not returned questionnaires	48	24.4%
<b>Total</b>	<b>196</b>	<b>100%</b>

Source: Researcher (2021)

**4.2.1 Gender versus Age of Respondents**

The researcher aimed at determining the relationship between gender and the age of respondents. The results are displayed in Table 4.2 below.

**Table 4. 2: Gender \* Age Cross tabulation**

		Age					Total
		20 - 30 Years	31 - 40 Years	41 - 50 Years	51 - 60 Years	61 and Above	
Gender	Male	9	22	16	13	15	75
	Female	10	17	22	16	8	73
Total		19	39	38	29	23	148

Source: Researcher (2021)

The majority of the respondents (39) were between the ages 31-40. Among these, there were 22 males and 17 were females. These were closely followed by the respondents between the ages 41-50

years, who were 38 of them 22 were female and 16 were male. Other age groups were 51-60 years with 16 females and 13 males, 61 and above with 15 males and 8 females, 20-30 years with 10 females and 9 males. Overall, the majority of the respondents were males who were 75 and women were 73. This indicates a balance of gender in the private universities in Kenya. Further, majority of the respondents were 41 years and above, which reveals that the staff in private universities are experienced by virtue of their age and this was beneficial to the study as they are more experienced and in a better position to understand the culture of the organization and link it to their performance.

#### 4.2.2 Period of Working in the University versus the Department Deployed

The research also sought to find out the departments that had the oldest members in the organization in terms of the period they have worked in the institution. The results are displayed in Table 4.3 below:

**Table 4. 3: How long have you been working in this institution? \* Which department do you work in? Cross tabulation**

		Which department do you work in?							Total
		Admissions	ICT	Finance	Human Resource	Research and Extension	Media	Student Affairs	
How long have you been working in this institution?	Less than a year	4	1	1	2	0	1	3	12
	1 - 5 Years	16	11	3	8	11	2	6	57
	6 - 10 Years	2	11	6	9	5	8	7	48
	11 - 15 Years	4	3	3	3	5	3	7	28
	16 - 20 Years	0	0	0	2	0	1	0	3
<b>Total</b>		<b>26</b>	<b>26</b>	<b>13</b>	<b>24</b>	<b>21</b>	<b>15</b>	<b>23</b>	<b>148</b>

**Source: Researcher (2021)**

From the findings in Table 4.3, majority of the respondents, 57, had worked in the departments between 1-5 years. In terms of departments, majority of the respondents, 26, were from admissions and ICT departments. The respondents who had worked between 6-10 years were 48, while those who had worked between 11-15 years were 28. Only 3 had worked between 16-20 years in the same institution.

On the other hand, the Admissions department has its majority respondents having worked in the department between 1-5 years, same case with the ICT department. The finance department followed

with majority being between 6-10 years. In the research and extension majority were between 1-5 years. Media and student affairs department had a majority of the respondents having worked in the institution between 6-10 years. These findings indicate that every department was well represented in the study. Further, given that there were respondents of over 10 years from every department, they were therefore in a position to understand how the organizational culture has developed in the university and how it relates to the performance of the employees with regards to the questions asked.

#### 4.2.3 Decision Making Process

The study aimed at finding out how the private universities make decisions. The results are displayed in Table 4.4 below:

**Table 4. 4: What type is the decision-making process in this institution?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Centralized	54	36.5	36.5	36.5
De-	55	37.2	37.2	73.6
Valid Centralized				
Both	39	26.4	26.4	100.0
Total	148	100.0	100.0	

**Source: Researcher (2021)**

From the obtained results and shown in Table 4.4, majority of the respondents, 37.2%, stated that the decision-making process was decentralized, 36.5% stated that the decision was centralized and 26.4 % held that the decision-making process was both centralized and decentralized. From the findings above, it is clear that decision making process in private universities is decentralized. This means that employees are empowered in making decisions in their work, and in cases where some decisions require management intervention, their input is highly considered towards making a final decision.

#### 4.3 Descriptive Statistics

In this section the study used descriptive statistics, which include frequencies, percentages, mean and standard deviation. The evaluation of mean was done in accordance to Agresti (2009) who indicated that a mean of 1.00 to 2.49 is evaluated to be very weak, 2.50 to 3.49 weak, 3.50 to 4.49 Strong and 4.50 to 5.00 Very Strong. For standard deviation, value greater than 0.5 was evaluated to indicate homogeneity and a standard deviation less than 0.5 indicates heterogeneity of data. Heterogeneity in a study means that there were varied results from the sample. It shows a high diversity among the individuals in the sample of study (Lorenc et al., 2016). On the other hand, if the data is

homogeneous, then it means that the respondents had a similar understanding of the question and they gave similar responses (Lorenc et al., 2016).

#### 4.3.1 Mission Trait and Performance of Employees in Private Universities in Kenya

The study aimed at finding out how mission trait influenced employee performance in private universities in Kenya. Table 4.5 shows the obtained results.

**Table 4. 5: Descriptive Statistics for Mission Trait**

	N	Mean	Std. Deviation
We continuously track our progress against our set goals in my university	148	4.66	.475
Leaders set goals that are ambitious but realistic in my university	148	4.62	.487
There is a wide spread agreement about our goals in my university	148	4.05	.852
Our vision creates motivation for our employees in my university	148	4.03	.857
We have a shared vision on what my university will look like in the future	148	3.99	.833
There is a long-term purpose and direction in my university	148	3.90	.855
There is a clear mission that gives meaning and direction to our work in my university	148	3.86	.808
There is a clear strategy for the future in my university	148	3.86	.808
Our strategic direction is unclear to employees in my university	148	3.15	.820
<b>Average Score</b>		<b>4.01</b>	<b>.868</b>

**Source: Researcher (2021)**

The findings from the study, as portrayed in Table 4.5 reveal that majority of the respondents strongly agreed to the statements; “We continuously track our progress against our set goals in my university and Leaders set goals that are ambitious but realistic in my university,” with a mean statistic value of 4.66 and 4.62, respectively. This can also be seen as majority of the respondents (37.8% and 66.2%) strongly agreed to these statements. The majority of the respondents also agreed to the statements; “There is a wide- spread agreement about our goals in my university” with a mean value of 4.05, Our vision creates motivation for our employees in my university with a mean value of 4.03. The statement, “Our strategic direction is unclear to employees in my university,” had a weak mean of 3.15, which indicates that most of the respondents were neutral and a significant number disagreed with the statement. Based on the average mean score (4.01) it can be concluded that the Universities have a clear mission and they have made efforts to closely monitor the progress made towards the mission stated.

