

The Role of Organizational Culture on Employee Performance: A Case Of  
Private Universities in Langata Sub-County, Nairobi County.

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**DECLARATION**

I, the undersigned declare that this research is my original work and has not been previously submitted to any other college or university for an academic award. Appropriate citations and acknowledgements have been made for the sources used in the document.

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May God bless you all.

## **DEDICATION**

*In loving memory of my mother Lilian; my mentor, and my greatest advocate.*

## **ABSTRACT**

The primary objective of this study was to explore the role of organizational culture on employee performance among private universities in Nairobi County, specifically focusing on private universities within Langata Sub-County. The study was anchored on two theories: the Competing Values Framework (CVF) and the Edgar Schein model, which explained different dimensions of organizational culture and how they influenced employee performance. The research objectives were to explore the dominant type of organizational culture adopted in private universities and their influence on employee performance in Langata sub-county, Nairobi County. The study also aimed to identify the specific dimensions of organizational culture that influenced employee performance within private universities in Langata sub county. Additionally, it sought to determine the market-driven factors that affected both organizational culture and employee performance in private universities located in Langata sub-county, Nairobi County. The study established how internal factors such as the dominant organizational culture and specific dimensions of organizational culture, along with external factors such as market-driven influences, collectively shaped the organizational culture, consequently affecting employee performance. A qualitative, multi-case research design was utilized. It focused on the only five (5) private universities in Langata sub-county, Nairobi County. The sample size consisted of 25 participants selected through purposive sampling. The participants included Heads of Departments, administrators, faculty members, support staff, and students. Thematic data analysis was used to draw conclusions, which, in turn, provided practical insights and recommendations for leaders. The findings revealed that a collaborative and supportive organizational culture significantly enhanced employee performance in private universities in Langata sub-county, while challenges such as resistance to change and misalignment with market demands hindered the preservation and adaptation of this culture. Based on the findings of this study, these insights could guide policy-making to cultivate a performance-enhancing culture within private higher learning institutions.

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## **OPERATIONAL DEFINITION OF TERMS**

**Culture:** A collection of shared beliefs, values, norms, and practices that shape the behavior and interactions of individuals within a community, providing a framework for identity and social cohesion.

**Dimensions of Organizational Culture:** Key aspects that shape the university environment, including values and beliefs, leadership style, communication patterns, work environment, norms and practices, and employee development.

**Dominant Organizational Culture:** The set of core values and practices that are widely shared within an organization, influencing employee behavior, decision-making, and overall operations.

**Employee Performance:** It refers to how well university staff meet job expectations and how organizational culture values, norms, and practices affect their motivation, productivity, and effectiveness. Employee performance is measured by academic output, student engagement, and achieving institutional goals, all shaped by the prevailing culture.

**Market Driven Factors:** External influences affecting the university, such as student demand, competition, tuition pricing, technological advancements, and employment trends, which shape strategic decisions and operational practices.

**Organizational Culture:** These are the shared values, beliefs, and practices that influence the behaviors and mindsets of employees and leaders within a corporate environment, playing a critical role in shaping workplace dynamics, employee engagement, and overall organizational effectiveness.

**Private Universities:** Higher education institutions that operate independently of government funding, primarily supported by tuition fees, private donations, and endowments.

## **CHAPTER ONE: INTRODUCTION**

### **1.1.Introduction**

This chapter presented the foundational elements of the thesis, guiding the reader into the core of the research project. It began by providing background information that set the context for the topic, discussing broader issues and illustrating how the research problem fit within a larger academic, social and organizational framework. A clear statement of the problem followed, defining the specific gap in knowledge that the thesis aimed to address, thus establishing the necessity of the study.

The chapter also outlined the research objectives, detailing both general and specific goals that directed the investigation. This led to the formulation of research questions that helped narrow the study's focus. Additionally, the significance of the study was highlighted, addressing its potential impact and discussing who would benefit from the findings. Finally, the chapter defined the scope and limitations of the research, clarifying what would and would not be covered, and acknowledging any constraints that might have affected the study's outcomes.

### **1.2.Background to the Study**

Organizational culture, which entail the common views, values, conventions, and assumptions that govern employee conduct and interactions is a crucial element of any workplace (Bamidele, 2022). For decades, organizational scholars and managers have taken a keen interest in organizational culture, due to its notable significance in organizational operations and goal achievement. Research indicates that the culture within an organization exerts a profound influence on an individual's conscious and unconscious thought and decision-making within an organization (Jackson et al., 2013). When employees feel a strong connection to the organization's mission, they are motivated to excel in their work. Moreover, fostering a culture that encourages mutual support and trust enhances collaboration and

teamwork among employees (Akpa et al., 2021). The authors further highlight that clear expectations and accountability instill a sense of responsibility, driving employees to meet or surpass performance standards. Furthermore, a culture that values continual learning and development allows people to improve their talents and contribute more meaningfully to the organization

In addition to exploring organizational culture in diverse settings, researchers and practitioners are increasingly focusing on its impact within specific organizational contexts. One such context of interest is universities, which stand out as distinctive hubs for organizational culture, as it not only employs a diverse workforce but also shapes graduates for the various sectors of society. According to Mwangi and Waithaka (2018), the study of organizational culture in universities traces back to the 1960s and has since yielded numerous insights. The aforementioned authors assert that organizational culture significantly influences various factors of university operation and success, including employee attitudes, organizational effectiveness, and even university structure and development.

Yusuf (2020) highlighted three key reasons for studying organizational culture in private universities. Firstly, universities play a crucial role in a nation's workforce and economic development, requiring them to understand and adapt to changes in higher education. Secondly, while organizational culture is integral to decision-making, cultural issues can hinder change adaptation, especially as academic staff often perceive knowledge as non-shareable according to Dewah (2020). Thirdly according to (Yusuf 2020), private universities differ from public ones in goal achievement, resource access, and the nature of economic and political constraints. In addition, understanding organizational culture in private universities is not only important for the reasons highlighted above but also because it may have a direct impact on employee performance.

Employee performance refers “to how effectively and efficiently employees’ complete tasks to achieve an organizational goal. It encompasses their contributions to organizational goals as well as their behavior and commitment to organizational values” (Zhejiang et al.,2022 pg 363). According to the authors, organizational culture has an impact on employee performance, which is critical for organizational success. Employee Performance is measured against organizational standards and can be evaluated through various methods, including training, job performance, and citizenship behavior (Qalati et al., 2022). They further state that organizations use employee performance measures to monitor operations and assess goal achievement. These metrics, including “return on assets, return on investment, return on equity, return on sales, profitability, gross profits, market share, operational efficiency, liquidity, export growth, sales growth, and stock prices” (Jain, et al., 2023 ) are key indicators. The authors further assert that other important measures include work quality, standard compliance, cost-effectiveness, productivity, efficiency, effectiveness, and quality. Perceived control at work and recognition also impact performance. Effective employee performance in this context is closely tied to an organizational culture that encourages alignment with employees' values, fosters collaboration, ensures accountability and supports continuous learning (Jain, et al., 2023).

Employee performance within private universities encompasses a complex spectrum, reflecting the diverse roles and responsibilities inherent in academia (OECD, 2016). In the realm of teaching, excellence is measured not only by classroom effectiveness but also by the incorporation of innovative pedagogical practices that enrich the learning experience (Munna & Kalam, 2021). According to (Abdelwahed & Doghan, 2023) research productivity is a crucial dimension, with the quantity and quality of publications and successful grant acquisition contributing significantly to the institution's academic reputation. The aforementioned author further states that administrative competence, collaboration,

adaptability, and a commitment to continuous learning further define employee performance. Influencing these dimensions are pivotal factors such as organizational culture, leadership styles, recognition and reward systems, and the promotion of work-life balance. Measuring employee performance relies on clear Key Performance Indicators (KPIs), regular feedback and evaluations, and peer reviews, especially in academic contexts (Vance, 2016). Therefore, based on the complex spectrum of employee performance in private universities, this study adopted an approach that examined how aspects of organizational culture such as leadership styles, communication, values, and recognition directly influenced employee performance in areas like teaching, research, and administration within private universities in Langata Sub-county, Nairobi.

Numerous studies have explored the impact of organizational culture on various aspects of university functioning and employee behavior. These studies have highlighted the role of organizational culture in shaping employee attitudes, behaviors, and performance within private universities. Globally, a study by (Shahzad & Shahbaz, 2017) examined the impact of organizational culture on employee performance management practices in the software industry in Pakistan. Their study, using an exploratory research design on employees of an information technology institute, found a good association exists between organizational culture factors and performance management. Similarly, Awadh and Saad (2013) focused on small business units in the Malaysian stock exchange and established that organizational values and norms based on employee relationships enhance performance.

In Indonesia, a study conducted in a private tertiary institution by Yusuf (2020) revealed that organizational culture positively influences organizational commitment, job satisfaction, and lecturer trust. This underscores the importance of a conducive organizational culture in private higher education institutions. The findings suggest that organizational culture can be a

key factor in meeting lecturers' intrinsic needs and fostering positive organizational values such as integrity, competence, consistency, and loyalty.

Regionally, Amofa and Ansah (2017) studied organizational culture and performance in Ghanaian banks, reporting a positive relationship with the mission trait significantly influencing performance. Further, a study by (Abane et al.,2022) The effect of corporate culture on staff productivity among STMA personnel found that effective organizational culture, particularly aspects of Denison's model such as involvement in decision-making and internalizing the mission of the organization, plays a significant role in enhancing employee productivity. However, the study also noted that when employees feel too comfortable in an organization, it can negatively affect their productivity levels.

Locally, Ongwae, Lagat, and Odunga (2018) explored organizational factors affecting performance in Kenyan university campuses, noting significant relationships between leadership, training, organizational culture, structure, and performance. They also found that the work environment moderated these relationships. In Kenya, organizational culture is seen as crucial for strategic planning success, with studies emphasizing the need for cultural adaptation to accommodate changes and improve employee commitment and performance (Ongwae, Lagat, and Odunga 2018). Further, a study by (Nyabuti, Chepkilot, and Zakayo 2017) indicates a considerable association exists between corporate culture and employee performance in the public sector and that to enhance organizational goals, it is essential to familiarize all employees with the core values of the organization encouraging personal efforts towards both short-term and long-term objectives.

According to Jonyo et al., (2017) private universities may be characterized by diverse organizational cultures, potentially shaped by factors such as size, mission, leadership style, and faculty composition. For instance, a university with a large student body and a research

focus may foster a culture that values academic excellence and research productivity. In contrast, a university with a smaller student body and an emphasis on community engagement may prioritize collaboration and community outreach in its culture (Jonyo, et al., 2017). Furthermore, the dominant organizational culture in private universities may present challenges to employee performance. For instance, a culture emphasizing hierarchy and control could inhibit creativity and innovation among faculty and staff, potentially resulting in reduced motivation and performance (Nderitu, et al., 2020).

The influence of market-driven factors on organizational culture and employee performance in private universities is not well understood. These institutions operate in a competitive market for students, funding, and academic prestige, which may affect their organizational culture and employee performance (Frida et al., 2020). This study aims to examine the cultural elements most closely associated with improved performance in teaching, research, administration, and overall organizational effectiveness. The findings from Langata Sub-County could potentially be extrapolated to similar settings, contributing to the broader literature on organizational culture by demonstrating how market-driven factors such as competition, student demand, and funding shaped organizational culture, which, in turn, affected employee performance in teaching, research, and administration within private universities.

### **1.3.Statement of the Problem**

Organizational culture is a critical factor influencing employee performance across various sectors, including higher education (Alvesson & Sveningsson, 2015). In private universities, particularly in Langata Sub-County, Nairobi, the role of organizational culture in shaping employee outcomes remains insufficiently studied. Despite the diversity of organizational cultures shaped by market demands, competition, and evolving educational needs, challenges such as high employee turnover, declining job satisfaction, and inconsistent

performance evaluations point to deeper issues within these institutions' cultures (Nderitu et al., 2020). Reports from the Commission for University Education (2020) and independent studies point to increasing concerns around employee engagement and retention within the higher education sector.

University administrators face the complex task of cultivating organizational cultures that support employee performance, while navigating internal pressures like bureaucratic systems and external demands such as heightened competition. For instance, rigid hierarchical cultures can suppress innovation, reduce collaboration, and lower job satisfaction (Nwibere, 2013). Additionally, external market-driven factors, such as customer-centric strategies and intense competition, can create high-stress environments that further complicate performance management (Oleksiyenko, 2019).

This study sought to address the knowledge gap by investigating how organizational culture affected employee performance in private universities within Langata Sub-County. Specifically, it investigated the role of different cultural elements such as hierarchical structures, communication practices, and innovation on key employee outcomes like job satisfaction, retention, and overall performance. Furthermore, the research explored how external market-driven factors, such as heightened competition and customer-centric strategies, interacted with organizational culture to either enhance or hinder employee performance. By comprehending these interconnected dynamics, the study aimed to provide insights into fostering organizational environments that not only improved employee well-being and satisfaction but also boosted performance, allowing these institutions to meet both internal goals and external competitive demands effectively.

#### **1.4. Research Objectives**

The study was guided by the following main objective and specific objectives:

##### **1.4.1. Main Objective**

To investigate the role of organizational culture on employee performance in private universities in Langata Sub- County in Nairobi County.

##### **1.4.2. Specific Objectives**

1. To investigate the dominant type of organizational culture and how it influences employee performance in private universities in Langata Sub- County, Nairobi County.
2. To identify the specific dimensions of organizational culture that influence employee performance in private universities in Langata sub-county, Nairobi County.
3. To determine the market-driven factors that affect organizational culture and employee performance in private universities in Langata sub-county, Nairobi County.

#### **1.5. Research Questions**

The research attempted to answer the central question as well as the associated questions listed below.

##### **1.5.1. Central Question**

What is the role of organizational culture on employee performance in private universities in Langata sub-county, Nairobi County?

##### **1.5.2. Associated Questions**

1. What is the dominant type of organizational culture in private universities in Langata Sub- County, Nairobi County, and how does it influence employee performance?
2. What specific dimensions of organizational culture influence employee performance in private universities in Langata sub-county, Nairobi County?

3. What market-driven factors have affected organizational culture and employee performance in private universities in Langata sub-county, Nairobi County?

### **1.6. Significance of the Study**

This study aimed to examine the role of organizational culture on employee performance, while also exploring the influence of market-driven factors that shape organizational culture and, ultimately, affect employee performance in private universities in Langata Sub- County, Nairobi. The findings from this research will provide valuable insights that benefit the following stakeholders.

- i) ***Private universities in Nairobi:*** The findings of the study can provide valuable insights into how organizational culture affects employee performance and identify areas for improvement. This can help the private universities in Nairobi enhance their organizational culture, leading to improved employee performance and institutional success.
- ii) ***Employees of universities:*** Understanding the role of organizational culture on employee performance can help employees gain insights into how their work environment and culture influence their performance outcomes. It can also highlight the importance of alignment with organizational values and the role of culture in fostering employee engagement, satisfaction, and career growth.
- iii) ***University leadership and management:*** The study findings can inform decision-making processes related to organizational culture development and management strategies. It can guide leaders and managers in creating a positive and supportive culture that enhances employee performance, productivity, and well-being.
- iv) ***Academic researchers and scholars:*** This research adds to the current pool of information regarding the relationship between organizational culture and employee performance, especially within the domain of private universities. It can serve as a point

of reference for upcoming studies and establish a basis for additional research in the realm of organizational behavior and management in higher education.

- v) ***Education policymakers and regulatory bodies:*** The study findings can inform policies and guidelines related to organizational culture in private universities. It can highlight the importance of fostering a positive culture in universities that supports employee performance and contributes to the overall quality and competitiveness of universities.
- vi) ***Centre for Leadership and Management:*** The results of this study will make a meaningful contribution to the rich repository of research in the Center for Leadership and Management, and Tangaza University as a whole. The completed project will be available for reference for both students and lecturers

### **1.7. Scope and Delimitations**

The study investigated the role of organizational culture in influencing employee performance within private universities in Langata Sub- County, Nairobi County. The target population includes a range of stakeholders such as heads of departments, administrators, faculty members, support staff, and students. The research area is confined to private universities in Langata sub-county, excluding public universities and other educational institutions.

The commission for university education in Kenya accounts that Langata sub-county has the highest number of private universities in Nairobi County (CUE, 2022). The private universities include: The Catholic university of Eastern Africa, Strathmore University, Riara university, Africa International university and AMREF international University. The study will include 25 participants from the identified stakeholders. The small sample size aims for in-depth exploration and analysis of individual cases, which enables a more detailed examination and contributes to a rich understanding of how organizational culture shapes employee performance within these private universities.

## **1.8. Limitations of the study**

One of the primary limitations of this study lay in the small sample size of 25 participants, which affected the generalizability of the findings concerning organizational culture and its role in shaping employee performance. According to Rutledge & Hogg (2020), while in-depth interviews offer valuable insights into individual experiences, its effectiveness is limited by the small sample size, which may not fully reflect the diversity of perspectives within a broader population. In the context of this study, although interviews provided rich qualitative data on the role of organizational culture in shaping employee performance, the limited number of participants did not capture the full range of organizational dynamics present in private universities in Langata Sub- County.

