



DETERMINANTS OF EMPLOYEE PERFORMANCE AT THE MINISTRY OF EDUCATION HEADQUARTERS IN KENYA

Gachui, J. G., Were, S., & Namusonge, G.

DETERMINANTS OF EMPLOYEE PERFORMANCE AT THE MINISTRY OF EDUCATION HEADQUARTERS IN KENYA

¹ Gachui, J. G., ² Were, S., & ³ Namusonge, G.

¹ PhD Student, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kenya

² Doctor, Lecturer, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kenya

³ Professor, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kenya

Accepted: December 18, 2020

ABSTRACT

This study sought to establish the determinants of employee performance at the Ministry of Education in Kenya. The specific objectives were; to determine the effect competence level on employee performance at the Ministry of Education in Kenya and to establish the effect of organization culture on employee performance at the Ministry of Education in Kenya. The study was grounded on hierarchy of needs and Durkheim's theory of culture. The study adopted descriptive cross-sectional survey. The study population composed of 623 employees at the management levels currently working at headquarters of ministry of education in Nairobi City County. Krejcie and Morgan formula was used to establish the sample size of the study. Data was gathered using questionnaire. Data was analysed using SPSS version 23. Pearson R correlation was used to measure degree and direction of the linear association between the variables. Multiple regression models were fitted to the data in order to test the influence of the independent variables on dependent variable. The information was displayed by use of bar charts, graphs, tables and pie charts. The study found that competence level positively and significantly influences employee performance at the ministry of education headquarters in Kenya; organization culture positively and significantly influences employee performance at the ministry of education headquarters in Kenya. There is need for more attention to be focused on the education level, which will lead to the production of employees that are competent and attract foreign direct investments. There is need to adopt a culture that allows employees views, opinions and suggestions to be taken into consideration when making decisions. Also, Ministry of Education should adopt transformational style role with leadership qualities such as role modelling, perseverance, empathy, pragmatism, visionary, innovative, coaching, stimulating, and valuing employees so as to enhance staff performance.

Key words: Employee performance, Competence, Organization Culture

CITATION: Gachui, J. G., Were, S., & Namusonge, G. (2020). Determinants of employee performance at the Ministry of Education headquarters in Kenya. *The Strategic Journal of Business & Change Management*, 8 (2), 1692 – 1711.

INTRODUCTION

The performance of workers and their productivity is of great concern in the economy worldwide. In China, According to Xiaojun and Mary (2015), performance of employee in public service play a very significant role in the development of China, and for the past 20 years changes have been taking place for the purpose of improving human resource systems in China. In the year 1993, they adopted a civil service system that is formal and currently, they have strategic efforts in place to change the demoralized cultures of the organizations (Ko & Han, 2016) and to emphasize on ethics (West, Beh & Sabharwal, 2016). The Report of the year 2012 18th National Congress of the Communist Party of China recommended that there is need for the government agencies to be improved in order to improve the economic and social development of the nation. This led to the increase in salaries of employees of public service, but there is expectation by the management that there will be increased responsiveness in return (Xiaojun & Mary, 2015).

In United States of America, Rotundo and Sackett (2017) state that organizations can benefit from provision of training to their workers this is because employees that are well trained acquire skills and competences that assist in improving the productivity of the company. Investments done on training workers will result in improved retention rate of the employees and also the level of satisfaction by customers. Training that is effective reduces time spent in solving problems and in the long run it helps save money through production of employees that are better. Through training, the morale of the employees is boosted and they become more loyal to the firm. Employees who are convinced that their organization provides chances for training that are excellent have a less likelihood of leaving their company compared to the employees in organizations that provide poor training opportunity (Judge, Locke & Durham, 2017). A study by the commission for Architecture and the Built Environment and the British Council

for offices has found even simple things such as good lighting and having adequate daylight can reduce absenteeism by 15% and increase productivity by between 2.8% and 20% (Chandrasekar, 2017).