### 4.3.2 Adaptability Trait on Performance of Employees in Private Universities in Kenya

The study also aimed at finding out whether the adaptability trait influenced the performance of employees in private universities in Kenya. The results are displayed in Table 4.6 below:

**Table 4. 6: Descriptive statistics for adaptability trait**

	N	Mean	Std. Deviation
The interests of our customers often get considered in our decisions	148	4.42	.660
New and improved ways to do work are continually adopted in my university	148	4.39	.716
Attempts to create change normally meet resistance in my university	148	4.19	.914
Employees in my university are encouraged to have direct contact with our customers	148	4.12	.947
Customer input directly influences decisions in my university	148	3.81	.914
The way things are done is very flexible and easy to change in my university	148	3.80	.659
Innovation and risk taking are encouraged and rewarded in my university	148	3.12	.947
Learning is an important objective in our day-to-day work in my university	148	2.88	.947
Employees in my university have a deep understanding of customer needs and wants	148	2.42	.660
<b>Average Score</b>		<b>3.68</b>	<b>.904</b>

**Source: Researcher (2021)**

As per Table 4.6 above, the statement, “The interests of our customers often get considered in our decisions,” had the highest mean value of 4.42 followed by; “New and improved ways to do work are continually adopted in my university” with a mean value of 4.39, and “Attempts to create change normally meet resistance in my university” had a mean value of 4.19. From these mean values, it is clear that the respondents agree to the statements. The findings indicate that the universities consider the customer interests while making decisions. This also shows that the university encouraged its employees to develop new skills and knowledge to improve their performance.

On the other hand, “Innovation and risk-taking and reward in my university” had a weak mean of 3.12, “Learning is an important objective in our day-to-day work in my university”, had a mean value of 2.88 and “Employees in my university have a deep understanding of customer needs and wants,” had weak mean 2.42. Given that the decision made in the universities focus on customer response, and that the employees are encouraged to create contact with their clients, means that the

universities uphold the feedback from their clients with great respect. Generally, given that the adaptability trait has an average mean of 3.68 which is considered strong it can be concluded that adaptability culture trait is key to performance of employees, innovation and risk taking, and learning have been adopted in private universities in Kenya.

#### 4.3.3 Involvement Trait on the Performance of Employees in Private Universities in Kenya

The study looked at how involvement trait affects the performance of employees in private universities. Table 4.7 below indicates the results.

**Table 4. 7: Descriptive Statistics of Involvement trait**

	N	Mean	Std. Deviation
Most employees are highly involved in their work in my university	148	4.32	.570
The capability of employee is constantly improving in my university	148	4.11	.809
There is continuous investment in the skills of employees in my university	148	4.11	.809
Everyone believes that he or she can make a positive impact in my university	148	3.42	.700
People work like they are part of a team in my university	148	3.22	.648
The capabilities of employee are viewed as a source of competitive advantage in my university	148	3.06	.784
Teamwork is used to get work done rather than hierarchy in my university	148	3.06	.784
Teams are primary building blocks in my university	148	3.06	.784
Decisions are usually made at the level where information is best available in my university	148	2.42	.700
<b>Average Score</b>		<b>3.42</b>	<b>.855</b>

**Source: Researcher (2021)**

Table 4.7 indicates the findings of the most three common elements of involvement trait in private universities, which are supported by high mean scores. “Most employees are highly involved in their work in my university,” had a mean of 4.32 meaning that employees in private universities are highly involved in their work. “The capability of employee is constantly improving in my university” and “There is continuous investment in the skills of employees in my university,” each of them had a mean of 4.11 meaning that private universities have invested in the development of employees hence the constant improvement.

On the other hand, the low-level involvement was found to be at the statements; “Decisions are usually made at the level where information is best available in my university,” with a weak mean of

2.42. “Teams are primary building blocks in my university and Teamwork is used to get work done rather than hierarchy in my university,” with each having a mean of 3.06. Based on the overall mean on the table, it can be concluded that employees at private universities agree that they are deeply involved in their work, value team- work, cooperate and work as a team, participate in their performance management and that information is widely shared to them whenever it is needed.

#### 4.3.4 Consistency Trait on Employee Performance in Private Universities in Kenya

The study sought to find out whether consistency trait is manifested in private universities and how it affects employee performance. Table 4.8 indicates the descriptive findings from the study.

**Table 4. 8: Descriptive Statistics for Consistency Trait**

	N	Mean	Std. Deviation
People from different parts of my university share a common perspective	148	4.32	.650
It is easy to coordinate projects across different parts in my university	148	4.06	.949
Ignoring core values will get you in trouble in my university	148	3.74	.730
There is an ethical code that guides our behavior in my university	148	3.59	.708
There is good alignment of goals across levels in my university	148	3.46	1.435
When disagreements occur, we work hard to achieve a win-win solution in my university	148	3.06	.949
Leaders and managers practice what they preach in my university	148	2.98	.915
It is easy to reach consensus even on difficult issues in my university	148	2.59	.708
We often have trouble reaching agreement on key issues in my university	148	2.24	1.328
<b>Average Score</b>		<b>3.33</b>	<b>.964</b>

Source: Researcher (2021)

From Table 4.8, the top three traits of consistency in private universities were; ‘People from different parts of my university share a common perspective’, ‘it is easy to coordinate projects across different parts in my university’, and ‘Ignoring core values will get you in trouble in my university’ with means of 4.32, 4.06, and 3.74 respectively. That means that private universities have widely adopted those elements of consistency culture trait. Others were, ‘there is an ethical code that guides our behavior in my university’, ‘There is good alignment of goals across levels in my university’ and ‘When disagreements occur, we work hard to achieve a win-win solution in my university’ with means of 3.59, 3.46, and 3.06 respectively.

The least traits in consistency in the universities were; ‘Leaders and managers practice what they preach in my university’, ‘It is easy to reach consensus even on difficult issues in my university’ and ‘We often have trouble reaching agreement on key issues in my university’ with means of 2.98, 2.59, and 2.24 respectively. Based on the average score, it can be concluded that consistency trait at private universities is supported by the existence of common perspective and coordination among employees and departments in the university, and shared values that govern the way the staff carry out their activities and also by the fact that there is an ethical code that guides behavior and defines what is right and wrong.

#### 4.3.5 Employee Performance

The researcher sought to find whether employees performed in the private Universities in Kenya. Table 4.9 indicates the results obtained.

**Table 4. 9: Descriptive Statistics for Employee Performance**

	N	Mean	Std. Deviation
The level of productivity of employees in my university is high	148	4.32	.470
Every employee work towards a common goal in my university	148	4.08	.812
Employees in my university often find better ways to do things	148	4.05	.610
Employees commit maximum efforts to their work in my university	148	4.03	.628
My university has succeeded in creating value for money	148	4.01	.825
Employees respond proactively to any institutional threats	148	4.00	.881
My work is guided by the overall strategic plan of my university	148	3.99	.821
Employees observe acceptable personal habits while at work in my university	148	3.98	.812
My university always meet the needs of customers on time	148	3.97	.628
Employees complete work assigned to them as per the desired standards in my university	148	3.95	.569
In my university, every employee is accountable for institutional performance	148	3.93	.771
Employees in my university are guided by performance contracting	148	3.93	.858
Employees comply with the company’s policies and professional code of conduct in my university	148	3.84	.817
I am highly involved in achieving the objectives of my university	148	3.32	1.295
<b>Average Score</b>		<b>3.96</b>	<b>0.88</b>

Source: Researcher (2021)

From Table 4.9 above, ‘the level of productivity of employees in my university is high with the top three statements being, ‘Every employee work towards a common goal in my university’, ‘Employees in my university often find better ways to do things’ with a mean value of 4.32; ‘Employees commit

maximum efforts to their work in my university” with a mean value of 4.08 and “My university has succeeded in creating value for money” with a mean of 4.05. The statements with least mean values were; ‘In my university, every employee is accountable for institutional performance’; and “Employees in my university are guided by performance contracting” both which had a mean value of 3.93, and lastly, ‘Employees comply with the company’s policies and professional code of conduct in my university” with a mean of 3.84. Conclusively from the overall mean, the employees in private universities put effort in achieving the set goals as manifested in their high productivity levels. Therefore, this means that teamwork, goal achievement and high sense of responsibility are significant in boosting the employee performance in private universities.