Another limitation was the study's exclusive focus on private universities in Langata Sub-County, excluding public universities and other educational institutions. This geographical and institutional restriction meant that the findings might not apply to institutions outside this specific context, where different organizational cultures and structures could exist. As a result, the role of organizational culture on employee performance observed in this study might not have reflected the reality in other universities, particularly public institutions, which operated under different governance structures and external pressures.

Data collection methods like interviews and surveys introduced biases, particularly with sensitive topics such as organizational culture and employee satisfaction, as noted by Rutledge and Hogg (2020). They further emphasized that participants might have responded with what they perceived as acceptable rather than their true experiences, potentially compromising the accuracy of the findings. However, despite these limitations, the study contributed meaningful insights into the understanding of the role of organizational culture affected employee performance in private universities within the context of the current study.

## **1.9. Chapter Summary**

This chapter emphasized the significance of organizational culture in influencing employee performance within private universities in Kenya, while also highlighting the existing research gap on this topic. The research problem was introduced with the aim of investigating how market-driven factors impact the organizational culture of private universities in Langata sub-county and its subsequent effects on employee performance. The study's objectives and research questions were outlined, including a central research question and three associated questions. The chapter concludes by emphasizing the study's importance and its potential beneficiaries, as well as acknowledging any assumptions that may influence the study's outcomes.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

This chapter discusses the role of organizational culture in influencing employee performance within private universities. It examines theoretical frameworks that provide foundational insights into the link between organizational culture and employee performance, followed by empirical studies that highlight how various aspects of organizational culture impact employee behavior, motivation, and effectiveness.

The review focuses on understanding how the organizational culture of private universities affects employee performance, drawing from studies conducted across different continents, including America, Europe, Asia, and Africa. Additionally, the chapter includes a conceptual framework that integrates these theories and empirical findings, providing a structured understanding of the interplay between organizational culture and employee performance. To ensure the relevance and quality of the review, non-English publications, non-academic sources, and unpublished works are excluded.

### **2.2. Theoretical Literature Review**

Over the years, various theoretical frameworks have been developed to comprehend organizational culture. Notable examples of these models include the one introduced by Charles Handy in 1999, the Denison organizational culture model, the Deal and Kennedy model from 1982, the Job Demands-Resources (JD-R) model, the Competing Values Framework (CVF), the Edgar Schein model, and the Hofstede 6-D model. In this current study, our primary focus centers on two specific models: the Competing Values Framework (CVF) and the Edgar Schein model, as they provide the foundational framework for our investigation.

### 2.2.1 Competing Values Framework (CVF))

The Competing Values Framework (CVF), devised by Robert Quinn and John Rohrbaugh in the 1980s, has gained prominence as a comprehensive model in organizational culture. It holds broad recognition and practical utility across industries, providing a structured approach for categorizing and evaluating diverse cultural manifestations. Through extensive research, Quinn and Rohrbaugh identified key dimensions that differentiate organizational cultures, yielding four fundamental paradigms: “clan culture, adhocracy culture, market culture, and hierarchy culture” (Hussain, et al., 2021). According to a theory by Cameron and Quinn developed in 1983, these paradigms are rooted in the CVF's two core dimensions; “internal focus vs. external focus and flexibility vs. stability”; which collectively underpin its insightful framework (Hussain, et al., 2021).

Hussain et al. (2021) highlight that Clan Culture, as emphasized by Cameron & Quinn (1983), emphasizes collaboration, teamwork, and a familial atmosphere within organizations. It values employee development, cohesion, and satisfaction. In contrast, Adhocracy Culture focuses on innovation, risk-taking, and adaptability, encouraging creativity, experimentation, and flexibility. Similarly, Market Culture is marked by competition, achievement, and results, prioritizing productivity, goal attainment, and market share (Alkhodary, 2023). Hierarchy Culture, as discussed by Alkhodary (2023), places importance on stability, control, and efficiency, emphasizing to rules, procedures, and clearly defined roles.

Scholars have highlighted the significance of the Competing Values Framework (CVF) in understanding organizational Culture's influence on performance outcomes. According to Hussain et al. (2021), the CVF provides a comprehensive and multi-dimensional model to categorize different cultural types within an organization, enabling researchers and managers to gain insights into how various cultural orientations influence

organizational behavior and decision-making processes. For instance, Pasricha, Singh, & Verma (2018) illustrate that clan culture spurs collaborative behavior through cooperative communication and participatory decision-making. Similarly, adhocracy culture encourages innovation by promoting autonomy, stimulating risk-taking, and fostering flexible decision-making approaches. Market culture molds behavior by prioritizing competition and outcomes, driving goal-oriented behavior and results-driven decisions.

In contrast, hierarchy culture influences behavior through its stability and control emphasis, fostering structured behavior and decision-making guided by authority. Moreover, “CVF is able to predict organizational effectiveness and employee satisfaction and has consequently emerged as a valuable tool in examining and enhancing organizational culture to drive positive performance outcomes” (Lee & Raschke 2016).

If adopted by private universities, clan culture, as identified in the Competing Values Framework, would play a noteworthy function in fostering a supportive and inclusive environment within educational institutions (Güngör & Şahin, 2018). Additionally, adhocracy culture can support innovation and adaptability, enabling private universities to embrace changes in the educational landscape and promote continuous improvement (Chege et al., 2022). A market culture can drive performance and outcomes in a highly competitive environment, ensuring the institution remains focused on achieving its goals while, a hierarchy culture can help manage administrative functions and maintain organizational structure within the institution (Akpa et al., 2021).

The integration of the (CVF) model into the study of organizational culture and employee performance in private universities holds profound implications, such as providing a structured approach to assess various cultural orientations within the institution’s clan, adhocracy, market, hierarchy cultures as identified by (Hussain et al., 2021). This empowers

researchers and practitioners to comprehensively analyze how different cultures influence employee performance, enabling targeted interventions to optimize both culture and performance outcomes. The CVF model's application further enhances our understanding of how specific cultural traits align with organizational goals and can be leveraged to cultivate a positive work environment that maximizes employee engagement, innovation, and overall effectiveness.

The Competing Values Framework (CVF) theory is essential for examining organizational culture and its impact on employee performance in private universities. By categorizing cultures into four types Clan, Adhocracy, Market, and Hierarchy CVF facilitates an analysis of how these cultural traits influence employee behavior and effectiveness (Cameron & Quinn, 2011). This framework not only helps in assessing current cultural dynamics but also provides a basis for implementing targeted cultural changes that align with desired performance outcomes. Ultimately, CVF contributes to a deeper understanding of the interplay between organizational culture and employee performance within the educational sector.

However, while the CVF provides valuable tools for classifying organizational cultures, measuring cultural traits, and evaluating strategic fit, it falls short in capturing the deeper layers of organizational dynamics. Specifically, the framework primarily focuses on observable behaviors and values, potentially overlooking the implicit beliefs and assumptions that underpin organizational culture. This deficiency underscores the need to complement the CVF with Edgar Schein's Model, which offers a comprehensive insight of cultural complexities by addressing underlying assumptions. Thereby, by integrating Schein's model, researchers and practitioners can achieve a more holistic perspective on organizational

culture, leadership, and the process of cultural change, hence enhancing the effectiveness of strategic interventions and employee performance improvement initiatives.

### **2.2.2. Edgar Schein model**

Edgar Schein, a widely respected scholar in the realm of organizational culture, introduced a model in 1985 that offers a framework for comprehending the layers and dynamics of organizational culture (Schein, 2004). Schein's model, as outlined in 1985, comprises three tiers: “artifacts and behaviors, espoused values, and underlying assumptions”. At the initial level, artifacts and behaviors encompass the observable aspects of organizational culture, including physical symbols, rituals, language, and actions that can be seen within the organization. These tangible elements of artifacts and behaviors act as visible manifestations of the deeper cultural dynamics, granting insight into the organization's operations, as well as its values and norms (Schein 1985).

In Schein's model, the second level encompasses “espoused values, which are the publicly communicated stated beliefs, ideals, and aspirations of an organization, often conveyed through official statements, mission statements, and shared goals, ultimately guiding organizational decision-making and behavior while facilitating alignment of individual actions with the overarching organizational culture” (Schein, 2004).

Beneath the surface, the final tier in Schein's model focuses on underlying assumptions. These are the core beliefs, attitudes, and unconscious assumptions held by individuals within the organization. Unlike espoused values, underlying assumptions may not be explicitly stated or consciously recognized (Schein, 2004). They are deeply ingrained and shape individuals' perceptions, thoughts, and actions within the organizational context. These assumptions are formed through shared experiences and long-term exposure to the organization's culture (Tipuric, 2022).

Tipuric (2022) further states that , Schein emphasizes that underlying assumptions represent the most fundamental and enduring aspect of organizational culture. They influence decision-making, problem-solving approaches, and behavioral norms within the organization. They form the foundation of organizational culture and are resistant to change, often requiring significant effort and intervention to modify. Schein's model of organizational culture holds considerable implications for understanding the relationship between organizational culture and employee performance in private universities.

The model's three tiers, which encompass “artifacts and behaviors, espoused values, and fundamental underlying assumptions” (Pell & Amigud 2023), provide valuable insights into the way organizational values are conveyed and impact behavior, as Schein (2004) describes. As highlighted by (Pell & Amigud 2023), the espoused values level, encompassing publicly stated institutional beliefs and aspirations, holds significance, particularly in investigating the alignment of these values with actual practices and their role in guiding decision-making processes, thereby offering crucial insights into their impact on employee performance and their potential to notably influence motivation, engagement, and satisfaction.

Applying Schein’s model enables a comprehensive analysis of organizational culture and its effect on employee performance. By exploring the alignment between artifacts, espoused values, and underlying assumptions, universities can identify cultural strengths and weaknesses that influence motivation and job satisfaction (Kucharska & Kacprzak, 2021). This understanding is crucial for university leaders aiming to cultivate a positive culture that enhances employee performance and supports institutional objectives.

## **2.3. Empirical Literature Review**

This section reviews empirical literature on organizational culture and employee performance, including studies conducted globally, regionally, and locally. It critically examines the relationship between organizational culture and employee performance, drawing on findings from various contexts.

### **2.3.1. Introduction**

In this part of the chapter, empirical evidence on the role of organizational culture and its impact on employee performance was presented. The literature review incorporated studies conducted internationally, regionally, and locally, offering a critical examination of the literature that focused on the link between organizational culture and market-driven factors in shaping employee performance. This synthesis of findings highlighted the complex interplay between these elements and their influence on organizational effectiveness.

### **2.3.2. The role of organizational culture in influencing employee performance**

The concept of organizational culture has been extensively explored and defined by various authors and theorists. Tyler (1871) was among the first scholars to define culture as "that complex whole which includes knowledge, belief, art, moral, law, custom, and any other capabilities and habits acquired by man as a member of society" (Bamidele, 2022, p.288). Numerous academic studies and empirical data have demonstrated a significant link between organizational culture and employee performance. According to Code Stringers (2023), "it is estimated that strengthening company culture can boost employee performance by 22% and reputation outcomes by 16%. The author further states that a positive organizational culture can foster employee performance by creating a supportive, collaborative, and innovative work environment" (Code Stringers 2023, Pg.8). For instance, (Aslam 2023) highlighted Google's renowned focus on employee well-being, offering

complimentary healthy meals, onsite medical services, and fitness classes. This approach has consistently earned Google recognition as one of the premier workplaces globally.

Globally, studies consistently reveal a significant relationship between organizational culture and employee performance. For instance, a study by (Sundararajan et al., 2020) on the culture of Edge Newspaper in Malaysia and their impact on the employees' job performances highlighted that a positive organizational culture emphasizing shared values and supportive leadership correlated positively with productivity and job satisfaction. This suggests that organizational culture can be leveraged by top management to encourage and manage employees effectively. Similarly, a study by (Kuswati, 2020) at the Indonesian municipal water works revealed that organizational culture significantly influenced employee performance, accounting for 68.5% of the impact on service quality at the Municipal Waterworks in Majalengka Regency. These findings highlight the importance of organizational culture in enhancing employee performance outcomes.

In the regional context, a scientific examination of a South African bank by Pillay and Kader (2018) investigated into the impact of organizational culture on employee performance and productivity within the banking sector. The findings revealed a positive perception of organizational culture, with recognition of its significance by the company. The study established a significant influence of organizational culture on employee performance and productivity. Similarly, Jiddah et al. (2016) examined organizational culture's role on employee performance in Nigeria, linking factors such as consistency and organizational mission to job effectiveness and efficiency. Methodological approaches in these studies align with the use of surveys and correlation analysis to establish the relationship between variables, helping to identify both conceptual and contextual gaps in how this dynamic plays

out. These studies used regression models and hypothesis testing to reveal the direct effect of culture on performance.

In the local context, a study conducted by Misigo (2017) investigated the impact of organizational culture on organizational effectiveness in Kenya's Ministry of Water and Irrigation (State Department of Water) and its influence on employee performance within the country's Civil Service. While the study did not directly measure employee performance, it found that a culture that fostered teamwork, open communication, and shared values positively affected organizational effectiveness, which indirectly relates to employee performance. Further, Wambugu (2014), in his study on the effects of organizational culture on employee performance at Wartsila - Kipevu II Power Plant, revealed significant insights. He highlighted how businesses that adapt organizational culture also see shifts in employee performance expectations. The study noted that employees play a crucial role in organizational success, and the norms, procedures, and cultures within organizations must evolve to meet these demands.

Educational researchers, drawing inspiration from the corporate sector, have explored organizational cultures in private universities. Research has consistently highlighted the significant role of organizational culture on employee performance across contexts and industries (Coman & Bonciu, 2016). This principle holds true in private universities, where a positive culture can motivate faculty and staff, aligning them with institutional goals. Studies like (Münevver et al., 2014) found that shared beliefs, values, and symbols alone do not enhance employee performance unless harmonized with policies and practices for better coordination. This study points to a gap in how culture impacts performance specifically in universities, calling for more detailed research to fill the conceptual gap by understanding how policy alignment influences outcomes.

Ekpenyong and Ekpenyong (2016) focused on staff performance and satisfaction at Niger Delta University, revealing the need to align individual values with organizational values. However, the research fails to address how these findings relate to Kenya's context, especially within private universities. Onyango (2021) expanded this research into private universities in Kenya, revealing that traits like a clear mission and high employee involvement enhance performance. However, adaptability alone did not have a significant independent impact. This highlights a contextual and conceptual gap in identifying which dimensions of organizational culture are most influential in Kenya's academic institutions. This study will fill this gap by investigating the specific dimensions of organizational culture in private universities in Langata Sub- County, Nairobi, with a focus on identifying dominant traits and how they impact employee performance.

Moreover, while studies in other regions have used quantitative approaches like surveys, there is limited empirical data focusing on private universities in Kenya. This study will address this methodological gap by using a qualitative approach, relying on in-depth one-on-one interviews to capture an understanding of how different cultural dimensions affect employee performance in these institutions. This method allows for a deeper exploration of personal experiences and perceptions, providing rich insights into the impact of organizational culture on employee outcomes within the context of private universities in Langata Sub-County.

### **2.3.3. The dominant organizational culture adopted by Private universities**

Bamidele (2022) states that organizational culture serves as the cohesive force that binds employees together, fosters their dedication to a shared mission, and energizes their creativity and motivation. The author further asserts that the influence of organizational culture extends to shaping an organization's responsiveness, quality standards, problem-solving

capabilities, and unique strengths. Consequently, it significantly impacts employees' attitudes, as well as overall organizational effectiveness and performance.

According to Abane et al. (2022), establishing an organizational culture that recognizes and appreciates every member's contribution proves highly effective in cultivating stronger organizational commitment and job satisfaction. Therefore, understanding the dominant organizational culture adopted by private universities is essential for gaining insights into their operational dynamics and effectiveness in achieving their objectives.

As highlighted in the theoretical framework of this study, Quinn and Rohrbaugh introduced the Competing Values Framework in 1983, which identifies four fundamental organizational culture types based on two key variables: “the organization's focus (either internal on employees or external on customers and the market) and its orientation towards stability and control versus flexibility and change” (Qalati et al., 2022). The four types of organizational culture according to the Competing Values Framework (CVF) theory are “clan culture, which emphasizes collaboration and employee development, fostering a family-like atmosphere within the organization; adhocracy culture, which prioritizes innovation and risk-taking, encouraging adaptability and entrepreneurship to seize opportunities; hierarchy culture, which focuses on stability and control through clear structures and formal processes, ensuring efficiency and consistency; and market culture, which is driven by competition and achievement, delivering results and prioritizing customer needs for market success” (Makena et al., 2023). Each culture type represents a different approach to organizational values and practices, and organizations may exhibit characteristics of one or a combination of these cultures based on their goals and external environment (Schein, 2004).

Warter (2019) emphasizes that comprehending the dominant organizational culture within private universities is crucial, as it shapes the institution's atmosphere, values, and

identity, with substantial effects on the learning experience, employee contentment, decision-making, and external reputation. This recognition and cultivation of culture, according to the aforementioned author, empowers private universities to cultivate a united, purpose-driven, and thriving academic community.