In Canada, Kinicki (2017) stated that efficiency among workers could be improved by having a plan to ensure that they are developed with a view to fill any position that arise in the organization and also provide them with goals that they will be striving toward achieving. If an employee is appraised, they clearly understand and therefore improve the way they perform in their daily duties. Kinicki (2017) equally reveals that the performance of motivated workers is better. If a salesperson is offered a commission, they will put more effort and ensure that their sales are higher. If an employee is thanked for their good customer service, there is a high likelihood that they will try to duplicate it because they feel they are being appreciated.

In Rwanda, Ajala (2015) found that to improve performance of workers involves several activities and not just a single activity. It's inclusive of manipulation of work environment for the purpose of enabling workers to attain their goals. The conditioning of the work environment should be such that the productivity of the employees is promoted and that it should ensure that there are minimal hazards. The work environment created by managers should encourage interaction and attainment of the goals of the company. The reason is that the work environment is a very significant factor in motivating workers and safety in work environment (Ajala, 2016). The workplace needs to be conducive and dynamic and should follow technological trend of the society. It is also important for managers to manipulate workplace for the purpose of stimulating job satisfaction among workers and promoting their welfare and performance. Skilled managers are the most appropriate because they will be able to manipulate the work environment in order to ensure that employee's job performance is effective (Ajala, 2016).

Kimeu (2015) studied perception of aspects that affect the way staff perform at the County government of Machakos. The study established that training, motivation, teamwork and performance appraisals were the factors that affected performance with most of the individuals agreeing that the above factors affect their performance. The study further established that employee performance could be improved by fostering teamwork in the organization and it is therefore recommended that employees be encouraged to work as a team and through team building activities. Staff motivation affects employee performance and therefore staff should be motivated. Employee performance could be improved by the organization providing more training opportunities to the staff (Kimeu, 2015).

Chebet (2015) studied factors that determine workers performance in Kenyan County government; the study was conducted in Bungoma County. The study found a significant association exists between compensation/remuneration, leadership style, employee training and development, working conditions and improved employee performance and there is need for the organization to improve on training and leadership in order to achieve continual improvement.

Statement of the Problem

The Ministry of education plays a critical position towards the achievement of vision 2030 (World Bank, 2017). The Ministry of Education being responsible for educational management in the country, the National Policy on Education makes it clear that the success of any educational system is hinged on proper planning, efficient administration and adequate financing (GOK, 2016). The Ministry of Education as an organization can only carry out its responsibilities through the performance of its employees. In the pursuit of achieving the organizational goals, the employees of the ministry have to do their respective jobs according to their job description, (GOK, 2016). The expectation therefore is that successful performance of an allocated job by an organizational member

cumulatively leads to the achievement of the organizational goals. Hence one of the keys to an effective and successful organization is the management of the human resource (employee) in the system for effective performance (Mullins, 2015).

In Kenya, the public sectors are plagued by problems of poor employee performance (World Bank Report, 2016). Poor employee performance in public service in Kenya is indicated by absenteeism from work, corruption, lateness, low quality of work output and high turnover of professional staff (Chepkilot, 2015). According to a report by World Bank (WB) (2016) absenteeism cases in public service in Kenya comprised 40% of the total discipline cases reported in the organization. Most of these discipline cases were from staff working in operational areas. According to Mbuvi (2016), during 2015/2016 financial year, the Man-Hours lost in public service and due to absenteeism and other factors were 10,206,976.57 which translated into Kshs. 3,867,996,698.19. There are numerous recommendations adopted by public service as a measure to improve employee performance through human resource management (Mwaura, 2015). There is need to investigate on determinants of employee performance at the ministry of education headquarters in Kenya.

Empirical studies in Kenya include, Gitonga, Kingi and Jean (2016) who studied on the determinants of employee's performance in Kenya Ports Authority. Aluvisia (2016) did a study on factors influencing employee performance in the Kenyan public sector, a case of the Kenya National Highways Authority (KeNHA). In his study Kimeu (2015) studied on perceived factors affecting employee performance at Machakos county government, Kenya and Chebet (2015) studied the determinants of employees' performance in the county governments of Kenya; a case of Bungoma County.