**Table 4. 10: Summary of Descriptive Statistics**

<b>Area of Focus</b>	<b>Item Description</b>	<b>N</b>	<b>Mean Score</b>	<b>Standard Deviation</b>
<b>Organizational Culture</b>	Mission	148	4.01	0.755
	Adaptability	148	3.68	0.818
	Involvement	148	3.42	0.732
	Consistency	148	3.34	0.930
<b>Average Score</b>			<b>3.61</b>	<b>0.809</b>
<b>Employee Performance</b>		<b>148</b>	<b>3.96</b>	<b>0.771</b>

**Source: Researcher (2021)**

From the scores in Table 4.10, mission trait had a mean value of 4.01 signifying that it has the most impact on employee performance and the respondents strongly agreed to the statements under it. Mission traits like setting clear goals, tracking performance and having a clear vision are essential in the performance of the employees. Secondly, many respondents agreed that adaptability trait has a notable impact on the performance of the employees with a mean value of 3.68. This implied that most of the respondents strongly agreed to the idea that adaptability has a notable effect on the performance of employees in private universities.

Involvement and consistency traits had a mean value of 3.42 and 3.34 respectively. This meant that the majority of the respondents were neutral about the effect of these variables on employee performance. However, given that it was close to the mark of agreeing, it means that there were also a number of respondents that agreed to the propositions in these variables. From the overall means of organizational culture and employee performance which were 3.61 and 3.96 respectively, it can be concluded that, organizational culture has a notable impact on employee performance in private universities.

#### 4.4 Inferential Statistics

The study sought to find out how the variables related to performance of employees. To determine how the study variable related and to what extent, a correlation analysis was carried out and the findings presented in Table 4.10 below. Correlation analysis is key in determining prevalence and relationships among variables, and to forecast events from current data and knowledge (Curtis et al., 2016).

**Table 4. 11: Correlation of independent and dependent variables**

		Mission Trait	Adaptability	Involvement	Consistency	Performance
Mission Trait	Pearson Correlation	1				
	Sig. (2-tailed)					
Adaptability	N	148				
	Pearson Correlation	.384**	1			
Involvement	Sig. (2-tailed)	.000				
	N	148	148			
Consistency	Pearson Correlation	.079	.671**	1		
	Sig. (2-tailed)	.339	.000			
Performance	N	148	148	148		
	Pearson Correlation	.182*	.723**	.682**	1	
	Sig. (2-tailed)	.027	.000	.000		
	N	148	148	148	148	
	Pearson Correlation	.267**	.606**	.851**	.834**	1
	Sig. (2-tailed)	.001	.000	.000	.000	
	N	148	148	148	148	148

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

\* . Correlation is significant at the 0.05 level (2-tailed).

**Source: Researcher (2021)**

From the findings in Table 4.11, there was a strong positive correlation between involvement, consistency, adaptability and performance with the correlation coefficients of 0.851, 0.834 and 0.606, respectively. There was a weak correlation between mission trait and performance of employees with a coefficient correlation of 0.267. These results mean that the performance of employees is determined, to a greater extent, by the adaptability of the employees, their involvement in the university affairs and consistency in their work. On the other hand, mission trait had a weak correlation which means that the trait does not have much influence on employee performance on its own.

##### 4.4.1 Regression Analysis

In this study, the four culture traits; mission, adaptability, involvement and consistency traits were the independent variables and employee performance was the dependent variable in the regression

model. From the results of the simple regression shown in each of the tables below, the researcher developed regression equations for each objective and a model equation for the multiple regression model. The multiple regression analysis was used to analyze the relationship between a single dependent variable; employee performance and several independent (predictor) variables.

#### 4.4.2 Mission Trait and Employee performance

The researcher sought to find out how adaptability influences employee performance. The results are displayed in table 4.12 below.

**Table 4. 12: Regression Analysis for Mission Trait and Employee Performance**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.267 <sup>a</sup>	.071	.065	.25692		
a. Predictors: (Constant), Mission Trait						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.738	1	.738	11.187	.001 <sup>b</sup>
	Residual	9.637	146	.066		
	Total	10.376	147			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Mission Trait						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.608	.404		6.451	.000
	Mission Trait	.336	.101	.267	3.345	.001
a. Dependent Variable: Performance						

**Source: Researcher (2021)**

Table 4.12 demonstrates a direct relationship between the dependent (employee performance) and independent variable (mission trait). This shows a strong coefficient of determination between mission trait and employee performance ( $R=0.267$ ). Further, it is evident from the table that coefficient of determination was significant ( $R\text{ Square} = 0.071$ ,  $P < 0.05$ ). This implied that 7.1% of variation in performance is as a result of mission trait.

The significance of the regression model was tested using Analysis of Variance (ANOVA).  $F=11.187$ , and  $p=0.000$  which is less than 0.05 thus the model is statistically significant in predicting how mission trait affects employee performance in private Universities in Kenya. Given that  $p<0.05$ , the model is significant at 95% confidence level and that the variables in the equation are important.

The mission trait had a coefficient of 0.267 and  $p < 0.05$ . This meant that the relationship was significant at the 5% level. The standardized coefficients indicate the corresponding change in the dependent variable when a change of one unit is affected in the independent variable. Thus, a 1% improvement in mission trait will lead to a 26.7% change in employee performance.

Therefore, the regression equation is;

$$Y = 2.608 + 0.267M + 0.404$$

Where;

Y – Employee performance (Dependent variable)

Independent Variables

M - Mission trait

#### 4.4.3 Adaptability Trait and Employee Performance

The researcher sought to find out the extent to which adaptability trait affects employee performance.

The results are displayed in table 4.13.

**Table 4. 13: Regression Analysis for Adaptability Trait and Employee Performance**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.606 <sup>a</sup>	.368	.363	.21197		
a. Predictors: (Constant), Adaptability						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.816	1	3.816	84.919	.000 <sup>b</sup>
	Residual	6.560	146	.045		
	Total	10.376	147			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Adaptability						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.768	.197		29.241	.000
	Adaptability	.492	.053	.606	9.215	.000
a. Dependent Variable: Performance						

**Source: Researcher (2021)**

Table 4.13 demonstrates the relationship between adaptability trait, the independent variable and employee performance, which is the dependent variable. This shows a notable coefficient of determination between adaptability trait and employee performance ( $R=0.606$ ). Further, it is evident from the table that coefficient of determination was significant ( $R \text{ Square} = 0.368$ ,  $P < 0.05$ ). This implied that 36.8% of variation in performance is as a result of adaptability trait.