Globally, Coman and Bonciu (2016) conducted a study on “organizational culture as a function of institutional type in higher education in Minnesota state,” United States of America. The study found that clan cultures were predominant on campuses of baccalaureate colleges, as indicated by academic deans. A comparable study was carried out to investigate and examine the prevailing organizational culture within accredited private universities in East Java, Indonesia. The study utilized the competing values framework as its approach. The findings revealed that all the indicators of organizational culture, which encompass adhocracy culture, clan culture, hierarchy culture, and market culture, were observed in the various departments of private universities. Notably, clan culture emerged as the predominant culture in these institutions (Rumijati, 2019).

A study conducted by Vasyakin et al. (2016) at Plekhanov Russian University of Economics identified a preponderance of a hierarchy culture. This culture, focusing on stability and cost-saving, was found to be the most dominant organizational culture at the university. However, the study suggested a need for a shift towards an adhocracy culture to promote innovation and unique technologies, while also enhancing market and clan components. Such a shift was deemed essential for improving the university's performance and ensuring its long-term growth and success. The study underscored the importance of continuously correcting and stimulating the development of organizational culture to achieve the desired ideal state.

A study by Beytekin et al. (2016) on organizational culture in universities in Nigeria revealed that hierarchy and market cultures are more dominant at Ege University compared to

adhocracy and clan cultures. Adhocracy culture, which emphasizes flexibility, individuality, and innovation, was found to be less prevalent. Acquah, Seshie, and Zogbator (2015) conducted a study on “an assessment of the impact of organizational culture on performance from a faculty perspective in non-faith based private university colleges in Ghana” and established that all four types of culture exist in these institutions, with a recommendation to “reduce power culture and enhance achievement and support cultures” (Seshie and Zogbator 2015). (Gap Addressed: Need for regional studies focusing on specific cultures)

Another study by Ndlovu et al. (2017) conducted in South Africa established that the dominant culture in this study is a mix of role culture, achievement culture, and support culture, prioritizing stability, innovation, and employee retention. Power culture, while present, needs improvement as it shows a negative role with certain aspects of commitment. Similarly, a study on organizational culture at Hawassa University in Ethiopia found a dominant hierarchical culture but a desire for a shift to clan culture. Both clan and hierarchical cultures were stronger than other cultural groups (Birhanu, 2019). (This section improves the review by focusing on the South African and Ethiopian contexts, addressing the gap for an African perspective).

In Kenya, a study conducted by Nderitu et al. (2020) investigated the influence of organizational culture on the execution of strategies within privately chartered universities in the country. The research utilized the Competing Values Framework to determine the prevalent types of organizational culture within these universities. Through regression analysis, the study demonstrated that clan culture emerged as the most predominant organizational culture in these institutions.

Another study by Mwangi and Waithaka (2018) on organizational culture and performance of public universities in Kenya established that the prevalent culture in public universities in Kenya is primarily role culture. The authors further stated that role culture was

found to have the most significant influence on organizational performance compared to other aspects of organizational culture such as “task culture, power culture, and person culture.” Role culture was determined to influence performance largely than the other variables studied. (Gap Addressed: Need for detailed insight into the specific cultural dimensions influencing performance in private universities in Langata sub-county).

While existing studies have examined organizational culture in various contexts, including higher education institutions in Kenya, there seems to be a lack of specific research on the dominant culture within private universities in Langata sub-county. Understanding the dominant culture in these institutions could provide valuable insights for improving organizational performance, implementing strategies for organizational development, and promoting employee engagement and satisfaction.

#### **2.3.4. Dimensions of organizational culture that influence employee performance**

Comprehending the dimensions of organizational culture is critical for optimizing employee performance, particularly within private universities in Langata sub-county, Nairobi. The purpose of this study is to discuss these dimensions in depth, as they play a fundamental role in shaping behavior, attitudes, and overall performance. Organizational culture dimensions such as leadership style, employee empowerment, organizational values and norms, effective communication, and learning and development opportunities have all been found to influence the work environment and employee outcomes.

Leadership style, as discussed by Khan et al. (2020), is integral to fostering a culture that enhances employee performance. Transformational leadership, in particular, promotes motivation, trust, and collaboration, thereby creating a conducive work environment. The study by Yildiz and Gul (2016) underscores the importance of both transformational and transactional leadership in shaping organizational cultures, with each style impacting different

aspects of culture and performance. This study addresses a methodological gap by analyzing how leadership styles operate within the specific context of private universities, a focus that has been largely overlooked in previous research.

Employee empowerment is another key dimension. According to Tanjeen (2013), empowerment is essential for cultivating creativity, innovation, and productivity. Empowered employees tend to take ownership of their work, leading to higher levels of job satisfaction and commitment. Alkahtani et al. (2020) emphasize the positive outcomes of empowerment, highlighting its ability to enhance performance. In the context of this study, the analysis of empowerment within private universities in Langata fills a contextual gap, as previous studies have not sufficiently explored how empowerment practices contribute to performance in this setting.

Organizational values and norms also play a pivotal role in influencing employee behavior and performance. Bamidele (2022) points out that alignment between organizational and individual values fosters a sense of belonging, which in turn boosts motivation and engagement. Ababneh (2021) further asserts that when employees identify with the values of their organization, they are more likely to engage with quality initiatives and contribute positively to the organization's mission. This study addresses a conceptual gap by investigating the influence of organizational values in private universities, where the alignment of values may have a distinct impact on employee outcomes.

Effective organizational communication is essential for building a culture of transparency and trust. As noted by Bamidele (2022), open communication channels lead to greater clarity and employee engagement. Research by Kakakhel et al. (2015) supports this, showing that strong communication practices are associated with increased job satisfaction and commitment. The analysis of communication practices in this study addresses the contextual

gap by focusing on private universities in Langata, where the role of internal communication has not been extensively examined in relation to employee performance.

Learning and development opportunities are crucial for fostering a culture that values continuous improvement. Hardiyono et al. (2017) highlight the importance of such opportunities in enhancing employee skills, motivation, and engagement. Alkahtani et al. (2020) argue that organizations investing in employee development often see improvements in creativity and innovation. This study contributes to filling the conceptual and contextual gaps by exploring how learning and development initiatives impact employee performance specifically in private universities, where professional growth is directly tied to both institutional success and employee satisfaction.

The research gap is evident in the lack of comprehensive studies that address the methodological, contextual, and conceptual dimensions of organizational culture in private universities in Langata sub-county. Most existing literature focuses on general organizational settings or public institutions, leaving a void in understanding the unique challenges and opportunities faced by private universities in Kenya. This study aims to bridge this gap by providing an integrated analysis of the various dimensions of organizational culture and their collective impact on employee performance. By focusing on a specific and under-researched context, this study contributes valuable insights that can enhance organizational outcomes and create a more positive work environment within private universities.

### **2.3.5 Market-driven factors that affect organizational culture and employee performance in private universities**

UNESCO (2021) defines market-driven factors, specifically in the context of private universities, as the forces arising from the higher education market. These factors encompass the external influences and pressures from the market environment, which significantly

impact the organizational structures and operations of private universities (Farrukh et al., 2023). It is evident that these market-driven forces, such as competition, financial sustainability, student-centric approaches, and adaptability, exert a substantial influence on organizational culture and, consequently, on employee performance. The literature provides various examples of how these market-driven factors shape private universities, although significant gaps remain in how these dynamics play out in specific contexts like Langata sub-county, Nairobi. This section reviews these factors and highlights the gaps in existing research that this study seeks to address.

#### **2.3.5.1 Competition and Performance Pressure**

Competition and performance pressure are critical market-driven factors influencing organizational culture and employee performance. According to UNESCO (2021), the heightened competition within the higher education sector often fosters a results-driven environment, where metrics such as student enrollment and research output are prioritized (Grossi et al., 2020). This competitive atmosphere can shape a performance-oriented culture, which, while fostering achievement, may also lead to an individualistic and highly competitive work environment. This individualistic culture can, in turn, negatively affect collaboration and employee well-being, as noted by Joseph and Kibera (2019). Striking a balance between competitive pressures and employee well-being is crucial, as Piest and Schreck (2021) argue, to sustain employee satisfaction and motivation.

However, the literature lacks empirical data specifically focused on how competition within private universities in Langata sub-county affects employee performance and organizational culture. This is a key gap in existing research, where most studies provide theoretical perspectives but do not address the specific dynamics faced by universities in this local context. This study seeks to fill this contextual gap by exploring how competition

impacts organizational culture and employee performance in private institutions within this region.

### **2.3.5.2 Financial Sustainability**

Financial sustainability is a critical factor shaping organizational culture, particularly in private universities where funding and financial health directly impact operations. Stable financial conditions allow institutions to invest in infrastructure, attract high-quality faculty, and offer competitive compensation packages, which boosts job satisfaction and performance, as noted by Kromydas (2017). Conversely, financial instability can create a risk-averse culture, leading to decreased employee morale and a focus on short-term survival over long-term growth (Frida et al., 2020). Financial constraints may limit opportunities for innovation, negatively affecting organizational culture and employee performance.

While the importance of financial sustainability is well established in the literature, there is limited research examining how financial pressures specifically affect private universities in Langata sub-county, Nairobi County. The existing research often focuses on public institutions or more developed regions, overlooking the unique financial challenges faced by private universities in this area. This study aims to address this conceptual and contextual gap by providing localized insights into how financial stability or instability shapes organizational culture and employee performance within these institutions.

### **2.3.5.3. Student-Centric Approach**

A student-centric approach has increasingly become a key market-driven factor in shaping the organizational culture of private universities. As Vistro-Yu et al. (2020) explain, a student-centric model prioritizes student satisfaction, with the aim of attracting and retaining students by enhancing the overall educational experience. This approach can foster

a culture of continuous improvement and collaboration among staff, ultimately improving employee performance and creating a more positive work environment (Rosca & Abrudan, 2015).

However, Oleksiyenko (2019) raises concerns that overemphasis on student satisfaction may lead to negative consequences, such as imbalanced resource allocation and a consumerist mindset among students, which could undermine academic rigor and faculty morale. He further states that such challenges might result in a weakened organizational culture and reduced employee performance. Despite these potential downsides, there is limited empirical research exploring the impact of student-centric models on organizational culture and employee performance in private universities in Langata sub-county. This study fills this methodological gap by examining both the positive and negative implications of student-centric approaches within this specific context.

#### **2.3.5.4. Adaptability and Flexibility**

Adaptability and flexibility are essential market-driven factors that influence organizational culture, particularly in today's rapidly changing educational landscape. Coman and Bonciu (2016) highlight that institutions with a culture that values innovation and continuous learning tend to foster greater adaptability among employees, allowing them to embrace change and explore new opportunities. In contrast, Hogan and Coote (2014) suggest that rigid organizational cultures that resist change can lead to stagnation, demotivation, and reduced productivity among employees. Institutions that fail to foster adaptability may struggle to maintain employee performance in the face of external pressures such as technological advancements, shifts in student demographics, or financial constraints.

Existing studies often highlight the importance of adaptability, but they rarely explore how this factor specifically shapes employee performance within private universities in

Nairobi. This study aims to address this gap by investigating how adaptable organizational cultures in private universities in Langata sub-county enhance or hinder employee performance.

From the foregoing, it is evident that market-driven factors significantly shape the organizational culture and employee performance within private universities. However, despite the broad understanding of how competition, financial sustainability, student-centric approaches, and adaptability influence institutions globally, there is a lack of focused research on how these dynamics play out in private universities in Langata sub-county, Nairobi County. Most of the existing studies provide general or theoretical perspectives but fail to consider the unique challenges and opportunities faced by institutions in this specific context. This research gap, both in terms of localized empirical studies and context-specific analysis, highlights the need for a deeper exploration of how market-driven factors influence organizational culture and employee performance within private universities in Langata sub-county. By addressing this methodological, contextual, and conceptual gap, this study aims to contribute valuable insights that will help these institutions optimize their organizational culture and enhance employee performance in response to the pressures of the higher education market.

#### **2.4. Research Gap**

The research gap in this study pertained to the limited exploration of the combined effects of both internal factors, such as dominant organizational culture, and external factors, specifically market-driven influences, on organizational culture and employee performance within private universities in Kenya. While existing research primarily concentrated on the impact of organizational culture on employee attitudes, as noted by Joseph and Kibera (2019) and Grossi et al. (2020), a significant gap remained in understanding how these cultural dynamics, particularly in response to market-driven pressures like competition, financial

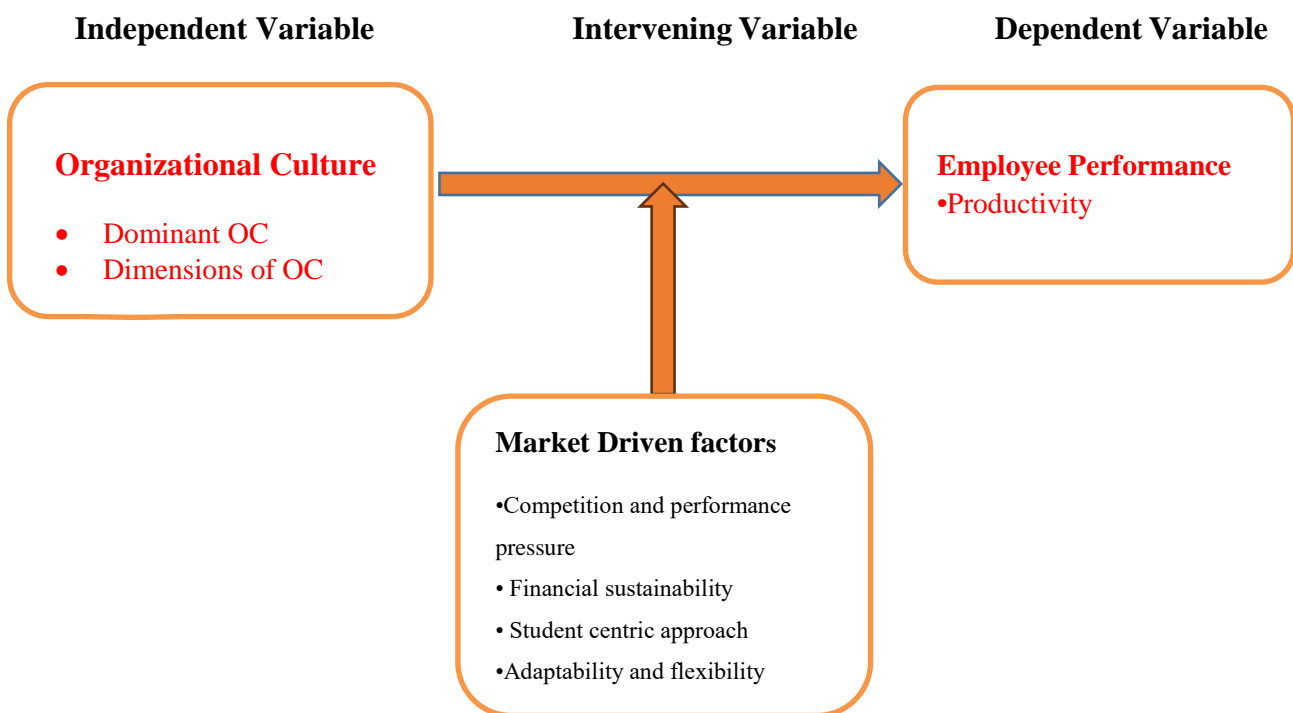
sustainability, and adaptability, could reshape organizational culture and, subsequently, employee performance. Moreover, most studies did not adequately address the specific context of private universities in Langata Sub-County, Nairobi, where these institutions faced unique challenges, including financial instability and heightened competition, as highlighted by Frida et al. (2020) and Farrukh et al. (2023).

This study therefore aimed to fill this gap by offering a comprehensive discussion of how external market-driven factors and internal cultural dimensions interacted to influence organizational culture and employee performance. It provided empirical insights into how cultural shifts within these universities, driven by competition, financial pressures, and a student-centric approach, affected employee performance outcomes, as demonstrated by Kromydas (2017) and Rosca and Abrudan (2015). By focusing on this dynamic relationship, the research sought to contribute valuable knowledge that could enhance employee performance and organizational success in private universities, particularly those in Langata Sub-County, Nairobi, an area that had been underexplored in the literature.

## 2.5. Conceptual Framework

The connection between the independent and dependent variables is illustrated in the conceptual framework of this study, as depicted in the figure 1.3. Independent Variable: Organizational culture, Intervening Variable: Market-driven factors, Dependent Variable: Employee Performance.

1.3 Figure: Conceptual Framework



In the conceptual framework of this study, organizational culture was identified as the independent variable, serving as the foundation that shapes behaviors, attitudes, and practices within private universities. Various dimensions of organizational culture, including leadership style, employee empowerment, and effective communication, established the internal environment that directly influenced how employees interacted with their work and each other.

The dependent variable was employee performance, which encompassed measures of productivity, job satisfaction, and overall effectiveness. Market-driven factors acted as

intervening variables, influencing the relationship between organizational culture and employee performance. These external pressures, such as competition, financial sustainability, and a student-centric approach, could either enhance or hinder employee performance by affecting the internal dynamics of the organizational culture. This framework aimed to clarify how organizational culture directly impacts employee performance, with market-driven factors mediating this relationship.