Most of the studies done on employee performance have been conducted in State Corporation and county governments and little has been conducted

in the government ministries. There is limited empirical evidence on determinants of employee performance in the Kenyan Public service. Therefore, the study intends to fill the existing gap by carrying out the study in Ministry of Education in Kenya. For any meaningful training to take place the employees must be knowledgeable, the knowledge is impacted through school which is the mandate of ministry of education. This study sought to establish the determinants of employee performance at the ministry of education headquarters in Kenya

Objective of the Study

The general objective of the study was to establish the determinants of employee performance at the ministry of education headquarters in Kenya. The study was guided by the following specific objective;

- To determine the effect of competence level on employee performance at the ministry of education headquarters in Kenya.
- To establish the effect of organization culture on employee performance at the ministry of education headquarters in Kenya.

The study sought to test the following hypothesis

- **H_{A1}** Competence level has a positive significant effect on employee performance at the ministry of education headquarters in Kenya.
- **H_{A2}** Organization culture has a positive significant effect on employee performance at the ministry of education headquarters in Kenya.

LITERATURE REVIEW

Theoretical Framework

Abraham Maslow's Hierarchy of Needs Theory

In the year 1943, Abraham Maslow anticipated this theory and he explained the theory such that it included the innate curiosity of a person and for several years, researchers' critic the theory that it is more of western and therefore cannot be applied in many regions in the world (Friedlander, 2015). In the hierarchy of needs, the lowest need in the hierarchy is physiological and safety needs which

might be associated with company's culture. Every single organization must pass through this first stage where they really struggle to survive. Maslow indicated that those individuals growing in a setup where all their needs are not met have high likelihood of not being healthy and be well-adjusted people. Other studies support Maslow's theory regarding the difference between deficiency and the need to grow and also indicated that it's not all people that have the ability to satisfy all their needs including the higher ones when they are employed. The employees who are at higher levels have the ability of meeting growth as well as deficiency requirements while those employed at low levels have the ability of meeting the deficiency requirements while employed.

The theory has not received much support because of its notion (Antomioni, 2009). This theory is important in this study because it can be used in orienting the company and in motivating the workers (Greenberg & Baron, 2017). Also, through the theory, managers are provided with suggestions on leading their workers to be self-actualized. This idea suggests a double role played by the theory; 1st organizations and 2nd to employees on the foundation that the workers and the organization decide on how they want the organization to perform, and when the workers put more efforts in serving the organization, the culture as well as practices of HR must make sure that the workers level of needs reflects on the value held by the company with high esteem (Greenberg & Baron, 2017). This theory supports competence level by explaining that employee competence level can be improved when their needs are met.

Durkheim's Theory of Culture

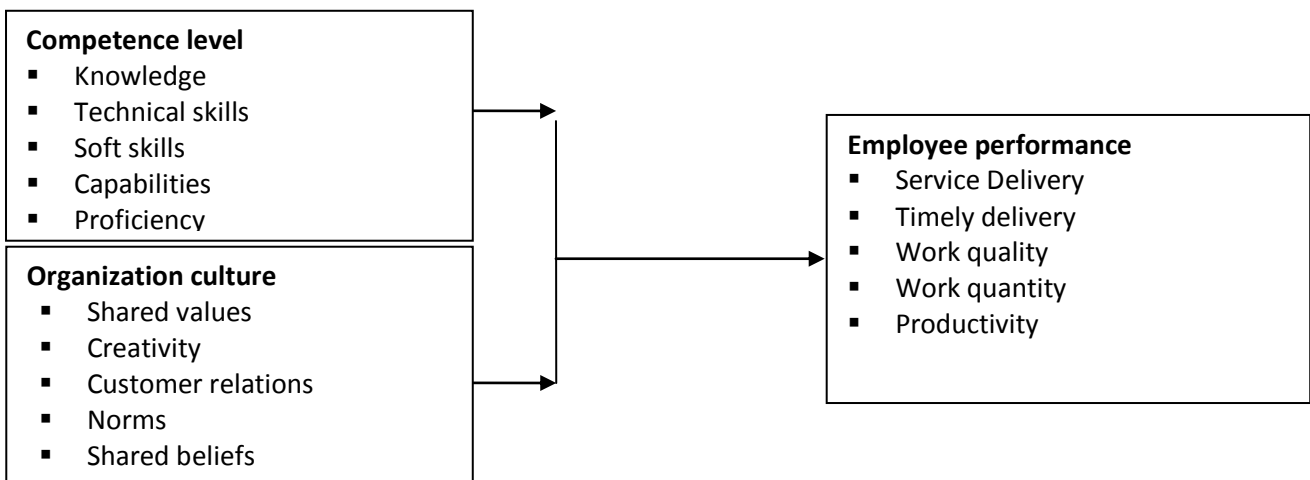
Emile Durkheim (1890) developed this theory. Culture explained as the emergent net of representations, holistically comprehending the in-depth set belief, value, and symbolic structures of natural entirety such as tribal communities in which