The significance of the regression model was tested using Analysis of Variance (ANOVA).  $F=84.919$ , and  $p=0.000$  which is less than  $0.05$  thus the model is statistically significant in predicting how adaptability trait affects the performance of employees in private Universities. Given that  $p<0.05$ , the model is significant at 95% confidence level and that the variables in the equation are important.

The adaptability trait had a coefficient of  $0.606$  and  $p < 0.05$ . This meant that the relationship was significant at the 5% level. The standardized coefficients indicate the corresponding change in the dependent variable when a change of one unit is affected in the independent variable. Thus, a 1% improvement in adaptability trait will lead to a 60.6% change in employee performance.

Therefore, the regression equation is;

$$Y = 5.768 + 0.606A + 0.053$$

Where;

Y – Employee performance (Dependent variable)

Independent Variable

A – Adaptability trait

#### 4.4.4 Involvement Trait and Employee Performance

The researcher carried out a regression analysis to determine the extent to which involvement trait impacted on employee performance in the private universities. The results are displayed in table 4.14 below.

**Table 4. 14: Regression Analysis for Involvement Trait and Employee Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.651 <sup>a</sup>	.524	.522	.14005

a. Predictors: (Constant), Involvement

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.512	1	7.512	383.007	.000 <sup>b</sup>
	Residual	2.864	146	.020		
	Total	10.376	147			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Involvement						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.318	.085		27.418	.000
	Involvement	.479	.024	.851	19.571	.000
a. Dependent Variable: Performance						

**Source: Researcher (2021)**

Table 4.14 demonstrates the relationship between involvement trait, the independent variable and employee performance, which is the dependent variable. This shows a notable coefficient of determination between involvement trait and employee performance ( $R=0.651$ ). Further, it is evident from the table that coefficient of determination was significant ( $R\text{ Square} = 0.524$ ,  $P < 0.05$ ). This implied that 52.4% of variation in performance is as a result of involvement trait.

The significance of the regression model was tested using Analysis of Variance (ANOVA).  $F=383.007$ , and  $p=0.000$  which is less than 0.05 thus the model is statistically significant in predicting how involvement trait affects the performance of employees in private Universities. Given that  $p<0.05$ , the model is significant at 95% confidence level and that the variables in the equation are important.

The involvement trait had a coefficient of 0.606 and  $p < 0.05$ . This meant that the relationship was significant at the 5% level. The standardized coefficients indicate the corresponding change in the dependent variable when a change of one unit is affected in the independent variable. Thus, a 1% improvement in involvement trait will lead to a 60.6% change in employee performance.

Therefore, the regression equation is;

$$Y = 2.318 + 0.851I + 0.024$$

Where;

Y – Employee performance (Dependent variable)

Independent Variable

I – Involvement trait

#### 4.4.5 Consistency Trait and Employee Performance

The researcher sought to find out how consistency trait impacted on performance of employees in private universities in Kenya. The results are displayed in table 4.15 below.

**Table 4.15: Regression Analysis for Consistency Trait and Employee Performance**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.734 <sup>a</sup>	.595	.593	.14713		
a. Predictors: (Constant), Consistency						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.215	1	7.215	333.288	.000 <sup>b</sup>
	Residual	3.161	146	.022		
	Total	10.376	147			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Consistency						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.443	.193		2.296	.023
	Consistency	1.053	.058	.634	18.256	.000
a. Dependent Variable: Performance						

**Source: Researcher (2021)**

Table 4.15 demonstrates the relationship between consistency trait, the independent variable and employee performance, which is the dependent variable. This shows a notable coefficient of determination between consistency trait and employee performance ( $R=0.734$ ). Further, it is evident from the table that coefficient of determination was significant ( $R\text{ Square} = 0.595$ ,  $P < 0.05$ ). This implied that 59.5% of variation in performance is as a result of consistency trait.

The significance of the regression model was tested using Analysis of Variance (ANOVA).  $F=333.288$ , and  $p=0.000$  which is less than 0.05 thus the model is statistically significant in predicting how consistency trait affects the performance of employees in private Universities. Given that  $p<0.05$ , the model is significant at 95% confidence level and that the variables in the equation are important.

The consistency trait had a coefficient of 0.634 and  $p < 0.05$ . This meant that the relationship was significant at the 5% level. The standardized coefficients indicate the corresponding change in the dependent variable when a change of one unit is affected in the independent variable. Thus, a 1% improvement in consistency trait will lead to a 63.4% change in employee performance.

Therefore, the regression equation is;

$$Y = 0.443 + 0.634M + 0.634$$

Where;

Y – Employee performance (Dependent variable)

Independent Variable

I – Consistency trait

#### 4.4.6 Regression Analysis for Culture and Employee Performance

A multiple regression analysis was run to determine the relationship between culture traits and employee performance. The table below shows the results:

**Table 4. 16: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.670 <sup>a</sup>	.710	.707	.05530		
a. Predictors: (Constant), Consistency, Mission Trait, Involvement, Adaptability						
<b>ANOVA</b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.358	4	2.340	238.413	.000 <sup>b</sup>
	Residual	1.017	143	.007		
	Total	10.376	147			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Consistency, Mission Trait, Involvement, Adaptability						
<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.381	.274		1.388	.003
	Mission	.386	.052	.306	7.475	.000
	Adaptability	.091	.048	.112	1.875	.063
	Involvement	.342	.022	.607	15.851	.000
	Consistency	.357	.072	.283	4.938	.000
a. Dependent Variable: Performance						

**Source: Researcher (2021)**

Table 4.16 demonstrates a direct relationship between the dependent and independent components used in the study. This shows a strong coefficient of determination between organization culture and performance (R=0.670). Further, it is evident from the table that coefficient of determination was strong and significant (R Square = 0.710, P < 0.05). This implied that 71.0% of variation in performance is as a result of mission, adaptability, involvement and consistency traits.

The significance of the regression model was tested using Analysis of Variance (ANOVA). Table 4.16 presents the results of this test, where, F= 238.413, and p=0.000. From the study the significance value is 0.000 which is less than 0.05 thus the model is statistically significant in predicting how organizational culture affects employee performance in private Universities in Kenya.

Given that  $p < 0.05$ , the model is significant at 95% confidence level and that the variables in the equation are important. This means that the regression model can effectively be used to predict the performance of the employees using organizational culture variables in the study (Mission trait, Adaptability trait, Involvement Trait and Consistency Trait).