## **2.6. Chapter Summary**

This chapter has discussed the theories on which the study was anchored, as well as the empirical studies that scholars have carried out on organizational culture and performance. It summarized the research gaps arising from previous studies. The conceptual framework was derived, showing the interrelationships between variables.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter outlines the approach and techniques to be employed in finding, gathering, processing, and analyzing data as guided by the study's research questions. It provides a concise explanation of the chosen research design, location of the study, target population, sampling method, and sample size determination. Additionally, it describes the research instruments, pre-testing procedures for ensuring validity, ethical considerations, data collection methods, data management procedures and data analysis. The section also encompasses reflexivity aspects and outlines the anticipated results of the investigation.

### **3.2 Research Design**

According to Klein (2022), a research design functions as a structured plan to address various research challenges including managing time, resources, and data collection techniques. The primary aim is to provide a framework for gathering and analyzing data (Bryman, 2016). The utilization of a multi-case study design in this research serves as a strategic approach to cushion the variables under investigation. In the context of exploring the intricate relationship between organizational culture and employee performance outcomes, the choice of a multi-case study design is particularly beneficial. According to Priya (2020), qualitative research method enables an in-depth exploration of multiple cases, offering a unique instance for each, thus allowing for a comprehensive analysis.

By utilizing a multi-case study approach, the researcher was able to develop theoretical insights and provide broader generalizations, while carefully managing and contextualizing the variables under investigation (Ridder, 2017). The selection of private universities in Langata Sub-County for this study was aimed at exploring unique insights specific to the local higher education context. This focus ensured that the study examined institutions facing common regional challenges and market dynamics, providing a more

tailored understanding of organizational culture and employee performance within this geographic area. By concentrating on this specific locale, the study was positioned to offer contextually relevant findings that may not have emerged from broader or more generalized studies. This approach, endorsed by Hunziker and Blankenagel (2021), is designed to provide comprehensive insights into the challenges and opportunities facing these institutions, thereby contributing significantly to both academic scholarship and practical decision-making in the local educational landscape.

### **3.5. Location of the study**

The study took place in Nairobi County, the capital city of Kenya, which consists of seventeen (17) sub-counties. Nairobi County is located in south-central Kenya, bordered by Kiambu County to the north and west, Machakos County to the east, and Kajiado County to the south. Nairobi covers an area of approximately 696 square kilometers and lies at an altitude of 1,795 meters (5,889 feet) above sea level, resulting in a subtropical highland climate (World Bank, 2021). The county experiences moderate temperatures ranging from 10°C to 25°C (50°F to 77°F), with annual rainfall primarily concentrated during the long rainy season (March-May) and the short rains (October-December). Humidity levels vary, averaging between 60% and 80%, and the terrain features hilly regions in the western parts and flatter, lower-lying areas toward the east (Republic of Kenya, 2020).

Among the seventeen sub-counties in Nairobi, the study focused on Langata Sub-County, located in the southwestern part of Nairobi County. Langata is an area with a mix of urban and peri-urban settings, characterized by notable social infrastructure, including roads, residential estates, health facilities, and educational institutions. The presence of the Ngong Forest, as well as patches of indigenous vegetation, contributes to the area's distinct environmental profile. Langata Sub-County also boasts a diverse population density, with

more densely populated regions around Kibera and less dense, affluent areas like Karen. Nairobi County hosts twelve (12) private universities, according to the Commission for University Education (CUE, 2022). These universities are distributed across various sub-counties: Langata Sub-County houses five (5) private universities, Starehe Sub-County hosts four (4), Kasarani Sub-County accommodates two (2), and Roysambu Sub-County is home to one (1) private university (CUE 2022).

The rationale for selecting the five private universities in Langata Sub-County for this study lies in the diversity of institutional characteristics, including student demographics and program offerings. Langata's universities reflect a variety of organizational cultures shaped by their distinct religious affiliations, such as Catholic and non-Catholic Christian institutions, which influence their core values and missions (Njenga, 2018). Some universities in the area also have specialized academic focuses, such as institutions exclusively offering health-related programs, which added a rich dimension to the exploration of how different organizational cultures affect employee performance. This diversity made Langata Sub-County an ideal setting for the study, providing insights into how the organizational environment within higher learning institutions can affect overall employee performance.

### **3.6. Target Population**

The target population is “a particular group of individuals with specific attributes that forms the central focus of a research study” (Majid, 2018). This encompassing group constitutes the core subjects that the researcher aims to investigate and draw conclusions about, relying on the gathered data. The delineation of the target population is shaped by the research objectives and the precise inquiries being tackled (Majid, 2018). The target population for this study consisted of 25 individuals drawn from faculty members, administrators, department heads, support staff, and students within five private universities

located in Langata Sub-County, Nairobi County, Kenya. Inclusion criteria for participation in the study-encompassed individuals actively engaged in their respective roles within the university community, including faculty members serving as teaching staff, administrators holding administrative positions, department heads overseeing academic or administrative departments, support staff providing non-academic services, and enrolled students.

Including students in the study was crucial for understanding the interaction between organizational culture and employee performance within the university setting. As key stakeholders, students are directly impacted by the performance of faculty, staff, and administrators. Their insights shed light on how effectively employee roles foster a conducive learning environment, reflecting the institution's organizational culture. This approach aligns with Trowler et al. (2021), who highlighted the importance of student engagement in shaping institutional dynamics and employee performance in higher education. Exclusion criteria entail individuals not affiliated with the participating universities, individuals unable to provide informed consent, and participants with known conflicts of interest related to the research topic. These criteria will ensure a comprehensive representation of stakeholders while maintaining the integrity and validity of the research results.

### **3.6.Sampling Method**

This qualitative research adopted purposive sampling to select five private universities in Langata Sub-County, ensuring a focused exploration of organizational culture's influence on employee performance within this specific context. The participants were strategically selected from within these universities based on their roles and relevance to the study objectives. Faculty members were selected by focusing on those actively engaged in teaching, with both full-time and part-time faculty considered, particularly those who had experience in organizational decision-making or departmental processes. Administrators and Heads of Departments (HODs) were identified based on their leadership roles and direct

involvement in shaping policies and decisions within their institutions. These participants were selected through consultations with university administration offices, ensuring that those most familiar with institutional culture were included.

Support staff were selected from non-academic departments, such as maintenance, security, and student services, where their role in the operational aspects of the university could provide insights into how organizational culture affected performance. Students were chosen based on their academic levels and involvement in extracurricular activities, allowing for a broad perspective on how organizational culture affected the student experience. Once selected, participants were engaged within their respective campuses through interviews and discussions, with data collection facilitated by an interview guide designed to gather in-depth insights into the organizational culture of each university.

### **3.8. Sample Size Determination**

This study on organizational culture and employee performance in Private universities in Langata Sub-County, Nairobi, a sample size of 25 participants, representing diverse roles from five private universities, is chosen through non-probability sampling. The selection aims for data saturation, allowing for comprehensive exploration of the research topic without overwhelming data analysis. This size, as recommended by Creswell (2018) and Sebele (2021), strikes a balance between in-depth investigation and practical manageability. Including individuals from various roles enriches the depth and complexity of findings. Hennink and Kaiser (2022) support the absence of a definitive sample size, emphasizing the importance of enabling original insights and thorough understanding while aligning with the concept of saturation.

### **3.9. Research Instruments**

This research will utilize an interview guide as the primary instrument for data collection. The choice of an interview guide is ideal due to its structured yet flexible format, allowing for systematic exploration of key themes while providing the adaptability needed to capture insights and experiences within the specific context of private universities in Langata Sub-County (CBird,2016). The structured nature ensures a focused inquiry into organizational culture and its influence on employee performance, while the flexibility accommodates the diverse perspectives and roles of key stakeholders.

Additionally, an observation checklist will complement the interview guide, introducing a valuable layer to the data collection process. According to Denham and Onwuegbuzie (2013), observation allows for the capture of non-verbal cues and contextual information during the interviews, providing a more holistic understanding of the organizational dynamics. This study will further use document analysis and reporting to provide insights into historical organizational culture development, enabling data synthesis and enriching the research narrative.

### **3.10. Pre-testing of Instruments**

To conduct the pre-testing of the interview guide in this study, a sample of five individuals affiliated with a university college in Langata Sub-County, similar in characteristics to the primary universities of focus, was selected. These individuals represented key stakeholder groups faculty members, administrators, department heads, support staff, and students. The pre-test aimed to simulate the actual interview process by administering the interview guide in a controlled setting.

The process began by briefing the participants on the objectives of the study and securing their informed consent. The pre-testing session mirrored the planned interviews, where participants were asked the same questions that would be posed during the main study. The researcher observed how the participants responded to the questions, paying close attention to any confusion or difficulty they experienced in understanding or answering specific items. This process helped identify ambiguous or unclear wording, redundant questions, and any gaps in the guide that needed to be addressed.

After the pre-test interviews, participants were encouraged to provide feedback on the clarity, structure, and relevance of the interview guide. Their insights were instrumental in refining the tool to ensure that it was comprehensible and effective in gathering accurate data on organizational culture and employee performance (Sebele, 2021). The data from the pre-test were thematically analyzed to assess whether the questions effectively captured the intended variables, ensuring the instrument's dependability and validity. This feedback-driven process ensured that any identified issues were rectified before the main study, leading to more reliable and accurate data collection (Creswell, 2018).

### **3.11. Trustworthiness**

Stahl and King (2020) define trustworthiness as the reliability and credibility of research findings. To ensure trustworthiness, the researcher will employ rigorous methods. Credibility, validated through triangulation and member checking involving participants, will be emphasized. Dependability will be upheld through meticulous maintenance of an audit trail and clear documentation for consistency. Confirmability, focusing on objectivity, will be maintained through continuous reflexivity to mitigate biases.

### **3.12. Data Collection Procedures**

According to Kabir (2016), “data collection procedure refers to the systematic and structured process of gathering, recording, and obtaining information or data from various sources for analysis, research, or decision-making” (Kabir, 2016). This process follows a set of well-defined steps aimed at ensuring the accuracy, reliability, and relevance of the data collected. Data collection procedures may vary depending on the study’s nature, the type of data being gathered, and the research objectives (Kabir, 2016).

For this study, the data collection procedure involved conducting face-to-face, in-depth interviews with participants from five private universities in Langata Sub-County, Nairobi County, Kenya. Participants were selected through purposive sampling to capture a wide range of perspectives, including faculty members, administrators, department heads, support staff, and students. The interviews were guided by a pre-designed interview guide and audio-recorded with participants’ consent. After the interviews, the recordings were transcribed for analysis. Each interview lasted approximately 30 to 40 minutes, and data collection continued until data saturation was reached.

### **3.13. Data Management**

All interview information was safely archived. The voice recorder was in an airtight container and transported elsewhere for analysis. The data will be securely preserved digitally and physically after initial use. To respect the participants’ privacy and the veracity of their comments, the researcher reported the findings with complete candor and integrity.

### **3.14. Data Analysis**

Data analysis is defined as “the systematic process of inspecting, transforming, and interpreting collected data to extract meaningful insights, identify patterns, and draw conclusions” (Nowell et al., 2017, p. 7). According to the authors, data analysis involves applying various methods to interpret information gathered during data collection, aiming to uncover relationships, trends, and associations that enable researchers to address research questions and draw informed conclusions.

Data analysis in this study, focusing on the role of organizational culture on employee performance, followed a structured, three-stage approach as outlined by Rutledge and Hogg (2020). This process began with the transcription of interviews, where all audio-recorded sessions were transcribed verbatim. This step was crucial for capturing the authenticity and detail of the participants' responses, ensuring accuracy and preserving the integrity of the data. Transcribing the interviews also provided a solid foundation for the subsequent stages of analysis, allowing the researcher to organize and prepare the data effectively for in-depth interpretation.

The next stage involved condensing the data into key themes. Using thematic analysis, the researcher systematically identified recurring patterns and themes that reflected the core issues related to organizational culture and employee performance. This process required careful coding and categorization of responses, helping to highlight significant insights into how different elements of organizational cultures such as leadership styles, communication practices, and shared values impacted employee motivation, productivity, and overall performance within the universities. By distilling the data into coherent themes, the researcher was able to focus on the most critical aspects of the study, making sense of complex relationships within the workplace dynamics. Finally, the findings were presented in a clear

and meaningful way, articulating the connections between the identified themes and the broader research questions.

### **3.15. Ethical Considerations**

Ethical considerations are foundational in this study, prioritizing the well-being, rights, and dignity of all participants, including vulnerable populations such as minors, pregnant women, and individuals with special needs who may be present in the selected institutions. According to the American Psychological Association (2017), upholding ethical principles is crucial to safeguarding the individuals contributing their insights and enhancing the integrity and credibility of the research process and findings.

Before data collection, explicit consent was obtained from participants. Permissions and approvals, such as a letter of introduction from Tangaza University College (TUC) and authorization from the National Commission for Science, Technology, and Innovation (NACOSTI), were secured. Confidentiality was strictly maintained, and all data will be anonymized to safeguard the identities of participants, especially vulnerable populations.

The audio recordings of the interviews were securely stored and accessible only to the researcher to maintain privacy. Any potential conflicts of interest were disclosed, and steps will be taken to minimize undue influence on the study's findings. The researcher adhered to all guidelines and regulations set forth by relevant authorities and obtained all necessary approvals before commencing the study. Throughout the research process, particular attention was given to protecting the rights of vulnerable populations and ensuring their safety, dignity, and confidentiality. Ethical considerations remained a primary focus to uphold the credibility and accuracy of the study.

### **3.16. Reflexivity**

Reflexivity in research refers to the researcher's ability to adapt and make changes in the study design based on emerging insights and unexpected findings (Pandey and Pandey, 2015). It involves critically reflecting on one's biases and assumptions, ensuring a deeper and objective understanding of the research topic (Dörfler, and Stierand, 2020). In this study, reflexivity was embraced as a fundamental approach, emphasizing the researcher's critical self-reflection and adaptability. Throughout the research process, a reflective research journal will be meticulously maintained, capturing personal thoughts, biases, and assumptions. Regular self-reflection sessions will provide an opportunity to identify and acknowledge potential influences on the study.

By wholeheartedly applying reflexivity, the study reinforced its rigor and validity, ensuring a comprehensive exploration of the impact organizational culture and its impact on employee performance in private universities in Langata sub-county, Nairobi County, Kenya.

### **3.17. Envisaged Outcome of the Study**

The study's primary objective was to highlight the importance of cultivating an organizational culture that positively impacts employee performance in private universities in Langata Sub-County. It aimed to show how organizational culture can enhance employee engagement, motivation, and commitment, thereby improving the effectiveness of these institutions. The research sought to understand the relationship between organizational culture and employee performance, highlighting how culture influences employee attitudes and behaviors, which in turn affect job performance, productivity, and the attainment of organizational goals. By analyzing specific cultural elements such as transparent communication, shared values, inclusive leadership, opportunities for growth, and collaborative teamwork, the study identified key factors driving positive performance outcomes. These insights aimed to help universities prioritize and nurture these cultural

aspects to create an environment conducive to improved employee performance and overall institutional effectiveness.

Additionally, the study uncovered challenges private universities face in maintaining and adapting their organizational culture, emphasizing the importance of addressing these challenges for sustained performance improvement. It validated the significance of an adaptive organizational culture that responds effectively to market-driven factors while preserving core values, encouraging universities to proactively align their culture with changing demands. Finally, the study's outcomes were intended to inform policy and practice within private universities, providing evidence-based insights to guide strategic decisions that foster a culture conducive to employee performance and institutional success. Understanding these challenges aimed to develop targeted strategies to enhance the resilience and sustainability of higher education institutions in the area.

### **3.2. Chapter Summary**

The chapter presented the research methodology and design that was used to conduct the study. It has discussed the sampling techniques and size that were employed, the research instruments, data collection procedures, data analysis, and data presentation. Ethical considerations relevant to conducting the study have also been discussed. The subsequent chapter will focus on presenting the findings after data collection from the field have been completed.

## CHAPTER FOUR: DATA ANALYSIS

### 4.1. Introduction

This chapter presents the findings of the study in alignment with its objectives and research questions. It includes the demographic details of the participants and highlights the key themes that emerged from the data.

### 4.2. Demographic Information of the Participants

Table 4.2 present the demographic details of the participants

**Table 4.2.**

No.	Age	Gender	Education Level	Position
P1	55	M	Phd	Dean
P2	20	M	Diploma	Student
P3	35	F	Masters	Full-time Lecturer
P4	30	F	Masters	Part-time Lecturer
P5	35	F	Bachelors	Academic Admin
P6	56	F	Phd	Head of department
P7	34	F	Masters	Students
P8	41	M	Masters	Full-time Lecturer
P9	37	M	Masters	Part-time Lecturer
P10	29	F	BA	Administrative Assistant
P11	50	M	Masters	Head of Department
P12	23	M	Bachelors	Student
P13	48	F	Phd	Full-time Lecturer
P14	46	M	Phd	Part-time Lecturer
P15	35	F	BA	Student
P16	58	F	Phd	Dean
P17	25	M	Masters	Student
P18	50	F	Phd	Full-time Lecturer
P19	38	M	Masters	Part -time Lecturer
P20	40	M	Masters	Accounts Assistant
P21	51	F	Masters	Head of Department
P22	20	F	Diploma	Student
P23	42	M	Phd	Full-time Lecturer
P24	39	M	Masters	Part-time Lecturer
P25	39	M	Masters	Librarian

The study interviewed 25 participants, both male and female, from five private universities in Nairobi County. Among the participants, 5 were heads of departments, while the remaining 15 were employees from various roles, including non-teaching staff, full-time faculty members, part-time faculty members, and 5 students. The age range of participants was between 20 and 60 years old. Of the participants, 56% (14) were 40 years old or younger, and 44% (11) were 41 years old or older. Regarding gender, 48% (12) of the respondents were female, and 52% (13) were male. In terms of educational attainment, 28% (7) held a PhD, 48% (12) had a Master's degree, 16% (4) had a Bachelor's degree, and 8% (2) had a Diploma.