he gave such close observation. The theory argues that a bountifulness of work in a firm's sociology involves the substance of what the culture term seems to consist, even if it seems impossible. It is through culture that an organization influences the tasks and achievement of its objectives.

As stated by Durkheim (2016), the collective conscience can never be introduced in the person through rational ways. Durkheim (2016) says that when our conscience is taken over completely with collective conscience, they coincide all over. Such communities are proportionately homogenous, women and men involve themselves in the same rituals, duties, and day to day activities, all got the same experiences and hence beliefs and attitudes. The few different institutions in such communities embody the same values, norms and reinforce each other. Norms and rules are universal, beyond the pale of question or discussion, and are absolutely followed. The collective conscience is so

overpowering that there is less will or opportunity for deviance or individuality.

According to Wuthnow and Witten (2015), disagreements may arise in a company because of several cultures but at the same time it can be a source of strength to the company. The sources of cultural gaps could be profession, status, or even lines of division. The existence of several cultures in a company is evident in various practices observed in the institution: there are some cases when employees belonging to various departments in the organization make speeches to sell the organization that appeal more to those individuals who are outside the company compared to the ones within (Zheng & McLean, 2016). This theory supports organization culture. Culture is a very important aspect of the organization as it helps in guiding the organization on its daily activities so as to achieve set goals.



Independent Variable

Dependent Variable

Figure 1: Conceptual Framework

LITERATURE REVIEW

Hameed (2017), in any company the main resource they have is human assets and the main determinant of the objectives of the company is the competence of the workers and their level of commitment and they also determine whether the set objectives will be attained. Competency refers to the ability of an individual to apply knowledge,

abilities, and their personal character, skills in performing a particular task or a particular role successfully. Personal characteristics could refer to mental, social and physical abilities that are needed for a particular job to be successfully performed. Berman (2015) did a discussion and later assessment of competency of a person and established that they are significant in predicting

the way an employee performs and succeeds which is as important as a person's aptitude and knowledge content based on test score and the result.

The level and the performance of staff are related with competence, and competence structure of a person refers to the situation where a person is able to perform their duties competently and the work runs smoothly, and the expected results are achieved. It can also be said to be performance that is comprehensive of the measures that can be measured and the features of a person which makes them be different from others and these features are inclusive of knowledge, model of thinking, skills, motivation of the society and model of thoughts (Robertson & Patrick, 2015).

The values as well as behaviors that are thought to assist in the attainment of the goals of the company are referred to as organizational Culture (Schein, 2016). It can also be defined as the mindset of a person which enables one to differentiate each other in and out of the firm. They are values, beliefs, and behaviors of staff members that assist in distinguishing them from other firms (Hofstede, 2017). It is very important for a company to have a strong culture because it boosts the performance of the staff resulting to accomplishment of the goals of the company and increase in the firm's performance (Deal & Kennedy, 2016). Stewart (2015) indicated that norms and values of a culture have a direct or indirect effect on the individuals attached to the firm. Despite the fact that the norms are not visible, they have positive impact on the profitability of the firm and also on the staff members.