The results in Table 4.16 show that the regression weights of three of the independent variables were significant. The researcher regression used unstandardized coefficients because they are intuitive to interpret and understand, and also, they are preferable for use in calculations and analysis (Siegel, 2016). Thus, mission trait had a coefficient of 0.386 and  $p < 0.05$ , involvement with coefficient of 0.342 and  $p < 0.05$  and consistency with coefficient of 0.357 and  $p < 0.05$ . On the other hand, adaptability had a coefficient of 0.09 with  $p > 0.05$ . This meant that the relationship was not significant at the 5% level.

The standardized coefficients indicate the corresponding change in the dependent variable when a change of one unit is affected in the independent variable. Thus, a 1% improvement in mission trait will lead to a 38.6% change in employee performance; a 1% improvement of consistency will cause a 35.7% change in employee performance, and a 1% improvement in involvement would cause a 34.2% improvement in employee performance.

Therefore, the regression equation is;

$$Y = 0.381 + 0.386M + 0.091A + 0.342I + 0.357C$$

Where;

Y – Employee performance (Dependent variable)

### **Independent Variables**

M - Mission trait

A – Adaptability trait

I – Involvement trait

C – Consistency trait

## **4.5 Chapter Summary**

The chapter presented results obtained from the data collected including descriptive statistics, regression analysis and correlation. The means and standard deviations results of every variable are

also included. The chapter has explained the results and findings of the study which are displayed on tables with detailed explanation under each table.

## **CHAPTER FIVE**

### **DISCUSSIONS**

#### **5.1 Introduction**

This chapter provides a summary of the key findings, discussion and conclusion drawn from the study findings. Further, the study presents recommendations on further studies on this topic to help fill in the gaps left out as a result of the scope limitations of this study.

## **5.2 Demographic Profile**

Gender is an important aspect of culture not only in organizations but also in societies (Wood and Eagly, 2012). Gender demonstrates differences in personalities thereby contributing to actions and general behaviors of individuals. Therefore, one gender is likely to value things that the other gender may consider negligible. Transition between generations is determined by age, therefore it influences how people perceive and think about processes and interactions in organizations (Eagly, 2012). The age element is supported by the duration of service which explains the degree and depth of interaction with people and norms in organizations (Rose, 2013). Chang et al. (2006) explains that the longer an individual is entrenched in some processes and practices, the more they understand and adopt them easily.

The department of engagement was used as means of clustering responses to further analyse any significant differences in the responses and to determine common characteristics between the departments. Macnab, Worthley and Jenner (2010) posits that certain departments have a particular characteristics that are specific to them and not to others. Therefore, the functions of a department can determine the procedure and practices of an organization, for instance finance department is most likely to operate in a more structured manner than the students affairs department or communication and media department.

## **5.3 Discussion of Findings**

The purpose of this study was to determine the impact of organizational culture on employee performance in private universities in Kenya. Primary data was collected using structured questionnaire and regression analysis was run for the data set. The following were the findings:

### **5.3.1 Effect of Mission Trait on Employee Performance**

The study sought to determine the effect of Mission trait on employee performance in private universities in Kenya. Generally, private universities in Kenya have depicted having elements of mission trait in their performance and results from regression analysis shows that there was a strong coefficient of determination with employee performance and the combined regression model

confirms the strong correlation. From descriptive analysis, majority of the respondents concurred that there was a clear and reliable mission and set of values that guided them on the way they work together. There is also a sense of responsibility among employees in private universities in Kenya. Further to this, the respondents agreed strongly that there was a culture of team work and employees value productivity, both as individuals and as a team.

According to Denison and Mishra (1995) the extent to which mission statements and purposes are made clear to the employees determines their performance. They further detail that mission traits give organizations a clear strategic direction and intent which conveys the purpose of an organization. The findings of this study are supported by the argument that mission trait is may be affected by other unforeseen scenarios in the business environment (Wadhwa & Parimoo, 2016). Mission trait may support employee performance on its own, without other factors in the organization hence the strong correlation with employee performance.

The finding of this study contends with a study conducted by Aluko (2003) on the effect of organizational culture on performance in textile firms in Nigeria. According to Aluko (2003) there is a strong coefficient of determination between mission trait and employee performance. Mission statement and visions of organizations is the path that guides employees on what to do, that the trait determines the level of external focus in the textile industry in Nigeria. In this study, mission trait which is characterized with strategic intent, goals and objectives determines external focus of both the stakeholders and shareholders. Consequently, mission trait demonstrates the core values that an organization is founded in. The values are underpinned in Schein's theory which demonstrates the artifacts, assumptions, core values and norms that guides performance.

This study contradicts the findings of Nikpour (2017), mission trait has a moderate impact on performance of employees instead dedication and commitment affect the employee performance. According to Nikpour's findings employee performance can only be influenced by the reward systems, compensation and leadership style adopted by the leaders of an organization. Culture traits can often be abolished or improved but they have a very weak correlation with employee performance.

The findings of this study contradict the findings of a study conducted by Fakhar, Iqbal and Gulzar (2013) on influence culture and employee performance in software houses in Pakistan. The findings of that study were that mission trait has weak correlation with employee performance, and that the

trait only guides employees on the future of an organization but does not affect their day today performance. The findings of this study were that mission trait has a strong coefficient of determination with employee performance as it gives meaning to the organization through mission and vision statements.

### **5.3.2 Influence of Adaptability Trait on Performance of Employees**

The study sought to determine the influence of adaptability trait on employee performance in private universities in Kenya. Generally, the culture of private universities in Kenya is characterized by elements of adaptability trait in their performance and results from correlation shows that adaptability trait has a notable correlation with employee performance and the combined regression model confirms that the influence adaptability trait has on employee performance is insignificant.

Adaptability trait involves creating change, customer focus and organizational learning (Jepkorir, Lagat, &Ng'eno, 2017). High degree of creating change leads to new methods of performing duties and with that come innovation and creativity in organizations. The findings of this study were consistent with a study done by Kwendo, Omondi, and Kirwa (2018) which ascertained that adaptability trait enhances performance of employees since they are always aware of what is expected of them in their organizations. Adaptability trait encourages innovativeness since it involves creating changes, new methods of doing things and continuous organizational learning.

The finding of this study is inconsistent with a study done by Agwu (2014) which ascertained that there is a weak relationship between adaptability trait and increased performance. According to the study employee performance is influenced by shared values, norms and beliefs. Adaptability trait is dependent on the beliefs, norms and values that are held in an organization. Based on the current study, private universities in Kenya invest on organizational learning, creating change and focusing on customers in order to improve performance.

Organizations that are adaptable are driven by the fact that they take risks, learn from their mistakes, focus on their customers and have the capability of creating change (Nadler 1998, Senge 1990, Stalk 1988). When organizational learning and creating change are higher than customer focus, there is an indication that organization focuses more on practices that lead to new standards in the industry but does not apply their learning on customers. The findings of this study maintain that adaptability elements (creating change, organizational learning and customer focus) significantly influence the

performance of employees in private universities in Kenya. The findings are inconsistent Allard (2010) whose finding was that adaptability trait has a weak correlation with employee performance.