### **4.3. Presentation of qualitative data**

In this study, in-depth interviews were conducted to capture the diverse perspectives of the respondents. The data analysis followed a three-stage procedure as recommended by Rutledge and Hogg (2020). This process included transcribing the interviews, condensing the data into themes, and presenting the findings.

#### **4.3.1. Relationship between organizational culture and employee performance in private universities**

A question was posed to the participants about the relationship between organizational culture and employee performance. The emerging themes included productivity, student outcomes, and institutional success. These themes are presented in Table 4.3 and subsequently discussed in more detail.

**Table 4.3. Organizational culture and employee performance**

<b>Theme</b>	<b>Description</b>	<b>Saliency</b>
<b>Employee Productivity</b>	“When there is a culture of teamwork, employees are able to rely on one another, which streamlines procedures and boosts productivity” (P1). Collaboration is facilitated by mutual support, which results in creative ideas and an agiler organization (P6). “A strong sense of community promotes shared goals and collective problem-solving, enhancing overall productivity” (P12).	15
<b>Student Outcomes</b>	“Academic performance and student engagement are increased when faculty members provide tailored assistance” (P38). “A supportive learning environment is fostered by regular encounters with approachable faculty members, which improves student achievement” (P11).	20
<b>Institutional Success</b>	“A dedication to excellence and innovation propels the attainment of strategic objectives and maintains the institution's status as a leader” (P16). “Adopting an outstanding culture fosters the accomplishing of strategic milestones, cementing the institution's reputation as the leading competitors in academia” (P21).	20

#### **4.3.1.1. Employee Productivity**

The first emerging theme on the link between organizational culture and employee performance was employee productivity, which achieved a saliency score of 20. This score reflects the strong consensus among participants regarding the profound impact of the university's culture on employee productivity, particularly through its emphasis on teamwork and collaboration. All participants articulated how a culture of teamwork enhances efficiency and boosts output. For instance, participant 16 remarked, “*Our culture of teamwork ensures that we can rely on one another, improving procedures and boosting productivity.*” Another highlighted, “*When we work together, we find innovative solutions faster, which enhances*

*our efficiency and output; for example, when we collaborate on research projects, it makes it easier and faster for us to complete.”*

The interviews collectively revealed that the collaborative environment within the university fostered a strong sense of mutual support, leading to higher productivity levels across departments. Participant 8 noted, *“The collaborative environment here makes us feel supported, and that mutual support translates into higher productivity across the board.”*

Despite these positive remarks, some participants raised potential downsides, such as the risk of slowed decision-making due to the need for consensus during time-sensitive projects. Participant 23 cautioned, *“While teamwork is generally beneficial, sometimes decision-making can be slowed down by the need to reach a consensus, which can be frustrating during time-sensitive projects.”* Additionally, there was concern that over-reliance on collaboration could diffuse responsibility, leading individuals to feel less accountable for outcomes. However, the overall sentiment remained overwhelmingly positive, with all twenty employees interviewed agreeing that a collaborative environment significantly enhanced productivity. This strong affirmation of the relationship between teamwork, mutual support, and productivity contributes to the high saliency score of this theme, highlighting its critical importance in understanding how organizational culture influences employee performance.

During the interviews, the researcher observed notable variations in body language and engagement levels among participants. Some interviewees displayed enthusiasm and confidence when discussing the collaborative environment, often leaning forward and making eye contact, which suggested a strong emotional connection to the culture of teamwork. However, when the topic shifted to the potential downsides of collaboration, such as the risk of slowed decision-making, some participants exhibited signs of discomfort, such as fidgeting or avoiding eye contact. This contrast highlighted a complex relationship between pride in

teamwork and the acknowledgment of its challenges. Additionally, the researcher noticed that a few participants seemed hesitant to voice criticisms, indicating a possible reluctance to challenge the prevailing positive narrative around the collaborative culture, suggesting that the atmosphere may discourage open discussions about its limitations.

#### **4.3.1.2. Student Outcomes**

The second emerging theme was student outcomes, which achieved a saliency score of 20. This high score indicates a strong consensus among participants regarding the significant role that university culture plays in facilitating positive student outcomes. The emphasis on mentorship and faculty accessibility emerged as key factors contributing to student success. Respondent number 18 noted that , *“Focusing on mentoring and lecturer availability to students has led to increased academic success and increased satisfaction among students.”* This statement underscores how the institutional culture prioritizes support and guidance, which directly impacts student performance.

Another faculty member shared, *“Our open-door policy allows students to seek guidance at any time, which has significantly improved their confidence and academic performance. For instance, students who regularly attend office hours often show marked improvement in their grades.”* This reflects the importance of an open and approachable faculty, which fosters an environment where students feel comfortable seeking help and advice.

Furthermore, a third participant added, *“The university’s commitment to a supportive culture means we can provide personalized feedback and support, leading to higher retention rates and student satisfaction. For example, our peer mentoring programs have been instrumental in helping first-year students transition smoothly into university life.”* This highlights how a nurturing academic environment, characterized by personalized support and mentorship, is integral to improving student retention and satisfaction rates.

Overall, the unanimous agreement among faculty members regarding the impact of university culture on student outcomes contributes to the high saliency score of 20 for this theme. It emphasizes the critical importance of fostering a supportive academic environment that not only enhances students' academic performance but also promotes their overall well-being and success.

During the interviews, the researcher observed a palpable enthusiasm among participants when discussing student outcomes. Many faculty members displayed a sense of pride in their roles as mentors, often smiling and using animated gestures to emphasize their points about student success. However, a few participants appeared slightly hesitant when discussing challenges related to student outcomes, such as resource limitations or varying student engagement levels. This hesitation contrasted with their overall positive outlook and suggested a complex interplay between pride in their supportive culture and an awareness of its limitations.

#### **4.3.1.3 Institutional Success**

The third emerging theme on the relationship between organizational culture and employee performance was institutional success, which received a saliency score of 20. This high score indicates a strong agreement among participants about the critical role that the alignment of the university's cultural values with its strategic goals plays in enhancing employee performance. The participants highlighted how a shared commitment to excellence and innovation directly influences the institution's ability to achieve its objectives. One leader commented, *"We achieve our strategic goals and uphold our reputation as a leading institution because of our dedication to excellence and innovation."* Another faculty member stated, *"We have an integrated direction because of our common vision and dedication to our*

*mission, which strengthens our working relationships and group efforts as we endeavor to reach institutional milestones.”*

Additionally, P20 observed that, *“Our shared commitment to the university's mission fosters a strong sense of purpose, motivating us to work harder and smarter. For instance, our successful implementation of the new curriculums and programs require collaborative efforts aligned with our strategic goals.”*

During the interviews, the researcher noted an evident enthusiasm among faculty and administrative leaders when discussing institutional success. Participants often expressed pride in their collective achievements and demonstrated strong emotional investment in the university's mission and vision. However, a few participants hesitated when reflecting on the challenges faced in maintaining this alignment, such as resource constraints or shifting market demands.

#### **4.3.2. Dominant Organizational Culture in private universities**

The first research question was posed to the participants on the dominant organizational culture. The emerging themes were: sense of community, emphasis on collaboration, supportive environment, structured processes and clear organizational hierarchy. These themes are presented in Table 4.4 and subsequently discussed in more detail.

**Table 4.4. Dominant Organizational Culture**

Theme	Description	Frequency	Saliency
Sense of Community	“The university environment promotes a sense of community and solidarity among all members, encouraging teamwork and shared goals for collective success” (p25)	17	17
	“A strong sense of belonging and mutual support among instructors, staff, and students, establishing a familial culture where relationships are valued, develops a collaborative environment that increases productivity and morale” (P50)		
Emphasis on Collaboration	“One of the main factors contributing to a coherent organizational culture is high levels of teamwork and engagement, with an emphasis on open communication to create a collaborative environment.” (P19)	15	15
	“The culture here emphasizes teamwork and open communication, creating a collaborative atmosphere where everyone feels valued and motivated to contribute” (P15)		
Supportive Environment	“A nurturing atmosphere prioritizing the well-being and development of all university members, making it an enriching place to work and study” (P5)	19	19
Structured Processes	“The presence of well-defined procedures and standardized decision-making processes that ensure order, consistency, and accountability within the institution” (P23)	10	10
Clear Organizational Hierarchy	“Defined roles and responsibilities, along with a clear hierarchy, which help maintain stability, uniformity, and efficient management and control” (P10)	8	8

#### 4.3.2.1. Dominant Organizational culture

The study revealed that the predominant organizational culture in the private higher institutions emphasizes a strong sense of community and teamwork, traits that are typical of a clan culture. This culture is characterized by a strong focus on collaboration, involvement, and support among employees. One participant noted, “*At our university, everyone is willing to support one another and work together to achieve shared objectives, giving the impression*

*of a close-knit family."* Another participant highlighted, *"Working and studying here is truly enriching, the sense of togetherness and belonging is unmatched"*.

However, it was also evident that there are structured processes and formalized procedures in place. It emerged that there is a clear organizational hierarchy in the private universities in Langata sub-county that ensures order and consistency, with defined roles and responsibilities to maintain efficiency and accountability. One leader mentioned; *"The university is able to strike a balance between a supportive atmosphere and efficient management and control because of the clearly defined procedures and structure, which help us maintain a sense of order and ensure that everything runs smoothly, even though we work in a supportive environment"*. Another university leader commented that *"Our structured processes and clear hierarchy are essential for maintaining the high standards and efficiency that define our institution"*.

During the interviews at one of the universities, the researcher observed numerous informal gatherings of staff both teaching and non-teaching and those in managerial positions engaging in casual conversations and discussions in communal areas which alluded to a supportive and cohesive community. Additionally, there were visible support systems such as bulletin boards with encouraging messages and team achievements prominently displayed, reinforcing the sense of community and mutual support. In another university the researcher noticed similar informal interactions, with staff often meeting in common areas for impromptu discussions. This indicated an inclination towards clan culture characterized by the informal interactions.

### 4.3.3. Dimensions of organizational culture that influence employee performance in private universities

The second research question was on the specific dimensions of organizational culture and their influence on employee performance, three interview questions were administered, and the following themes emerged; leadership style, employee empowerment, organizational values and norms and effective organizational communication. The themes are presented in table 4.5 and subsequently discussed in more detail.

**Table 4.5. Dimensions of Organizational**

Theme	Description	Frequency	Saliency
Leadership Style	The approach of leaders in the university to support and facilitate employees to excel in their roles.	10	10
Employee Empowerment	Practices that encourage employees to take ownership of their work and contribute innovative solutions to challenges.	12	12
Organizational Values and Norms	The presence of conflicting or reinforcing values and norms that influence employee performance and organizational cohesion.	8	8
Effective Organizational Communication	The clarity, openness, and effectiveness of communication within the university, affecting employee engagement and performance.	15	15

#### 4.3.3.1 Leadership Style

Leadership style emerged as a significant dimension of organizational culture in private universities, influencing employee performance. This theme received a saliency score of 10, indicating a moderate level of emphasis among participants on the impact of leadership approaches on employee productivity and motivation. Participant 25 said, *“Our leaders are always available to provide guidance and resources needed for us to succeed in our roles. Their support makes a significant difference in our performance.”* Another noted, *“The recognition we receive for our hard work and achievements motivates us to strive for*

*excellence.*” These comments highlight the critical role of leadership in fostering a productive and motivated workforce.

Further, the study revealed that effective leadership goes beyond mere availability and recognition. Leaders in these universities actively engage with employees, creating a supportive environment where open communication and feedback are encouraged. One participant emphasized, *“Our leaders are not just available; they actively listen and engage with us, which makes us feel valued and part of the team.”*

Moreover, the provision of resources and opportunities for professional development emerged as a significant factor. One participant shared, *“Our leaders invest in training and development programs, which enables us to enhance our skills and knowledge, leading to improved performance and job satisfaction.”* Another remarked, *“I feel more competent and confident in my role when I have access to ongoing learning opportunities.”*

The importance of leaders setting clear expectations and providing constructive feedback was highlighted in the study. An employee appreciated that *“leaders who are transparent about goals and performance standards help us align our efforts with the institution's objectives.”* Another stated, *“Constructive feedback is seen as a tool for growth, allowing us to understand our strengths and areas for improvement.”*

#### **4.3.3.2. Employee Empowerment**

Employee empowerment emerged as a vital dimension of organizational culture influencing employee performance in private universities, receiving a saliency score of 12. This elevated score signifies the critical role that empowerment practices play in fostering innovation and engagement among employees. As one interviewee explained, *“We are given the autonomy to explore new ideas and implement them. This empowerment boosts our*

*confidence and drives us to be more innovative.” Another participant added, “There is a culture of open dialogue where our suggestions are valued, and this encourages us to think outside the box and take ownership of our projects.”*

The study further revealed that this sense of autonomy is not just about having the freedom to innovate but also about being trusted by leadership to make significant decisions. One employee noted, *“Our leaders trust us to make decisions that impact our work, which makes us feel responsible and committed to our roles.”* This trust from leadership instills a sense of accountability and encourages employees to take initiative. Moreover, the encouragement of open dialogue plays a significant role in empowering employees. Another participant shared, *“We have regular meetings where everyone’s input is solicited and appreciated. This makes us feel heard and valued, which is highly motivating.”*

Additionally, the study found that recognizing and rewarding innovation is a critical aspect of empowering employees. As one interviewee stated, *“When our innovative ideas are recognized and rewarded, it not only motivates us but also sets a precedent that creativity is appreciated here.”* This recognition reinforces the behavior and encourages continuous innovation among employees (Tanjeen, 2013). This aligns with the dimension of employee empowerment discussed in the literature review, which emphasizes that empowering employees with autonomy and decision-making authority enhances overall performance and job satisfaction (Alkahtani, Iqbal, & Sohail, 2020). As one interviewee explained, *“We are given the autonomy to explore new ideas and implement them. This empowerment boosts our confidence and drives us to be more innovative.”* Another participant added, *“There is a culture of open dialogue where our suggestions are valued, and this encourages us to think outside the box and take ownership of our projects.”*

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During the interviews, the researcher noticed that participants were genuinely enthusiastic when talking about empowerment practices. Many respondents used lively body language and spoke confidently about their experiences with autonomy and open communication. Participants were excited to share examples of innovative ideas and projects they had started, reflecting their appreciation for the empowering culture at their institutions. However, some also mentioned challenges, like occasional confusion about the decision-making process, which added complexity to their discussions on empowerment.

#### **4.3.3.3 Organizational Values and Norms**

Organizational values and norms emerged as a significant dimension of organizational culture influencing employee performance in private universities, with a saliency score of 8. This score indicates that while the impact of values and norms is recognized, it may not be as dominant as other dimensions explored in the study. One participant mentioned, *“Sometimes, the push for innovation clashes with the need for adherence to established procedures, which can create confusion and hinder progress”*. Another observed, *“There are instances where the desire for collaboration is at odds with the hierarchical structure, leading to frustrations among staff who feel their contributions are overlooked”*. Additionally, one of the participants pointed out, *“the university, which is guided by Christian values, can experience conflict when the management does not adhere to these values themselves”*. Some employees were either unaware of the organization's values or struggled to express them. A participant stated, *“I do not know the core values”*. The researcher observed employees pausing to think on the values in some instances, appearing unsure of their responses to this question. Additionally, hesitation or reluctance was noted among some participants when describing experiences of disparity between professed values and actual actions in the universities.

The findings reflect the dimension of organizational values and norms discussed in the literature, where discrepancies between stated values and actual behaviors can lead to employee dissatisfaction and organizational dysfunction (Bamidele, 2022)

#### **4.3.3.4 Effective Organizational Communication**

Effective organizational communication emerged as a critical dimension of organizational culture influencing employee performance in private universities, with a saliency score of 15. This high score indicates that this theme significantly influences employee engagement and overall performance within the institution. The study revealed that the clarity,

openness, and effectiveness of communication are vital components of the organizational culture. One faculty member mentioned, “*effective communication from leadership helps us understand our roles and expectations clearly, which improves our performance*”. A leader commented, “*We prioritize open communication channels to ensure everyone is on the same page and any issues are addressed promptly.*” Another leader echoed similar sentiments, noting, “*This approach fosters a collaborative environment where proactive problem-solving enhances teamwork and productivity.*”

The findings from this study align with existing literature on organizational communication, which emphasizes that strong communication practices are associated with increased job satisfaction, commitment, and organizational performance (Bamidele, 2022; Kakakhel et al., 2015). Effective communication not only clarifies expectations but also builds trust and alignment among team members, promoting a positive organizational culture.