Through a strong structure of culture, the employees are able to develop their skills and therefore get motivated towards the attainment of the objectives of the company; which in-turn shapes the behavior of the staff members and directs it towards operational and purposeful strategies (Daft, 2016). One of the fundamental aspects of company's culture is the shared worth (Cronje, 2016; Hellriegel *et al*, 2018). Schein (2016)

indicated that worth could be social norms outlining principles for interaction with the social and the behaviour of communication of the members of the society, and it could mirror the assumptions of causative culture. It is argued by academicians and practitioners that the way a firm performs depends on the level to which cultural values are spread (Peters & Boatman, 2016). It is also widely argued that the values that are shared vastly and are strongly held help management in predicting the reaction of workers strategies and when the values are reduced the outcome may not be a desirable one (Ogbonna, 2017).

Performance relates to output in terms of its quality, quantity, timeliness, presence, work attendance, efficiency and effectiveness of the job done (Mathis & Jackson 2019). Performance of the workers is the work that is being completed successfully by a bunch of people that were selected to perform the work and is determined based on the way the perspective of the supervisor of the work or by the company itself for the purpose of pre-determining the level of acceptance while using the resources present in an effective and efficient manner (Christabella, 2018).

Aguinis (2019) described performance as being not inclusive of the outcome as a result of the way an employee behaves but rather it is about the doings of the worker and not the results of their doings. Perceived workers performance is the general belief by a worker regarding their behavior and contribution towards the successfulness of the company. There are three main factors that are used in performance of staff members which allow them to better their performance in comparison to others. These are factors used in determining performance and they include; procedural declarative as well as motivation (McCloy *et al*, 1994). The manner in which an individual performs is affected by HR practices.

Carlson *et al*. (2016) gave a proposition of five HR practices affecting performance and they are; appraisals, training and development, having competitive compensation level, morale

maintenance and recruitment package. Tessema and Soeters (2016) did a study on eight HR practices which included practices involved in recruitment and selection, evaluation of staff performance, procedures that are followed on grievances, promotions, training, placement practices, compensation, and pension or social security regarding the perception on the way staff performed. The conclusion made based on the findings of the study was that HR practices were positively and significantly related with perceived performance of staff.

METHODOLOGY

The study employed descriptive research design. The study population for this study comprised of 623 employees at different managerial levels working at the headquarters of Ministry of Education in Kenya. Management level employees were chosen because they had the needed information for this study. A list of 623 employees from various management levels currently working at headquarters of Ministry of Education in Kenya formed the sampling frame. The study used the Krejcie and Morgan (1970) formula to arrive at the sample size. Therefore, using Krejcie and Morgan formula, the sample size was 244 respondents which is a representation of 39.16% of the entire population being targeted. Stratified random sampling is the techniques that was applied in selecting the sample for this study. Questionnaire was selected as a tool for in gathering information to be used in the study. SPSS version 23 was used to analyze the data that was collected from the field. In order to allow data to be entered into the software, the questionnaires were referenced, and the data coded. Both quantitative and qualitative data was collected. Quantitative data collected was analyzed using descriptive statistics techniques. Through descriptive analyses, correlational as well as experimental studies emerge; and also, they provide clues on the issues that require more attention which leads to further research (Mugenda & Mugenda, 2018). Qualitative data was analyzed using content analysis which was performed in

SPSS. Before the data was analyzed, it was first coded, cleaned, and grouped as per the variables. Pearson R correlation was used to measure strength and the direction of linear relationship between variables. Multiple regression models were fitted to the data in order to determine how the independent variables affect the dependent variable. Multiple regression models were used to measure the determinants of employee performance. To determine any causal relationship, multiple linear regression analysis were conducted. As stated by Gujarati (1995), causation models are best explained by linear regression analysis and thus, the study used linear regression results for each variable to achieve objectives 1, 2.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where;

Y = Employee Performance

X₁ = Competence Level

X₂ = Organization Culture

ε = Error term

β₀- β₂= are regression coefficients to be estimated

ANOVA test was used to determine whether data that was used in the study was significant. ANOVA was also used to determine whether to uphold the hypotheses or not. Beta coefficient was used in comparing how strong the effect of each independent variable was on the dependent variable. If the absolute value of the beta coefficient is high, then it implies that the effect is strong. This study used the Beta coefficients in comparing the strength of dependent variable in relation to the independent variables. The hypothesis of the study was tested by performing ANOVA and F-test.