The study findings are consistent with a study conducted by Lapiņa, Kairiša, & Aramina (2015) and Onyambu (2013) whose findings were that adaptability culture trait has a notable and strong impact on employee performance respectively. Both authors details that adaptability culture trait is the backbone of innovation, creating change and learning. Those organizations that adopt adaptability culture traits have the capability of stakeholders.

### **5.3.3 Effect of Involvement Trait on Performance of Employees**

The study sought to determine the effect of involvement trait on employee performance in private universities in Kenya. Generally, private universities confirmed elements of involvement trait in their performance and results from correlation model shows that involvement has a notable coefficient of determination with employee performance and multiple regression confirms that the influence involvement trait has on employee performance is significant.

According to Jepkorir et al., (2017) involvement trait of an organization directly translates into increased level of performance among employees if all other underlying factors are taken care of. Organizations that have their tasks spelt out have more influence on performance of their employees than those with unstructured ad hoc tasks. Involvement cultural trait results in an increased level of empowerment and capability development among employees and the overall team orientation. With more empowerment, employees are then able to develop more sense of ownership as well as responsibility towards the organization (Mwau, 2016).

The findings of this study is consistent with a study by Vasyakin, Ivleva, Pozharskaya, & Shcherbakova (2016) whose finding were that involvement trait have a positive correlation with employee performance. According to the researchers, involvement trait ensures that there is consistency which in turn allows internal integration and fairness in carrying out tasks. Mujeeb and Ahmad (2011) also maintain that there is a positive correlation between consistency trait and employee performance in the management practices in Pakistan. Involvement culture traits ensure that employee's tasks are in connection with their targets.

The findings of this study differs with the findings of a study by Tsai (2011) which was that involvement culture trait had a weak correlation with employee performance. The study concluded

that involvement trait does not affect employee performance on its own; there must be other underlying factors such as innovation and leadership in order for it to have an influence on performance of employees. The findings of this study also differ with a survey study conducted by Acar and Acar (2012) on the effects of organizational culture in healthcare industry. The findings of that study were that culture traits have a weak relation with employee performance, that performance is determined by the ability to do the work and skills that employees have acquired.

#### **5.3.4 Effect of Consistency Trait on Performance of Employees**

The study sought to determine the effect of consistency culture trait on employee performance in private universities in Kenya. In general, private universities in Kenya have depicted having notable elements of consistency culture trait in their performance and results from the correlation model shows that consistency culture trait has a notable positive correlation with employee performance and the multiple regression model confirms that the influence is significant. The existence of core values in universities, common perspective, common goals and an ethical code was key in motivating employees, which led to increased performance.

According to Barney (2001) elements of consistency culture trait are considered as one of the most effective approaches to motivating employees and maximizing the value of people in an organization. Consistency culture trait is characterized by high levels of people involvement, participation, and teamwork that promote employee development and commitment. A study conducted by Nasrin et al. (2011) ascertained that consistency trait has a significant impact on the performance of employees and determines the level of agreement and the ability to reconcile differences when they occur between employees in an organization. They are the determinant of unity as well as harmony within an organization

The findings in this study are supported by the argument that organizations characterized by different culture traits but these traits do not contribute to significant differences in innovation and performance (Mulyani, Sari, & Tawakalni, 2019). The study therefore found that consistency culture significantly influences employee performance as a factor on its own. This is supported in the findings of the studies done by Mulyan et al. (2019), Mwau (2016) and Jepkorir et al., (2017) which found that there exists a significant linear relationship between consistency culture trait and employee performance. According to Jepkorir et al. (2017) consistency trait of an organizational

culture serves as a powerful source of internal integration as well as stability created by a high level of conformity and universal mindset.

The findings of this study differ with a study by Lapiņa, Kairiša, & Aramina. (2015) whose finding was that employee performance is directly linked to development, compensation and skills; it has moderating variables meaning that it has no impact on its own. In that study consistency culture trait had a weak correlation with employee performance meaning that the elements under consistency trait do not affect performance of employees. The study also reinforced the basic underlying structure of organizational culture; basic underlying assumptions, espoused values, and artifacts which are also noted in the Schein's Theory of Organizational Culture (James & Jones, 2005). Given that the underlying factors like the need to achieve the set goals, having a good relationship with colleagues are key in motivating people to improve on their performance.

The findings of this study revealed that employees are consistently involved their work and the universities are involved in developing their careers and interests. This finding agrees with that of Awuor (2015) who looked into the effect of organizational culture on performance of Liquid Telecom in Kenya. The study showed that consistency, involvement and participation, at all levels, creates a sense of ownership and commitment among the employees and will have a positive impact on the employee performance.

#### **5.4 Conclusion**

The findings of this study indicate that mission, involvement and consistency traits have a significant influence on performance of employees in private universities in Kenya. On the other hand, adaptability trait does not independently have a significant influence on employee performance. The combined influence of organizational culture on employee performance is reported as significant with a model significant value of 0.000. The findings of this study are consistent with Kotter (2012) who found that each cultural trait affects employee satisfaction and performance differently and Mujeeb and Ahmad (2011) who found that mission trait, consistency trait and involvement traits have the most significant impact on employee job performance.

However, the findings of this study differ with the findings of other scholars: Ongwae, Lagat & Odunga (2018) who found that adaptability trait linked with leadership and training was crucial for employee performance in Kenyan universities in Nakuru County. Kirwa (2018) ascertained that adaptability trait enhances performance of employees in commercial banks in Kenya and Sunarsih &

Mashithoh(2016) found that adaptability trait have a significant impact on employee commitment in universities in Terbuka.

Other findings from the study revealed that employees are highly involved in their work as well as by the university in developing their careers and personal interests. Further it was noted that the employees valued team work to individualism, cooperate and work as a team, participate in their performance levels and that information is widely shared to them whenever it is needed. This finding agrees with that of Awuor (2015) who looked into the effect of organizational culture on performance of Liquid Telecom in Kenya. The study showed that involvement and participation, at all levels, creates a sense of ownership and commitment among the employees and will have a positive impact on the employee performance.

Positive culture in an organization can be attributed to the believe of employees in the fairness of the organizational structures, which is embodied in the goal setting theory by Locke (Reiss, 2004). This means that a positive culture in an organization can be achieved by pursuing challenging goals, which will then be beneficial in boosting performance of the employees.

The study also reinforced the basic underlying structure of organizational culture; basic underlying assumptions, espoused values, and artifacts which are also noted in the Schein's Theory of Organizational Culture (James & Jones, 2005). Given that the underlying factors like the need to achieve the set goals, having a good relationship with colleagues are key in motivating people to improve on their performance. The study showed that employees in private universities are closely managed to ensure that they meet the set goals through close tracking of their performance, having a clear strategy for implementation and identifying with vision of the institution.

## **5.5 Implications of Research**

Different stakeholders can derive the findings of the study to exercise judgments differently depending on their need. The study findings have implications on management, knowledge and policy makers.