#### **4.4.1. Market driven factors affecting organizational culture and employee performance**

The third research question explored market-driven factors that affect organizational culture and employee performance. Through three interview questions, the following themes emerged: competition and performance pressure, financial sustainability, student centric approach and adaptability and flexibility. The themes are presented in table 4.6. and subsequently a detailed description of each factor.

**Table 4.6. Market Driven Factors**

<b>Theme</b>	<b>Description</b>	<b>Frequency</b>	<b>Saliency</b>
Competition and Performance Pressure	“The effects of employee performance and organizational culture on market rivalry and performance pressure” (P10), "Competitive markets force us to innovate and perform well, but they also intensify the work environment, balancing employee motivation with the risk of burnout” (P5), “While the pressure to perform drives us to up our game, it also calls for careful handling in order to reduce stress and preserve morale” (P11)	20	20
Financial Sustainability	“How resource availability and financial stability affect employee performance and organizational culture” (P21)	15	15
Student-Centric Approach	“The focus on student needs and experiences as a driving factor in shaping organizational culture and employee behavior” (P18).	18	18
Adaptability and Flexibility	“The ability of the organization to adapt to market changes and remain flexible in its practices, impacting culture and performance” (P23)	16	16

#### **4.4.1.1 Competition and Performance Pressure**

The theme of market competition emerged as a prominent market-driven factor influencing organizational culture and employee performance, with a saliency score of 20. This score reflects its critical impact on the work environment and employee dynamics within private universities. One respondent remarked, *“the constant pressure to outperform other institutions keeps us on our toes, but it also creates a high-stress environment”*. This competitive pressure drives employees to excel but can also lead to burnout and stress if not managed properly. Another participant shared; *“the competitive environment pushes us to innovate and improve continuously, which can be both motivating and challenging”*. A different perspective was provided by another interviewee who stated, *“the focus on rankings can sometimes overshadow the quality of our work and the well-being of employees”*.

During the interviews, the researcher observed that participants displayed both excitement and concern when discussing the theme of market competition. Many respondents showed visible energy and engagement, particularly when sharing how competition drives them to innovate and improve. Their animated expressions and enthusiastic tone highlighted their recognition of the competitive environment as a motivating factor. However, some participants also exhibited signs of stress, such as fidgeting or furrowing their brows, indicating that the pressures of competition weighed heavily on them.

#### **4.4.1.2 Financial Sustainability**

The theme of financial sustainability and resource availability emerged as a significant market-driven factor influencing organizational culture and employee performance, with a saliency score of 15. This score reflects its essential role in shaping both the operational environment of the university and the experiences of its employees. One of the participants stated that, *“When the university is financially stable, we have the resources*

*we need to do our jobs effectively, which boosts our performance."* Another participant highlighted, *"Adequate funding allows for investments in infrastructure and staff development, fostering a positive work environment and enhancing productivity."*

Conversely, financial constraints can have a detrimental effect. As noted by another interviewee, *"Financial constraints can lead to reduced resources, impacting employees' ability to perform their duties efficiently. This can create frustrations and affect morale."* Another perspective emphasized, *"Limited resources may force the institution to prioritize certain activities over others, potentially leading to inequities in support and development opportunities for staff."*

During the interviews, the researcher observed that participants displayed a strong awareness of the impact of financial sustainability on their work environment and performance. Many respondents communicated a sense of relief and optimism when discussing phases of financial stability, often smiling and using affirmative body language, which suggested a positive correlation between resource availability and job satisfaction. However, when the topic shifted to financial constraints, the mood noticeably shifted. Some participants exhibited signs of frustration, such as crossed arms or downturned expressions, indicating their concerns about the limitations imposed by budgetary issues.

#### **24.4.1.3 Student-Centric Approach**

The theme of focus on student needs and experiences is a crucial market-driven factor that shapes the organizational culture and influences employee performance, reflected in its saliency score of 18. This high score emphasizes its significant impact on both the operational dynamics of the university and the motivations of its employees. The findings indicate that prioritizing student needs and experiences fosters a culture that aligns

institutional goals with educational priorities. One participant highlighted, *“We continuously work to improve the experience for students because we are committed to putting their needs first, which inspires us to perform better”*.

This student-centric approach aligns employees' efforts towards enhancing student outcomes, fostering a culture of continuous improvement as emphasized by a participant who stated that, *“When students feel valued and supported, it creates a positive atmosphere that enhances our overall job satisfaction.”* This quote underscores the reciprocal relationship between prioritizing student needs and employee morale, suggesting that a supportive environment for students can lead to greater employee engagement and satisfaction. Furthermore, another interviewee added, *“The feedback we receive from students drives our decisions and helps us adapt our practices to better meet their evolving needs.”* However, one participant cautioned, *“Achieving high standards for students may result in an increased workload and stress levels for academic staff and administrative staff, which may lead to burnout and decreased job satisfaction”*.

While conducting the interviews, the researcher observed that participants expressed a strong passion for addressing student needs and enhancing their experiences. Many respondents spoke enthusiastically about their commitment to student success, often nodding and leaning forward as they shared their insights. Their positive body language and animated expressions suggested a genuine connection to the topic. However, when discussing the challenges associated with meeting high standards for students, the participants' tone shifted. Some exhibited signs of stress, such as furrowed brows and sighs, indicating their awareness of the increased workload and pressure that can accompany a student-centric approach.

#### 4.4.1.4 Adaptability and Flexibility

The theme of adaptability and flexibility holds a saliency score of 16, indicating its significant role as a market-driven factor influencing organizational culture and employee performance. This score reflects the importance of an organization's ability to respond to market changes and remain agile in its practices, which is critical for fostering a positive workplace environment. The findings highlight that when an organization embraces adaptability, it cultivates a culture that is responsive to the evolving needs of the market, including changes in student demographics, technological advancements, and competitive pressures. As one participant noted, *"Our ability to quickly adapt to new challenges and changes in the market keeps us relevant and effective."*

In addition to keeping the business competitive, flexibility in responding to changing circumstances also helps staff members manage change more skillfully by lowering uncertainty and boosting their capacity for creativity and problem-solving. *"Adapting quickly to market shifts allows us to seize new opportunities and maintain our edge in a rapidly changing industry,"* said one participant, highlighting this point. Another respondent asserted that *"In dynamic market environments, flexibility enables universities to respond promptly to emerging trends, technological advancements, and shifting student expectations, for example, during the COVID-19 pandemic, our university swiftly transitioned to online learning platforms which demonstrated flexibility by adapting to remote teaching and learning needs, ensuring continuity in education despite unprecedented challenges."* This highlighted the importance of adaptability.

During the interviews, the researcher noted that both faculty and student participants recognized the importance of adaptability and flexibility in their universities. Faculty members expressed pride in their institution's quick responses to market changes, particularly during the

COVID-19 pandemic, using confident body language and examples of how they transitioned to online learning effectively. Student participants showed a mix of enthusiasm and concern. Many appreciated the swift adaptations, sharing positive experiences with online platforms, which was evident in their engaged body language. However, some students voiced frustrations about the abrupt changes, mentioning challenges in adjusting to new formats and reduced faculty interaction.

#### **4.5. Chapter Summary**

This chapter summarized the findings from the study on the role of organizational culture in influencing employee performance in five private universities in Langata Sub-County, Nairobi County. Key themes included productivity, student outcomes, and institutional success. The findings revealed that a sense of community, structured processes, and effective leadership significantly influenced employee performance. Additionally, market-driven factors such as competition, financial sustainability, and a student-centric approach were crucial in shaping organizational culture and affecting employee performance. The next chapter discussed these results in details.

## **CHAPTER 5: DISCUSSION OF THE RESULTS**

### **5.1. Introduction**

This chapter discusses the results of the study in line with the following questions: 1) What is the dominant type of organizational culture adopted in selected private universities in Langata sub-county? 2) What specific dimensions of organizational culture influence employee performance in private universities in Langata sub-county? and 3) What market-driven factors have affected organizational culture and employee performance in Private universities in Langata sub-county? The chapter begins by discussing the conceptual framework to illustrate how the variables interplayed in the study.

### **5.1. The conceptual framework**

The conceptual framework represents “the researcher's interpretation of the relationships between the specific study variables. As a result, it indicates the variables needed for the study inquiry. It serves as the researcher's road map for the investigation and presents the findings that the researcher anticipates” (Mugenda and Mugenda 2019). Mugenda and Mugenda (2019) describe an independent variable as one that the researcher manipulates to determine its influence or effect on another variable. The Independent variable for this study was Organizational culture.

According to Mugenda and Mugenda (2019), a dependent variable is one that seeks to demonstrate the overall influence resulting from the effects of an independent variable. A variable that influences the relationship between independent and dependent variables in a causal chain is known as an intervening variable (Mugenda and Mugenda 2019). By identifying the process or cause of this link, it mediates the influence of the independent variable on the dependent variable. For this research, the intervening variable is market driven factors. Mugenda and Mugenda (2019) further state that a dependent variable is one

that seeks to demonstrate the overall influence resulting from the effects of an independent variable. The dependent variable in this research is Employee performance.

## **5.2. The dominant type of organizational culture adopted in private universities**

The first research question was posed to the participants on the dominant organizational culture in the private universities. Three interview questions were administered and the dominant organizational culture in these universities exhibits characteristics of both clan culture, emphasizing collaboration and community, and hierarchy culture, focusing on structure and formalization. The themes are discussed below

### **5.2.1. Clan Culture**

According to the findings of the study, the dominant organizational culture across all five universities studied is clan culture. This conclusion is drawn from the emphasis placed on teamwork, mutual support, and a nurturing environment as reported by participants. The study underscores that in each institution, there is a strong sense of community where relationships are highly valued and contribute to a cohesive organizational environment. According to Makena et al. (2023), these are components that characterize clan culture.

The Competing Values Framework (CVF) developed by Cameron and Quinn (2011) marks clan culture by a focus on internal maintenance and flexibility, emphasizing collaboration, participation, and a family-like atmosphere. The study's findings are consistent with the clan culture described in the CVF, where the nurturing environment and the importance of interpersonal relationships are central to the organizational dynamics. This alignment with the CVF supports the conclusion that clan culture is dominant in these universities. Additionally, the CVF highlights that clan cultures are typically associated with high employee morale and engagement, which are outcomes observed in the study.

Clan culture, characterized by its emphasis on teamwork, mutual support, and a nurturing environment, fosters a strong sense of belonging among employees. This cultural orientation encourages collaboration and open communication, which are essential for creating a cohesive organizational environment (Bamidele 2022). The study's findings revealed that employees in universities with a dominant clan culture felt more engaged and motivated, which, in turn, enhanced their productivity and innovation. As noted by several participants, the supportive environment allowed for more creative problem-solving and a greater willingness to take initiative, which aligns with the findings of Makena et al. (2023) that a nurturing work environment promotes high employee morale and engagement.

### **5.2.2 Hierarchy Culture**

While strong clan culture elements were evident in the private universities in Langata sub-county, the study also revealed characteristics of hierarchical structures and formalized procedures within the universities. The study revealed that a clear organizational hierarchy ensures order, consistency, and accountability, a concept supported by Robbins and Judge (2018).

The hierarchy culture emphasizes structured processes, clear roles, and formalized procedures, which are crucial for maintaining efficiency and operational stability (Makena et al. 2023). The study found that participants appreciated the clarity and predictability provided by the hierarchy culture. Statements from institutional leaders highlighted that the structured processes and well-defined roles ensured that tasks were completed efficiently and that accountability was maintained. This structured approach is supported by research suggesting that a clear organizational hierarchy helps in minimizing confusion and conflicts, thereby improving overall operational effectiveness (Robbins and Judge, 2018).

### 5.2.3 Integration of Clan and Hierarchy Cultures

As revealed in the study, the integration of clan and hierarchy cultures within the private universities in Langata sub-county allows them to leverage the strengths of both cultural orientations. The cohesion and teamwork fostered by the clan culture enhance employee engagement and innovation, which are critical for achieving high performance and positive student outcomes (Charles, 2024). Simultaneously, the structure and order provided by the hierarchy culture ensure that operations run smoothly and efficiently, with clearly defined procedures and accountability mechanisms (Northouse, 2018). Northouse (2018) further states that this dual organizational cultural approach creates a balanced environment where employees can thrive.

Aslam (2023) further affirms that by combining the elements of clan and hierarchy cultures, the private universities can create a work environment that promotes both high employee morale and operational efficiency. The clan culture's focus on mutual support and teamwork fosters a sense of belonging and motivates employees to be more engaged and innovative (Aslam, 2023). This increased engagement and innovation can lead to enhanced productivity and better student outcomes (Makena et al., 2023).

Concurrently, the hierarchy culture's emphasis on clear roles, responsibilities, and standardized procedures provides a stable framework for efficient operations, ensuring that the institution functions smoothly and meets its objectives (Robbins and Judge, 2018). This dual approach leads to improved employee morale, effective achievement of institutional goals, and overall institutional success as corroborated by Aslam (2023) and Makena et al., (2023). The researcher's observations indicated that participants displayed a strong sense of engagement when discussing the clan culture prevalent in their universities. Their body language, tone, and enthusiasm suggested a deep alignment with the collaborative and

nurturing aspects of their work environment. Many shared examples of how teamwork and mutual support were integral to their roles, reinforcing a sense of belonging and motivation. Conversely, while some participants valued the structure provided by hierarchical elements, they also expressed concerns about the rigidity and formalization it introduced. This according to (Robbins & Judge (2018) and Aslam (2023) indicated a delicate balance between the flexibility of clan culture and the need for clear processes and accountability within hierarchical structures

### **5.3. Dimensions of organizational culture that influence employee performance**

The second research question that was posed to the participants was on the dimensions of organizational culture that could influence employee performance in private universities. Three interview questions were administered and the key themes that emerged include: leadership style, employee empowerment, organizational values and norms and effective organization communication.

#### **5.3.1 Leadership Style**

The study found that leadership style had a significant impact on employee performance in institutions. Supportive leaders who offer direction and resources improve employee performance by creating a favorable work environment (Northouse, 2018). Northouse (2018) further asserts that, “transformational leadership, which inspires and empowers employees, results in better levels of motivation and job satisfaction” (Northouse, 2018). This is corroborated by Tang & Lin (2020) who stated that transformational leaders foster an environment in which employees feel valued and supported, increasing their commitment to the firm and readiness to go above and beyond their jobs

Furthermore, successful leadership in universities entails offering clear guidance and encouraging open communication, both of which are critical for sustaining a productive and

peaceful workplace (Tang & Lin 2020). Additionally, Leaders that actively engage with their employees, providing feedback and rewarding achievements, can foster a culture of trust and respect, inspiring them to perform at their jobs (Yukl, 2013). This form of leadership guarantees that people are prepared to excel in their responsibilities, which improves overall organizational effectiveness (Kotter, 2014).

Aslam (2023) found that executives that take a transformational approach can inspire staff to innovate and be creative. Leaders who build an open and supportive environment allow their teams to experiment with new ideas and techniques, which leads to increased problem-solving abilities and performance outcomes (Amabile and Khaire, 2008). This is consistent with the findings of the current study, which emphasize the role of leadership in creating a favorable organizational culture that encourages employee engagement and performance.

According to Kouzes and Posner (2017), the study's findings support the concept that transformational leadership improves not only individual employee performance but also team cohesion and overall institutional success. Leaders who focus their employees' development and well-being have a beneficial ripple effect throughout the firm (Kouzes and Posner, 2017). This approach to leadership, which includes inspiration, support, and clear communication, is critical for universities seeking to attain high levels of performance and strategic goals (Northouse, 2018).

The researcher's observations indicated that participants recognized the critical role of supportive and transformational leadership in enhancing employee performance within private universities. They emphasized that effective leaders created a positive work environment by providing direction, resources, and encouragement, aligning with Northouse's (2018) view that transformational leadership boosted motivation and job satisfaction. The enthusiasm participants showed for their leaders suggested a strong link

between leadership practices and employee morale. Many shared how leaders who engaged actively and promoted open communication improved both individual performance and team cohesion, consistent with Kouzes and Posner's (2017) findings on the broader impact of such leadership on institutional success.

However, the observations also revealed that effective leadership required balancing support with accountability. While participants valued transformational qualities, they highlighted the necessity of clear guidance and expectations to maintain productivity.

### **5.3.2. Employee Empowerment**

The study established that empowering employee is critical for encouraging innovation and engagement. Employee creativity and job satisfaction increase when they have the freedom to experiment with new ideas and feel valued for their efforts (Semedo,, Coelho, & Ribeiro, 2017). Empowerment fosters a sense of ownership and responsibility, which encourages employees to put more effort and innovation into their job (Yasir and Mohamad, 2016). This is reinforced by research findings that show that empowerment improves employee attitudes, resulting in higher levels of job satisfaction and organizational engagement (Steinmann, Klug, & Maier, 2018 ).

The study's findings confirm that participative management, which involves employees in decision-making processes, boosts their commitment to their roles and fosters a more dynamic and innovative work environment (Serinkan & Kiziloglu, 2021). The authors further state that participatory management approaches instill a sense of belonging and ownership in employees, making them feel important to the organization's success.