RESULTS AND DISCUSSIONS

The study selected a sample of 244 Management level employees at the ministry of education headquarters in Kenya. All selected respondents were issued with questionnaires for data collection but the researcher was able to receive back only 215 questionnaires. The returned questionnaires formed a response rate of 88.11%. Since our response rate was above 70% it was considered to

be excellent and was used for further analysis and reporting.

Descriptive Results

In this section, the study presents findings mainly on Likert scale questions for each variable. The respondents were asked to give the level to which they agreed or disagreed with statements on each variable; they used a 5-point Likert scale. The results provided were analyzed and the findings interpreted using frequencies, means and standard deviation values.

Competence Level

Respondents indicated their level of agreement with the following statements about the effect competence level on employee performance at the Ministry of Education in Kenya. Results in Table 1 showed that all the standard deviation values for each of the statement was small an indication that the responses did not differ. The findings also show that the mean values were greater than 3.5 but less than 4.5 an indication that the respondents were in agreement with the findings. Specifically, the findings show on knowledge that 161(74.9%) of respondents agreed that in our organization only qualified personnel are employed (M=3.948, SD=1.263); 168(78.1%) that knowledgeable employees in an organization are the main resource for acquiring competitive advantage (M=3.863, SD=1.326); and 157(73%) that in their organization employee knowledge improves their work efficiency (M=3.836, SD=1.220). These agree with Berman (2010) who assessed competency of a person and established that they are significant in predicting the way an employee performs and succeeds. In his study, competency was determined by knowledge level of the individual.

Regarding technical skills, 184(85.6%) respondents agreed that employee's skills define an employee character, self-concept, internal motivation, and capacity of contextual knowledge (M=3.994, SD=1.476); 184(85.6%) that employees skills assist them to be stable when faced with a situation in the workplace (M=3.961, SD=1.476); and 188(87.4%) that employees skills promotes synergy in the

organization (M=3.856, SD=1.525). The findings concurs with those of Smith and Mackie (2000) that success is commonly attributed to skill; majority of the people have the tendency of reacting to a situation based on what they think was the cause and the skills they possess.

Regarding soft skills, 170(79.1%) respondents agreed that employees are able to solve problems among themselves (M=3.994, SD=1.343); 178(82.8%) that employees communication and listening skills help them to perform their tasks effectively (M=3.836, SD=1.426); and 179(83.3%) that employees maintain good working relationships in the organization (M=3.830, SD=1.441). These agrees with the findings of Rotundo and Sackett (2017) that training that is effective help employees acquire skill and competences that reduces time spent in solving problems and in the long run it helps save money through production of employees that are better.

On capabilities, 158(73.5%) respondents were agreed that employees' capabilities enable them to understand their day-to-day priorities (M=4.007, SD=1.251); 204(94.9%) that competence minimizes employee's turnover in the education ministry (M=3.961, SD=1.674); and 148(68.8%) that employees capabilities enables them to adjust to new conditions (M=3.817, SD=1.142). These findings show that competence lower turnover rates and capabilities employees have allow them in executing their daily priorities and adjusting to new conditions. The findings agree with those of Ismail and Abidin (2016) who found in their study that staff members' performance is greatly influenced by competencies of the staff members.

In regard to proficiency, 184(85.6%) respondents agreed that in their organization employee proficiency helps improve the quality of their work (M=3.988, SD=1.475); 191(88.8%) that proficiency is essential for getting a positive performance evaluation (M=3.955, SD=1.546); and 170(79.1%) that employees proficiency help them to pay attention to details and employees can find success in their professional and personal lives (M=3.915,

SD=1.343). The findings agree with Mutsotso (2010) who indicated that the ability of staff members to perform their work is increased through education and training and it also betters their perspective on

proficiency and adequacy in performing their duties; competency predicts the way an employee performs and succeeds.