### **5.5.1 Contribution to Policy**

Educational institutions specifically private universities play a significant role in providing enhanced education for individuals and organizations. They are also a source of employment for the Kenyan population. This makes the nature of services offered, scope of operations and performance a matter

of policy concern. Additionally, with university education being identified as one of the priority sectors, the Commission of Education and Ministry of Education focus will assure the country of unquestionable services. Based on the findings of this study, employees in private universities value team work, learning and getting involved in order to create change in terms of innovation, the Ministry of Education and Commission for Universities can intervene with policies that encourage and provide resources for research and development, learning and innovation.

Findings of the study showed that the private universities in Kenya are affected by culture. Additionally, the universities offer training and organizational learning their employees as a way of developing them. Moreover, the study established that despite the trainings offered by the university, the employees were still not fully involved in some key decision making processes. This affect performance as the employees are the ones who have close contact with customers and therefore they understand the customer's needs better. Based on these findings deliberate policy measures aimed at involving employees in decision making will enhance the services provided by the universities. The policy makers within the sector can offer support in passing laws that allow employees to be involved in decision making processes.

### **5.5.2 Contribution to Management**

The study findings suggest that private universities in Kenya that need to succeed in this dynamic sector must adopt organizational culture that assures them of improved performance and success. Specifically, they should consider adopting mission, involvement and consistency traits for delivery in outstanding services and performance. Based on the findings adaptability and consistency traits recommends that organizations need to continuously monitor the external environment and adapt to changes. Further the private universities need to identify the relevant culture trait that encourages ease of adoption of new ideas while enhancing environmental scanning. All these will assure private universities of improved and positive performance.

The management of the private universities in Kenya will benefit from the study in terms of identifying the instances of practices in the organization and classifying the individual actions of management and employees guided by the potential influence derived from the study. Determining the traits is the first step to managing employees effectively especially in instances such as performance management, innovation, customer engagement and contact are being carried out.

Organizational culture affects employee performance and satisfaction, which in turn affects the overall performance of an institution. The ministry of education should therefore formulate efficient policies that encourage positive culture and ensure that they are adhered to. These policies should ensure that employees are trained regularly so as to acquire them with relevant skills.

### **5.5.3 Contribution to Knowledge**

The study specifically viewed organization culture using culture traits, mission, adaptability, consistency and involvement traits while employee performance using effectiveness, efficiency, productivity and quality. In both instances the study results showed statistically significant relationships with mission trait, involvement and consistency being higher than mission trait. Reference to Schein's organizational culture theory provided insights in linking organizational culture to the performance of employees while noting that organizations that invest in organizational culture often make it sustainable, durable and inimitable. Based on the findings, scholars will use it as a basis for further studies to expand knowledge.

The findings of this study are in support of the direct relationship with cultural traits and employee performance. This is consistent with the general view and literature by (Kotter 2012; Daft 2010; Mwau 2016; Rambo & Orwa, 2018) which detail how organizational culture have positive effects on employee and general organizational performance. The study builds into Goal setting theory as exposed by Locke and Latham (2002).

### **5.6 Suggestions for Further Studies**

The study recommends further research on organizational culture on the influence of organizational culture on employee performance of public institutions and other organizations since this study only focused on private universities in Kenya.

The study also recommends that other research designs especially qualitative research could be used in carrying out research because aspects of culture needs to be monitored over time because it can be affected by occurrences such as change of leadership in an organization.

The study also recommends that private universities should facilitate trainings and learning for their employees to be able to adapt to new changes, strategies and policies that directly affect employee

performance. In addition, private universities should ensure that organizational culture is well aligned with organizational goals, strategies and policies.

### **5.7 Limitations**

The study was carried out with limitations, one being that organizational culture was conceptualized based on the classification put forward by Denison (1984) model which includes cultural traits; mission, adaptability, involvement and consistency traits. There are other classifications of culture by other scholars such as Hofstede. The findings of the study were therefore based on the classifications.

The study was also limited by the measurement of employee performance to four metrics; effectiveness, quality, efficiency and productivity. There are other measures of employee performance such the use of appraisal forms and profitability which has been adopted by other scholars.

The response rate was largely affected by the prevailing COVID-19 pandemic which limited the researcher's interactions with the respondents and also slowed down the process of getting the respondents. A large number of respondents were very skeptical with interactions during data collection.

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## APPENDICES

### APPENDIX I QUESTIONNAIRE

#### Instructions:

This questionnaire is a data collection tool for the study, “The effect of Organizational culture on Employee Performance on Private Universities in Kenya.”

Kindly answer the questions by putting a tick (√) in the appropriate box or by writing in the space provided.

#### Confidentiality

All the information collected will be treated with utmost confidentiality and for academic purposes only. In addition, no reference will be made to any institution or respondent.

#### SECTION A: COMPANY PROFILE

Name (optional) .....

Name of Institution .....

1. Gender of respondent 1. Male  2. Female

2. Age group of respondent. Tick as appropriate

20-30 [ ]

31-40 [ ]

41-50 [ ]

51-60 [ ]

61 and Above [ ]

3. How long have you been working in this institution? Tick as appropriate

Less than a year [ ]

1-5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 years [ ]

More than 21 years [ ]

4. Which department do you work in? Tick as appropriate

Admissions [ ]

ICT [ ]

Finance [ ]

Human Resource [ ]

Research and Extension [ ]

Media [ ]

Student Affairs [ ]

5. What type is the decision making process in your company? Tick as appropriate

Centralized [ ]

De-centralized [ ]

Both [ ]

### SECTION B: ORGANIZATIONAL CULTURE

The following statements relate to organizational culture. State the extent to which you agree with the following statements with regards to organizational culture in your corporation (where 1-strongly disagree, 2-diasagree, 3-neutral, 4-agree, and 5-strongly agree).

Statement	SD	D	N	A	SA
	1	2	3	4	5
<b>Mission trait</b>					
There is a long term purpose and direction in my university					
There is a clear strategy for the future in my university					
There is a clear mission that gives meaning and direction to our work in my university					
Our strategic direction is unclear to employees in my university					
There is a wide spread agreement about our goals in my university					
Leaders set goals that are ambitious but realistic in my university					
We continuously track our progress against our set goals in my university					
Our vision creates motivation for our employees in my university					
We have a shared vision on what my university will look like in the future					
<b>Adaptability trait</b>					
The way things are done is very flexible and easy to change in my university					
New and improved ways to do work are continually adopted in my university					
Attempts to create change normally meet resistance in my university					
Customer input directly influences decisions in my university					

Employees in my university are encouraged to have direct contact with our customers					
Employees in my university have a deep understanding of customer needs and wants					
The interests of our customers often get ignored in our decisions					
Innovation and risk taking are encouraged and rewarded in my university					
Learning is an important objective in our day to day work in my university					
We view failure as an opportunity for learning and improvement in my university					
<b>Involvement trait</b>					
Most employees are highly involved in their work in my university					
Everyone believes that he or she can make a positive impact in my university					
Decisions are usually made at the level where information is best available in my university					
People work like they are part of a team in my university					
Teams are primary building blocks in my university					
Teamwork is used to get work done rather than hierarchy in my university					
There is continuous investment in the skills of employees in my university					
The capabilities of employee are viewed as a source of competitive advantage in my university					
The capability of employee is constantly improving in my university					
<b>Consistency trait</b>					
Leaders and managers practice what they preach in my university					
Ignoring core values will get you in trouble in my university					
There is an ethical code that guides our behavior in my university					
It is easy to reach consensus even on difficult issues in my university					
When disagreements occur, we work hard to achieve a win-win solution in my university					
We often have trouble reaching agreement on key issues in my university					
People from different parts of my university share a common perspective					
It is easy to coordinate projects across different parts in my university					
There is good alignment of goals across levels in my university					

### Section Three: Employee Performance

6. The statement in this section describes employee performance. Please tick (√) any option among the listed options to indicate your preferred answer to the questions. Interpretations of the scales: Strongly Disagree (SD); Disagree (D); Neutral (N); Agree (A) and Strongly Agree (SA).