Furthermore, participatory management corresponds with transformational leadership concepts, which require leaders to inspire and encourage their teams by including them in the organization's vision and goals (Steinmann, Klug, & Maier, 2018 ). Leaders may foster a culture of trust and collaboration among employees, which is critical for creativity (Kark,

Van Dijk, & Vashdi, 2018). The inclusive character of participative management also improves employees' problem-solving abilities, as they are more inclined to take the initiative and explore new ideas when they believe their opinion is valued (Nanjundeswaraswamy and Swamy 2015).

Furthermore, Lee and Ok (2015) found that psychological empowerment, which encompasses purpose, competence, self-determination, and effect, is an important aspect in creating a creative work environment. Employees who regard their work as meaningful and believe they have the skills and autonomy to impact outcomes are more likely to engage in innovative behaviors (Wang, Chen, Wang, & Xie, 2022). This empowerment leads to increased performance and job satisfaction, supporting the benefits of participative management (Lee, Willis, and Tian, 2018). According to Lee & Raschke (2016), the advantages of empowering individuals extend beyond individual success to the team and corporate levels. Empowered teams demonstrate better levels of collaboration, inventiveness, and adaptability, all of which are necessary for navigating complex and dynamic contexts (Houghton et al., 2015).

The researcher observed that participants displayed genuine enthusiasm and engagement when discussing empowerment practices. Their lively body language and confident speech reflected a strong appreciation for autonomy and open communication. Many shared examples of innovative projects they initiated, indicating a culture that encouraged creativity. However, some participants noted challenges, such as occasional confusion about the decision-making process, suggesting that while empowerment motivated employees, it also introduced complexities. This underscored the need for clear communication and guidance from leadership, as emphasized by Steinmann, Klug, and Maier (2018), to balance empowerment with structured decision-making.

### 5.3.3. Organizational Values and Norms

The findings from the study underscore the critical role of organizational values and norms in shaping employee performance within private universities. Previous research has consistently highlighted how conflicting or reinforcing values and norms within organizational culture can significantly impact employee behavior and organizational outcome. For instance, Salih and Ahmed (2019)), state that discrepancies between the espoused values of innovation and the actual adherence to established procedures can create confusion and hinder organizational progress. Moreover, studies have shown that organizational cultures emphasizing collaboration may face challenges when hierarchical structures do not support inclusive decision-making processes, leading to employee frustration and reduced job satisfaction as demonstrated by Smith et al., (2018) and Hartnell et al. (2019). The authors further state that the tension underscores the importance of aligning cultural values with organizational structures to foster a cohesive and supportive work environment.

Additionally, the study highlighted instances where organizational values rooted in religious principles were not consistently upheld by management, which can lead to ethical dilemmas and undermine organizational trust and credibility according to Salih and Ahmed, (2019)and Williams and Smith (2021). Further Smith et al., (2018) assert that as demonstrated in the findings of the current study, lack of clarity or awareness among employees regarding core organizational values has been linked to reduced employee engagement and commitment. Furthermore, research suggests that discrepancies between stated values and actual behaviors within organizations can erode trust and lead to dissatisfaction among employees (Williams & Smith, 2021). It can be argued that this

discrepancy highlights the importance of clear communication and consistent demonstration of organizational values to enhance employee morale and organizational effectiveness.

#### **5.3.4. Effective Organizational Communication**

The findings of the current study state that effective communication is vital for employee engagement and performance within private universities. The study revealed that clarity, openness, and effectiveness of communication within the university play a crucial role in impacting employee engagement and performance. This is supported by existing literature, which consistently emphasizes the importance of strong communication practices in enhancing job satisfaction, commitment, and organizational performance (Kakakhel et al., 2015). Effective organizational communication ensures that employees clearly understand their roles and expectations, which directly influences their performance. For instance, clear communication from leadership helps faculty members understand their responsibilities, thereby improving their performance (Smith et al., 2018). This is corroborated by study by Salih and Ahmed (2019) that highlights that transparent communication from leadership can enhance employee understanding and productivity.

Additionally, prioritizing open communication channels ensures that everyone is on the same page and any issues are promptly addressed (Hartnell et al., 2019).). This approach fosters a collaborative environment where proactive problem-solving enhances teamwork and productivity, as supported by research indicating that open communication can lead to more effective collaboration and innovation (Williams and Smith, 2021). The alignment of these findings with existing literature underscores the critical role of communication in fostering a positive organizational culture. Effective communication not only clarifies expectations but also builds trust and alignment among team members, promoting a supportive and engaging work environment (Smith et al., 2018). Studies have shown that such practices are associated

with increased job satisfaction, commitment, and overall organizational performance (Hartnell et al., 2019). The findings from this study reinforce the established view that effective organizational communication is essential for enhancing employee engagement, satisfaction, and performance. By fostering clarity, openness, and collaboration, private universities can create a positive culture that supports both individual and organizational success.

#### **5.4. Market driven factors affecting organizational culture and employee performance**

The third research question was posed to the participants on the market driven factors influencing organizational culture and employee performance. Three interview questions were administered and the key themes that emerged include: competition and performance pressure, financial sustainability, student-centric approach and adaptability and flexibility. The findings are discussed below.

##### **5.4.1 Competition and Performance Pressure**

The findings indicate that market competition significantly influences organizational culture and employee performance within private universities. The constant pressure to outperform other institutions fosters a high-stress environment, driving employees to excel and innovate (Wambugu, 2014). The aforementioned author further states that competitive pressure can promote continuous improvement and heightened performance, as highlighted in the literature. However, according to Williams and Smith (2021), competitive pressure also poses risks, such as increased stress and potential burnout if not managed effectively.

The competitive environment can be motivating, pushing employees to strive for excellence and encouraging innovation, which aligns with existing research emphasizing that competitive pressures can enhance motivation and drive organizational performance (Githui & Nafula, 2023). Other studies also highlight that competitive strategies in higher education

institutions contribute to improved performance, as institutions strive to meet market demands and improve their offerings (Mulili & Wong, 2017). However, it is essential to manage these pressures carefully to avoid employee burnout and stress, as excessive competition can negatively impact well-being and productivity (Ndiritu & Mulwa, 2018).

According to the current study, the challenges in balancing the drive for excellence with maintaining employee well-being and avoiding excessive stress are significant. This challenge is underscored by a study by Njuguna and Owuor (2020), which highlight that while competitive environments can motivate employees to achieve high performance, they also introduce high levels of stress and burnout. The study emphasizes the need for organizations to develop strategies that foster a supportive work environment, mitigating the adverse effects of competitive pressure on employee well-being (Njuguna and Owuor, 2020)

Moreover, according to Njuguna and Owuor (2020) the focus on institutional rankings can sometimes detract from the core mission of providing quality education and supporting employee well-being. Further studies have shown that an overemphasis on rankings and performance metrics as highlighted in the current study, can lead to a culture of competition that undermines collaborative efforts and negatively impacts employee morale and job satisfaction (Mwangi & Wambua, 2020). These findings emphasize on the dual nature of market competition as both a positive and negative force in shaping organizational culture and employee performance. On one hand, it fosters innovation, continuous improvement, and a drive for excellence. On the other hand, it can create high levels of stress, potential burnout, and a misalignment of priorities if not managed carefully.

#### **5.4.2. Financial Sustainability**

The study's findings highlight the critical importance of financial sustainability and resource availability in shaping organizational culture and influencing employee performance in higher education institutions. Previous research has consistently underscored this connection, emphasizing that financial stability is a key driver of positive organizational outcomes. Financial sustainability allows institutions to invest in infrastructure, staff development, and other essential resources, thereby fostering a positive work environment and enhancing productivity, for instance, Mutula (2017) found that universities with stable financial conditions were better equipped to support faculty and staff, leading to higher job satisfaction and improved performance outcomes. This aligns with the current study's observation that financial stability boosts employees' ability to perform their duties effectively. Conversely, financial constraints can significantly undermine organizational culture and employee morale. Limited resources often force institutions to prioritize certain activities over others, potentially leading to inequities in support and development opportunities for staff (Omondi & Ogada, 2018). This can create frustrations and negatively impact employees' ability to perform their duties efficiently, as noted in previous studies by Omondi and Ogada (2018) and Kinyanjui (2021). These findings suggest that financial constraints not only reduce the availability of necessary resources but also exacerbate stress and dissatisfaction among employees, which can have a ripple effect on overall organizational performance.

Furthermore, the link between financial stability and enhanced productivity is supported by Njoroge and Waithaka (2020), who observed that adequate funding allows for continuous investments in staff development programs, which are essential for maintaining a motivated and skilled workforce. These investments contribute to a culture of continuous

improvement and innovation, which is crucial for the long-term success of educational institutions.

### **5.4.3. Student-Centric Approach**

The study highlights the significant impact of focusing on student needs and experiences as a key market-driven factor in shaping organizational culture and influencing employee performance in higher education institutions. This student-centric approach aligns institutional goals with educational priorities, fostering an environment that enhances employee motivation and engagement. Previous research supports these findings, emphasizing that a strong focus on student needs creates a supportive and customer-centric culture that boosts employee performance and satisfaction (Kihara, 2018) and (Ndegwa & Nyaribo, 2019). Kihara (2018) found that universities prioritizing student experiences tend to have higher employee morale and engagement, as staff members feel their efforts directly contribute to student success. This alignment of goals fosters a sense of purpose and motivation among employees, leading to a culture of continuous improvement.

Moreover, Ndegwa and Nyaribo (2019) observed that when students feel valued and supported, it creates a positive atmosphere that enhances overall job satisfaction for staff. This reciprocal relationship suggests that prioritizing student needs not only benefits students but also boosts employee morale, as staff members receive positive feedback and recognition for their efforts. The positive atmosphere generated by student satisfaction can lead to greater employee engagement and a more collaborative organizational culture (Parent, 2018).

However, the current study also highlights potential challenges associated with a strong focus on student needs. Increased workload and stress levels for academic and administrative staff can result in burnout and decreased job satisfaction (Mugenda & Keter, 2021). Mugenda and Keter (2021) found that while a student-centric approach can drive

positive outcomes, it is essential to balance these efforts with adequate support and resources for staff to prevent burnout. This finding underscores the importance of managing workloads and providing sufficient support to ensure that the focus on student needs does not negatively impact employee well-being.

The current study reinforces existing literature by demonstrating that a strong focus on student needs and experiences is crucial for shaping a supportive and customer-centric organizational culture in higher education. This approach enhances employee motivation and engagement, leading to better performance and a culture of continuous improvement. However, according to the study, it is important to balance these efforts with adequate support for staff to prevent burnout and maintain high levels of job satisfaction.

#### **5.4.4. Adaptability and Flexibility**

The study highlights the critical role of adaptability and flexibility as market-driven factors influencing organizational culture and employee performance in higher education institutions. These findings are supported by recent literature, emphasizing the importance of these attributes in fostering a positive organizational environment and enhancing employee effectiveness.

Adaptability enables organizations to respond effectively to market changes, maintaining competitiveness and relevance (Mwangi, 2018). Muturi and Njeru (2020) found that universities agile in responding to market dynamics exhibit robust organizational cultures characterized by proactive and innovative practices. Mwangi (2018) corroborated this by noting that adaptability ensures institutions can swiftly adjust to new challenges, sustaining high performance and fostering a culture of continuous improvement.

Flexibility in organizational practices is equally crucial, as it allows staff to manage change more effectively. Ngunyi (2019) emphasized that flexibility reduces uncertainty and

enhances employees' ability to navigate evolving circumstances, which is essential for maintaining high levels of creativity and problem-solving. This aligns with the study's findings, indicating that a flexible approach not only keeps the institution competitive but also empowers staff to handle changes with greater confidence and competence.

The capacity to adapt to emerging trends and technological advancements is critical in dynamic market environments (Day and Schoemaker, 2016). The current study demonstrated that during the COVID-19 pandemic, many universities rapidly transitioned to online learning platforms, demonstrating the importance of flexibility in maintaining educational continuity and responding to shifting student expectations. Njuguna and Wanjohi (2021) highlighted that universities successfully transitioning to remote teaching were better able to sustain operations and support their staff and students during the crisis. This adaptability was crucial for ensuring continuity in education despite unprecedented challenges.

In addition, according to Baškarada & Koronios (2018), the ability to quickly adapt to market shifts allows institutions to seize new opportunities and maintain their edge in a rapidly changing industry. Wambugu and Mwangi (2018) noted that universities embracing adaptability and flexibility thrive in unpredictable environments, leveraging new opportunities and mitigating risks effectively.

Other studies have similarly emphasized the importance of adaptability and flexibility. For example, Rees and Smith (2017) found that institutions with adaptive cultures were better equipped to handle external pressures and maintain high performance levels. This finding is echoed by Kossek et al. (2022), who observed that flexibility in organizational practices leads to improved employee morale and organizational resilience.

The current study reinforces the critical importance of adaptability and flexibility in shaping a positive organizational culture and enhancing employee performance. These

attributes enable higher education institutions to remain competitive, manage change skillfully, and respond promptly to emerging trends and technological advancements.

Further, the researcher's observations underscored the importance of adaptability in the universities' organizational culture. Faculty members expressed pride in their institutions' swift responses to changes, particularly during the COVID-19 pandemic, reflecting a commitment to maintaining educational continuity, which aligns with Northouse's (2018) emphasis on responsive leadership. However, student participants exhibited mixed reactions. While many appreciated the quick adaptations to online platforms, concerns about abrupt transitions and reduced faculty interaction highlighted potential drawbacks. This suggests that universities need to balance innovation with effective communication and support, as emphasized by Wang, Chen, Wang, and Xie (2022), to enhance the overall learning experience for students.

## **5.5. Chapter Summary**

This chapter presented the research findings, which, along with prior studies, indicate that organizational culture significantly influences employee performance. A detailed discussion of the study's findings was provided. The next chapter will summarize the study, draw conclusions, and offer recommendations.

## **CHAPTER 6: SUMMARY CONCLUSION AND RECOMMENDATION**

### **6.1. Introduction**

This chapter presents the summary, conclusion, and recommendations of the study. The study set out to investigate organizational culture and employee performance in private universities in Nairobi County. The findings reveal that organizational culture significantly influences employee performance.

### **6.2 Summary**

The aim of the study was to explore the relationship between organizational culture and employee performance in selected private universities in Nairobi County, Kenya. The study looked into various objectives.

#### **6.2.1. Dominant type of organizational culture in private universities**

The first objective of the study revealed that the dominant organizational culture across the universities is a blend of both clan and hierarchy cultures. Clan culture is characterized by an emphasis on teamwork, mutual support, and a nurturing environment, which fosters a strong sense of community and high employee morale. Concurrently, elements of hierarchy culture, such as clear organizational structures, roles, and formalized procedures, ensure order, consistency, and accountability. This dual approach allows the universities to maintain a balance between fostering a supportive, inclusive atmosphere and ensuring efficient management and operational stability. By integrating the strengths of both cultural orientations, the universities create an environment that enhances employee engagement, innovation, and overall performance, contributing to institutional success.

### **6.2.2. Dimensions of organizational culture that influence employee performance**

The second objective explored the dimensions of organizational culture influencing employee performance in universities. The study identified several key themes. Leadership style emerged as a critical factor, with supportive and transformational leaders enhancing employee performance by fostering a positive work environment and providing necessary resources. Employee empowerment was also highlighted, showing that autonomy and participative management increase creativity, job satisfaction, and commitment.

Organizational values and norms were found to significantly impact performance, with alignment promoting cohesion and conflicts creating tension and hindering progress. Effective communication was underscored as vital for engagement and performance, ensuring clarity in roles and expectations, and enabling prompt resolution of issues. These dimensions collectively demonstrate how organizational culture shapes employee performance, reinforcing the importance of leadership, empowerment, value alignment, and communication.

### **6.2.3. Market-driven factors that affect organizational culture and employee performance**

The third objective examined how various dimensions of organizational culture influence employee performance. The key themes that emerged include: competition and performance pressure were found to drive innovation and excellence but also pose risks of burnout if not managed properly. Financial sustainability was identified as crucial, with stable finances enabling resource provision and enhancing employee effectiveness, while constraints could hinder performance. The student-centric approach was noted for fostering continuous improvement and motivating staff, though it also increased workload and stress, necessitating balance to prevent burnout. Lastly, adaptability and flexibility were highlighted as essential for maintaining competitiveness and supporting high employee performance. These findings collectively underscore the importance of balancing competitive pressures,

ensuring financial stability, prioritizing student needs, and maintaining adaptability to foster a positive organizational culture and high employee performance.

### **6.3 Conclusion**

The primary objective of this study was to explore the relationship between organizational culture and employee performance within Nairobi County, which comprises 17 sub-counties, including Langata Sub-County. The focus of this study was on private universities within Langata Sub-County. It examined how internal factors, including the dominant organizational culture and specific dimensions of organizational culture, along with external market-driven influences, collectively shape organizational culture and impact employee performance.

The findings of the study reveal that organizational culture in these private universities is characterized by a blend of clan and hierarchy cultures. Clan culture, emphasizing collaboration, mutual support, and a nurturing environment, significantly enhances employee morale and engagement. Conversely, hierarchy culture, with its emphasis on clear roles, responsibilities, and standardized procedures, ensures operational efficiency and stability.