Table 1: Competence Level and Employee Performance

Statements	1	2	3	4	5	Mean	Std. Dev.
Knowledge							
In our organization only qualified personnel are employed	6 (2.8%)	6 (2.8%)	13 (6%)	161 (74.9%)	30 (14%)	3.948	1.263
Knowledgeable employees in an organization are the main resource for acquiring competitive advantage	6 (2.8%)	6 (2.8%)	18 (8.4%)	168 (78.1%)	17 (7.9%)	3.863	1.326
In our organization employee knowledge improves their work efficiency	10 (4.7%)	3 (1.4%)	23 (10.7%)	157 (73%)	23 (10.7%)	3.836	1.220
Technical skills							
Employees skills assist them to be stable when faced with a situation in the workplace	3 (1.4%)	6 (2.8%)	6 (2.8%)	184 (85.6%)	17 (7.9%)	3.961	1.476
Employees skills promotes synergy in the organization	6 (2.8%)	10 (4.7%)	3 (1.4%)	188 (87.4%)	9 (4.2%)	3.856	1.525
Employees skills define an employee character, self-concept, internal motivation, and capacity of contextual knowledge	3 (1.4%)	4 (1.9%)	4 (1.9%)	184 (85.6%)	20 (9.3%)	3.994	1.476
Soft skills							
Employees communication and listening skills help them to perform their tasks effectively	7 (3.3%)	7 (3.3%)	11 (5.1%)	178 (82.8%)	11 (5.1%)	3.836	1.426
Employees are able to solve problems among themselves	4 (1.9%)	4 (1.9%)	8 (3.7%)	170 (79.1%)	28 (13%)	3.994	1.343
Employees maintain good working relationships in the organization	8 (3.7%)	4 (1.9%)	13 (13%)	179 (83.3%)	10 (4.7%)	3.830	1.441
Capabilities							
Competence minimizes employee's turnover in the education ministry	3 (1.4%)	0 (0%)	4 (1.9%)	204 (94.9%)	4 (1.9%)	3.961	1.674
Employees capabilities enable them to understand their day-to-day priorities	7 (3.3%)	4 (1.9%)	7 (3.3%)	158 (73.5%)	38 (17.7%)	4.007	1.251
Employees capabilities enables them to adjust to new conditions	10 (4.7%)	10 (4.7%)	18 (8.4%)	148 (68.8%)	28 (13%)	3.817	1.142
Proficiency							
Employees proficiency help them to pay attention to details and employees can find success in their professional and personal lives	6 (2.8%)	10 (4.7%)	6 (2.8%)	170 (79.1%)	24 (11.2%)	3.915	1.343
Proficiency is essential for getting a positive performance evaluation	4 (1.9%)	3 (1.4%)	4 (1.9%)	191 (88.8%)	13 (6%)	3.955	1.546
In our organization employee proficiency helps improve the quality of their work	3 (1.4%)	3 (1.4%)	7 (3.3%)	184 (85.6%)	19 (8.8%)	3.988	1.475

Organization Culture

Respondents gave their level of agreement with the following statements about the effect of organization culture on employee performance at the Ministry of Education in Kenya.

Results in Table 2 showed that all the standard deviation values for each statement were less than 2 an indication that all the responses did not differ. The findings also showed that the respondents agreed with the statements since the mean values were between 3.5 and 4.45. Specifically, 174(80.9%) respondents agreed on shared values that organization's shared values guide employee's activities (M=3.856, SD=1.384); 162(75.3%) that shared values give clear processes, instructions and procedures to employees (M=3.751, SD=1.277); and 160(74.4%) that shared values ensure clear instructions are provided to staff concerning their duties and tasks (M=3.714, SD=1.251). The findings agree with those of Ogbonna (2017) who argued that the values that are shared vastly and are strongly held help management in predicting the reaction of workers and when the values are reduced the outcome may not be a desirable one.