Statement	SD	D	N	A	SA
	1	2	3	4	5
The level of productivity of employees in my university is high					
Employees commit maximum efforts to their work in my university					
My work is guided by the overall strategic plan of my university					
I am highly involved in achieving the objectives of my university					
Employees in my university are guided by performance contracting					
Employees observe acceptable personal habits while at work in my university					
My university has succeeded in creating value for money					
My university always meet the needs of customers on time					
Employees complete work assigned to them as per the desired standards in my university					
Every employee work towards a common goal in my university					
In my university, every employee is accountable for institutional performance					
Employees comply with the company's policies and professional code of conduct in my university					
Employees respond proactively to any institutional threats					
Employees in my university often find better ways to do things					

Thank you for your feedback and time.

## APPENDIX II: INTRODUCTORY LETTER

CH Sangale Rd, Masaraka Estate,  
P.O. Box 59857 00200, Nairobi Kenya,  
Cell: +254 703-414/6/7, Twitter: @SBSKenya  
Email: info@sbs.ac.ke or visit www.sbs.strathmore.edu



11<sup>th</sup> May 2020

### RE: FACILITATION OF RESEARCH – BRENDA PAMELA

This is to introduce Brenda Pamela who is a Master of Commerce (MCOM) Student at Strathmore University Business School, admission number MCOM/114902. As part of our MCOM Program, Brenda is expected to do applied research and undertake a project. This is in partial fulfilment of the requirements of the MCOM course. To this effect, Brenda would like to request for appropriate data from your organization.

Brenda is undertaking a research paper on “The Effect of Organizational Culture on Performance of Employees in Private Universities in Kenya.” The information obtained shall be treated confidentially and shall be used for academic purposes only.

Our MCOM seeks to establish links with industry, and one of these ways is by directing our research to areas that would be of direct use to industry. We would be glad to share our findings with you after the research, and we trust that you will find them of great interest and of practical value to your organization.


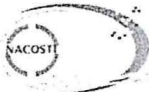



We appreciate your support and shall be willing to provide any further information if required.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Caroline Tiara".

Caroline Tiara  
Manager – Graduate Programs.

# APPENDIX III NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 368702	Date of Issue: 09/August/2021
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Miss.. Brenda Onyango of Strathmore University, has been licensed to conduct research in Nairobi on the topic: THE EFFECT OF ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE IN PRIVATE UNIVERSITIES IN KENYA for the period ending : 09/August/2022.</p>	
License No: NACOSTI/P/21/12223	
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	Verification QR Code 
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## APPENDIX IV PLAGIARISM REPORT

### Org Performance

#### ORIGINALITY REPORT

<b>13%</b>	<b>20%</b>	<b>7%</b>	<b>5%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	ir-library.ku.ac.ke Internet Source	<b>3%</b>
<b>2</b>	erepository.uonbi.ac.ke Internet Source	<b>2%</b>
<b>3</b>	www.researchgate.net Internet Source	<b>2%</b>
<b>4</b>	Submitted to Kenyatta University Student Paper	<b>1%</b>
<b>5</b>	www.maseno.ac.ke Internet Source	<b>1%</b>
<b>6</b>	pdfs.semanticscholar.org Internet Source	<b>1%</b>
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<b>9</b>	repository.out.ac.tz Internet Source	<b>1%</b>

**APPENDIX V: LIST OF UNIVERSITIES IN KENYA**

<b>PUBLIC CHARTERED UNIVERSITIES</b>	
1.	University of Nairobi
2.	Moi University
3.	Kenyatta University
4.	Egerton University
5.	Jomo Kenyatta University of Agriculture and Technology
6.	Maseno University
7.	Chuka University
8.	Dedan Kimathi University of Technology
9.	Kisii University
10.	Masinde Muliro University of Science and Technology
11.	Pwani University
12.	Technical University of Kenya
13.	Technical University of Mombasa
14.	Maasai Mara University
15.	Meru University of Science and Technology
16.	Multimedia University of Kenya
17.	South Eastern Kenya University
18.	Jaramogi Oginga Odinga University of Science and Technology
19.	Laikipia University
20.	University of Kabianga
21.	Karatina University
22.	University of Eldoret
23.	Kibabii University
24.	Kirinyaga University
25.	Machakos University
26.	Murang'a University of Technology
27.	Rongo University
28.	Taita Taveta University
29.	The Co-operative University of Kenya

30.	University of Embu
31.	Garissa University
<b>TOTAL 31</b>	
<b>PUBLIC CONSTITUENT COLLEGES</b>	
32.	Alupe University College
33.	Kaimosi Friends University College
34.	Tom Mboya University College
35.	Turkana University College
36.	Bomet University College
37.	Tharaka University College
<b>TOTAL 6</b>	
<b>PRIVATE CHARTERED UNIVERSITIES</b>	
38.	University of Eastern Africa, Baraton
39.	Catholic University of Eastern Africa
40.	Daystar University
41.	Scott Christian University
42.	United States International University
43.	Africa Nazarene University
44.	Kenya Methodist University
45.	St. Paul's University
46.	Pan Africa Christian University
47.	Kabarak University
48.	Strathmore University
49.	Africa International University
50.	Kenya Highlands Evangelical University
51.	Mount Kenya University
52.	Great Lakes University of Kisumu
53.	Adventist University
54.	KCA University
55.	KAG - EAST University
<b>TOTAL 18</b>	

<b>PRIVATE CONSTITUENT COLLEGES</b>	
56.	Tangaza University College
57.	Marist International University College
58.	Regina Pacis University College (CUEA)
59.	Uzima University College
60.	Hekima University College
<b>TOTAL 5</b>	
<b>INSTITUTIONS WITH LETTERS OF INTERIM AUTHORITY</b>	
61.	Aga Khan University
62.	Kiriri Women's University of Science and Technology
63.	GRETSA University
64.	Presbyterian University of East Africa
65.	The East African University
66.	Management University of Africa
67.	Pioneer International University
68.	Riara University
69.	UMMA University
70.	International Leadership University
71.	Zetech University
72.	Lukenya University
73.	RAF International University
74.	AMREF International University
<b>TOTAL 14</b>	

Source: CUE (2018)