Supportive and transformational leadership, employee empowerment, and effective communication practices emerge as critical factors in fostering a motivated and high-performing workforce within these institutions. Furthermore, the study highlights the importance of managing competitive pressures and ensuring financial sustainability to provide necessary resources and prevent employee burnout. While recognizing the motivational benefits of a student-centric approach, the study underscores the importance of balancing this strategy to mitigate potential increases in staff workload and stress levels. The findings of this study advocate for a balanced integration of these cultural dimensions and

management practices to cultivate a positive organizational culture that enhances employee performance across private universities in Langata sub-county, Nairobi County, Kenya.

### **6.3. Recommendations Drawn from the study**

This study's findings are important and can be used by various groups to improve organizational culture and employee performance in private universities. The groups include: leaders of organizations, employees of organizations, and Private universities.

#### **6.3.1. Recommendation for the leaders**

The leaders should promote teamwork, mutual support, and a nurturing environment to strengthen the existing clan culture in universities. They should also practice transformational leadership practices to enhance employee motivation and performance by inspiring and empowering teams and providing necessary resources for growth. They should further maintain clear organizational structures. While emphasizing flexibility allows universities to adapt effectively to changes and maintain operational efficiency. Finally, leaders should implement strategies such as workload management and stress reduction programs to support staff well-being and foster a healthy work-life balance and ensure organizational values like integrity, transparency, and inclusivity are consistently practiced and reinforced through visible leadership actions and clear communication.

#### **6.3.1. Recommendation to the employees**

It is recommended that employees at private universities actively participate in creating a collaborative and supportive environment in light of the study's findings. The current clan culture can be further improved by fostering partnerships, teamwork, and mutual support. These actions will strengthen the sense of community and raise morale. Employees can also make an effort to support transformational leadership methods by offering feedback, taking part in decision-making, and seizing chances for advancement in their careers. In order

to reinforce a positive organizational culture, it is imperative that employees comprehend and uphold organizational values like honesty, transparency, and inclusivity in their day-to-day interactions. To improve overall involvement and performance, effective communication skills should be developed to guarantee clarity in duties and expectations as well as quick issue resolution.

### **6.3.2. Recommendation to universities**

Based on the study's insights, universities should prioritize fostering clan culture through teamwork and support, while developing transformational leadership to inspire and empower employees. Balancing hierarchy with flexibility in organizational structures is crucial for adapting to change and enhancing efficiency. Additionally, prioritizing employee well-being through workload management and promoting organizational values like integrity and transparency will foster a positive culture and improve overall performance.

### **6.3.4. Recommendation for future research**

For future research, it would be beneficial to explore the long-term effects of integrating clan and hierarchy cultures in universities on employee engagement, organizational effectiveness, and student outcomes. Additionally, investigating the role of emerging organizational cultures, such as adhocracy and market-driven cultures, in private universities could provide insights into their impact on innovation and adaptability. Furthermore, longitudinal studies tracking changes in organizational culture over time and their influence on employee satisfaction and retention would contribute to a deeper understanding of cultural dynamics in academic institutions.

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## Appendices

### Appendix A

#### Introduction Letter

Dear participant,

#### **Ref: Request for Participation in Research Study**

I am a graduate student pursuing an MA in Ethics and Organizational Leadership in Tangaza University College. I am conducting a research study on the impact of organizational culture on employee performance in private universities in Langata sub-county, Nairobi County, Kenya. I kindly request your participation in this study.

Your insights and experiences are crucial to provide valuable information for this research. The one-on-one interview will take approximately 30 to 40 minutes. Rest assured, all information shared will be strictly confidential, and your identity will remain anonymous.

Your participation will contribute to our understanding of the relationship between organizational culture and employee performance, benefiting higher education institutions. If you are willing to participate, please respond with your availability for the interview.

If you have any questions, please feel free to contact me.

Thank you for considering this request.

Sincerely,

Kabuya Nazarene Makena  
Tangaza University College  
Po Box 15055-00509  
Nairobi Kenya  
Phone : +254724167727  
Email : [nazarene.makena@gmail.com](mailto:nazarene.makena@gmail.com)

## Participant Consent Form

<b>Participant Consent Form</b> <b>Tangaza University College, The catholic University of Eastern Africa</b>
<b>Organizational culture and employee performance in selected private universities in Langata county.</b>
<ul style="list-style-type: none"><li>• This study is being conducted as the requirement for MA Proposal in Ethics and Organizational Leadership at Tangaza University College.</li><li>• It has been approved by the supervisors; contacts: <a href="mailto:cbuya@tangaza.ac.ke">cbuya@tangaza.ac.ke</a> and <a href="mailto:kibui.alice@gmail.com">kibui.alice@gmail.com</a> This study involves not known risk to participants and contains no deception. It takes approximately 45-60 minutes to take part in the present phase of the study.</li><li>• The task requires a participant to answer a series of questions.</li><li>• All respondents are treated as strictly confidential. No participant's results will be presented individually but only in aggregate form.</li><li>• Participation in this study is voluntary and there is no monetary or any other kind of compensation. Withdrawal from participation in the study will not lead any individual to be penalized in any way, and all participants have the right to withdraw themselves and their data from the study at any time.</li></ul>
<b>Name of the researcher:</b> Kabuya Nazarene Makena
<b>Position of the researcher:</b> Student, MA, Ethics & Organizational Leadership
<b>Address of the University College:</b> Tangaza University College, Langata, Nairobi, Kenya, 15055-00509, <b>Telephone number of the Program Leader:</b> +254725 984499
<b>Signed by researcher</b> ..... <b>Date</b> .....
<b>Statement to be signed by the participant</b>
I confirm that the organizer has explained fully the nature of the project and the range of activities which I am asked to undertake and that I have received an information sheet. I confirm that I have had adequate opportunity to ask questions about this project. <ul style="list-style-type: none"><li>• I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason.</li><li>• I agree to take part in this project, by participating in the interviews.</li></ul>
<b>Signed by participant</b> ..... <b>Date</b> .....

## **Participant Audio Recording Consent Form**

I grant permission for the audio recording of the interview to be used solely for the purpose of this research study. The audio recording will be securely stored and accessible only to the research team.

**Data Security:** I understand that all data collected during this study will be securely stored and accessible only to the research team. The data will be retained for a period specified by the university's research guidelines.

**Research Findings:** I understand that the findings of this study may be used for academic and research purposes and may be published in academic journals or presented at conferences. However, my identity will remain confidential in any research report or publication.

**Contact Information:** If I have any questions or concerns about this study or wish to receive a copy of the final research findings, I may contact **Kabuya Nazarene Makena** at **0724167727** or [nmakena@tangaza.ac.ke](mailto:nmakena@tangaza.ac.ke)

By signing below, I confirm that I have read and understood the information provided in this consent form, and I voluntarily agree to participate in the research study.

Participant's Signature: ..... Date: .....

## Appendix B

### Interview guide for employees in private universities

This interview guide has two parts; Part A has demographic information of the participants while Part B has in-depth questions on the phenomenon under investigation. There are two interview guides for the heads of departments and other employees.

---

1. Participant's age:

2. Participant's Gender (M/F):

3. Institution: .....

4. Department.....

5. Participant's Educational Level completed:

Diploma.....

Bachelor .....

Masters .....

PhD .....

6. What is your role in this institution:

Head of Department .....

Administrator .....

Fulltime Faculty Member.....

Part time Faculty Member.....

Support staff .....

7. Participant's Religious background:

Christian .....

Muslim.....

Other .....

No religious affiliation.....

## **Part B: Interview Questions**

- 1. What is the dominant type of organizational culture adopted in selected private universities in Langata Sub-County?**
  - 1.1. What are the core values and beliefs that define the organizational culture within your university?
  - 1.2. How do faculty members and staff perceive the dominant culture within your respective universities?
  - 1.3. What are the observable behavioral norms and practices that reflect the dominant organizational culture within your university?
- 2. What specific dimensions of organizational culture influence employee performance in private universities in Langata Sub-County? – For the leadership and management of the universities**
  - 2.1. How does the leadership within your university support and facilitate employees to excel in their roles?
  - 2.2. How are employees encouraged and empowered to take ownership of their work and contribute innovative solutions to challenges within the university?
  - 2.3. Can you identify any conflicting values or norms that may exist within the university's organizational culture, and how might these impact employee performance or create tensions within the organization?
- 3. What market-driven factors have affected organizational culture and employee performance in private universities in Langata sub -county?**
  - 3.1.** How have changes in market demands impacted the values and priorities within your university's organizational culture?
  - 3.2. Can you describe any instances where market competition has influenced your university culture and employee performance?
  - 3.3. How has the university adapted its organizational culture in response to external market pressures, and what impact has this had on employee performance

### Part C: Observation Guide

Tangaza University College, The catholic University of Eastern Africa

Organizational culture and employee performance in selected private universities in Nairobi

County.

S/N	Criterion	Y	N	Observations
1	The core values and beliefs that define the organizational culture within the university are visible through explicit mission statements, visible symbols, and expressed organizational priorities.			
2	The perception of the dominant organizational culture within the university can be seen through staff and faculty behaviors, interactions, and alignment with stated values during daily activities.			
3	Observable behavioral norms and practices reflecting the dominant organizational culture within the university can be witnessed through routine actions, communication styles, and adherence to established policies.			
4	Encouragement and empowerment of employees to take ownership of their work and contribute innovative solutions within your university can be seen through instances of autonomy and recognition of initiative			
5	Changes in market demands impacting the values and priorities within the university's organizational culture can be observed through shifts in strategic priorities and institutional responses to external demands.			
6	Instances where market competition has influenced the university culture and employee performance can be observed through changes in marketing strategies, enrollment approaches, and responses to competitive challenges.			
7	Instances where market competition has influenced the university culture and employee performance can be observed through changes in marketing strategies, enrollment approaches, and responses to competitive challenges.			

## Appendix C

### Work Plan

Type of Activity	Feb 2024	March 2024	April 2024	May 2024	June 2024	July 2024
Hand in Proposal	■					
Examiners reading proposal		■				
Proposal Defense			■			
Final Proposal hand in			■			
Getting permits			■			
Pre-testing of Instruments				■		
Data Collections				■		
Data Analysis					■	
Writing the Final Report					■	
Defending the Final Report						■
Final Submission						■

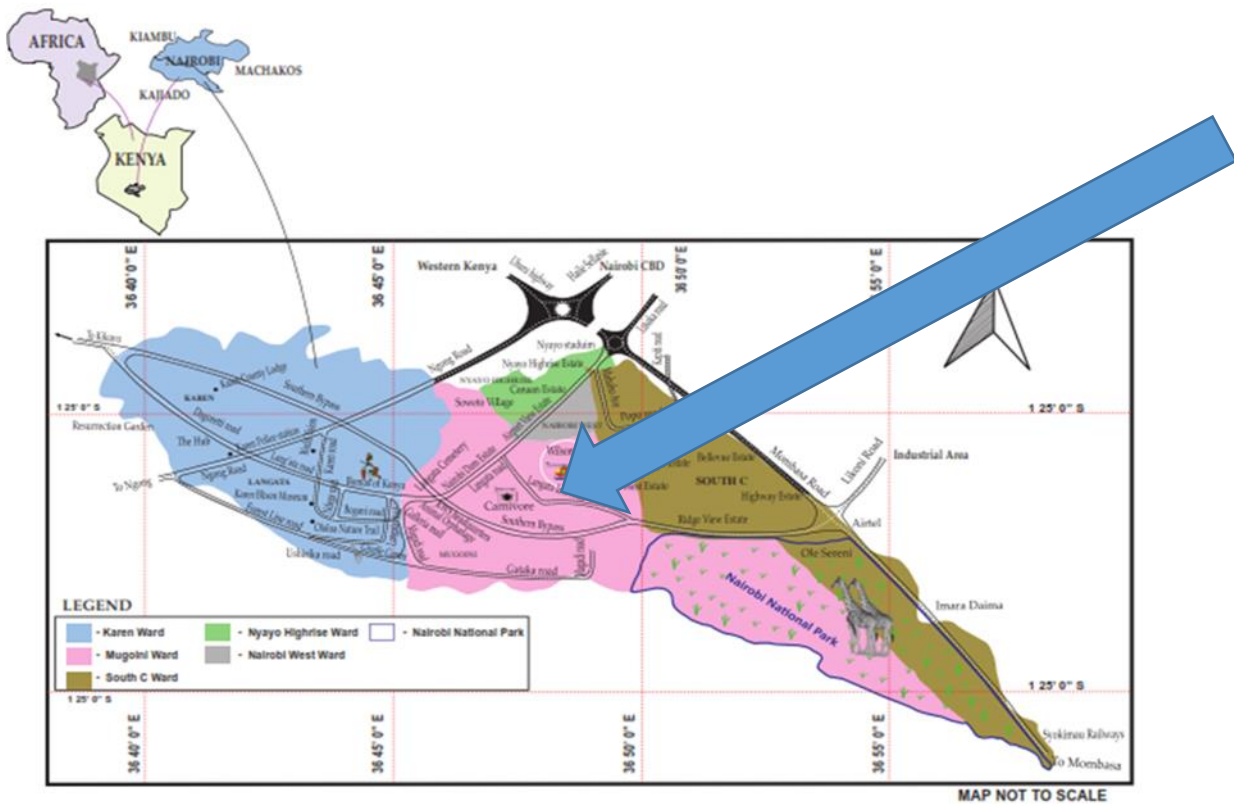
## Appendix D

### Budget

<b>Item</b>	<b>Description</b>	<b>Cost (in KES)</b>
Research Assistants	Hiring and remuneration for research assistants	10,000
Travel Expenses	Transportation and accommodation for research	4,000
Data Collection Tools	Purchase of voice recorder	5,000
Research Ethics Approval	Fees for obtaining ethics approval	3,000
Data Analysis Software	NVivo	5,000
Office Supplies	Paper, pens, stationery, etc.	2,000
Lunch	Refreshments during data collection	2,000
Printing and Binding	Final copies of the research report	3,000
Communication	Phone calls, internet, and communication expenses	1,000
Miscellaneous Expenses	Unforeseen expenses or contingencies	2,000
<b>Total Budget</b>		<b>37,000</b>

# Appendix E

## Location of the study





# TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

## CENTRE FOR LEADERSHIP AND MANAGEMENT

TO WHOM IT MAY CONCERN

May 15, 2024

Dear Madam/Sir,

**RE: Nazarene Makena Kabuya (LM57/00004/2021) .**

The above-named person is a Master in Ethics and Organizational Leadership student at the Centre for Leadership and Management- Tangaza University.

Ms. Nazarene is expected to complete the course in August 2024 and graduate in November 2024.

As a student at Tangaza University, she exhibits a high degree of commitment and dedication to her studies. She is a calm, social and polite lady who is pleasant to work with. She shows a lot of respect and prudence in dealing with authority.

Therefore, I highly recommend her to the reception of any assistance needed by her and as available to you.

Feel free to contact the undersigned for any further enquiry.

Yours Sincerely

For- Sr. Alice Anzoyo  
Director  
Centre for Leadership & Management  
Tangaza University.





# TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

REF: DRIE/ISERC2024/01/0010

11<sup>th</sup> April 2024

To: Nazarene Makena  
Reg. No. LM57/00004/2021

Dear Makena,

**Re: Organizational Culture and Employee Performance in Selected Private Higher Learning Institutions in Nairobi County, Kenya.**

This is to inform you that TUC-ISERC has reviewed and approved your above research proposal. Your application approval number is *TUC-ISERC2024/01/0011*. The approval period is **11<sup>th</sup> April 2024 – 12<sup>th</sup> April 2025**. This approval is subject to compliance with the following requirements;

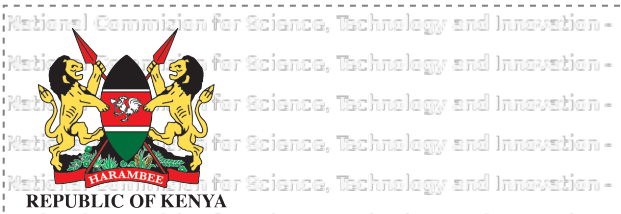
1. Only approved documents including (informed consents, study instruments, MTA) will be used
2. All changes including (amendments, deviations, and violations) are submitted for review and approval by TUC-ISERC.
3. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to TUC-ISERC within 72 hours of notification.
4. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to TUC-ISERC within 72 hours
5. Clearance for export of biological specimens must be obtained from relevant institutions.
6. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
7. Submission of an executive summary report within 90 days upon completion of the study to TUC-ISERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

**Dr. Daniel M. Kitonga (Ph.D.)**  
Chair, TUC - ISERC

**TANGAZA COLLEGE**  
Catholic University of Eastern Africa  
P. O. Box 15055 - 00509  
NAIROBI



REPUBLIC OF KENYA

Ref No: 105742

RESEARCH LICENSE



This is to Certify that Miss.. Nazarene Makena Kabuya of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Organizational Culture and Employee Performance in Selected Private Higher Learning Institutions in Nairobi County, Kenya for the period ending : 24/April/2025.

License No: NACOSTI/P/24/34774

105742

Applicant Identification Number



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: 24/April/2024

Handwritten signature

Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

## **THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**

Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

**The National Commission for Science, Technology and Innovation**, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

### **CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation(NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
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