Regarding creativity, 161 (74.9%) respondents agreed that employees creativity makes them more efficient (M=3.915, SD=1.267); 168(78.1%) that employees are encouraged to contribute ideas and participate in problem-solving (M=3.803, SD=1.331); and 167(77.7%) that employees devise new ways of doing their activities (M=3.699, SD=1.331). The findings concur with Janssen and Van Yperen (2014) that the most influential thing is the need to have a job that is creative and to have a job that is highly satisfying; this can only be achieved by boosting creativity of workers. This makes sure that the business maintains their competitive advantage and improves innovativeness of the company.

On customer relations, 184 (85.6%) respondents agreed that customer relations help the organization to understand customer preferences

(M=3.961, SD=1.476); 170(79.1%) customer relations helps the organization to deal with customers complaints (M=3.935, SD=1.341); and 188(87.4%) that customer relations are essential for achieving customer satisfaction (M=3.889, SD=1.522). The findings agree with Ekpenyong and Ekpenyong (2016) that companies that support culture have a tendency of experiencing great performance and improved satisfaction levels; this kind of culture motivates workers to be innovative and support teamwork as well as socialization.

On norms, the study found that 170(79.1%) respondents agreed that they deal with each other fairly, adhering to values, rules and regulations (M=3.975, SD=1.345); 191(88.8%) that all the employees understand the organization culture (M=3.948, SD=1.547); and 178(82.8%) that high importance is placed on organization rules, regulations values and obligations (M=3.817, SD=1.428). The findings show that norms explain what values, rules and regulations employees have to adhere to and therefore it's important that each employee understand them. The findings concurs with Stewart (2015) who indicated that norms and values of a culture have a direct or indirect effect on the individuals attached to the firm, they also have positive impact on the profitability of the firm and also on the staff members.

Regarding shared beliefs, 184(85.6%) respondents agreed that the organization encourage employees to be creative and innovative (M=3.994, SD=1.476); 157(73%) that the employees roles and responsibilities are defined to guide their activities (M=3.744, SD=1.229); and 167(77.7%) that the employees work towards achieving a common firm goal (M=3.678, SD=1.325). The study findings concurs with those of Odhiambo (2016) that espoused values and beliefs, rules and policies, artifacts and management behaviors influence various aspects of employee performance. Also, firm's culture positively influence the way staff members perform.

Table 2: Organization Culture and Employee Performance

Statements	1	2	3	4	5	Mean	Std. Dev.
Shared values							
Shared values ensure clear instructions are provided to staff concerning their duties and tasks.	12 (5.6%)	12 (5.6%)	15 (7%)	160 (74.4%)	15 (7%)	3.714	1.251
Shared values give clear processes, instructions and procedures to employees	10 (4.7%)	16 (7.4%)	10 (4.7%)	162 (75.3%)	17 (7.9%)	3.751	1.277
Organization shared values guide employee's activities	6 (2.8%)	13 (6%)	6 (2.8%)	174 (80.9%)	17 (7.9%)	3.856	1.384
Creativity							
Employees devise new ways of doing their activities	4 (1.9%)	11 (5.1%)	31 (14.4%)	167 (77.7%)	2 (0.9%)	3.699	1.331
Employees creativity makes them more efficient	6 (2.8%)	13 (6%)	6 (2.8%)	161 (74.9%)	30 (14%)	3.915	1.267
Employees are encouraged to contribute ideas and participate in problem-solving	6 (2.8%)	18 (8.4%)	6 (2.8%)	168 (78.1%)	17 (7.9%)	3.803	1.331
Customer relations							
Customer relations helps the organization to deal with customers complaints	6 (2.8%)	6 (2.8%)	10 (4.7%)	170 (79.1%)	24 (11.2%)	3.935	1.341
Customer relations helps the organization to understand customer preferences	3 (1.4%)	6 (2.8%)	6 (2.8%)	184 (85.6%)	17 (7.9%)	3.961	1.476
Customer relations are essential for achieving customer satisfaction.	6 (2.8%)	3 (1.4%)	10 (4.7%)	188 (87.4%)	9 (4.2%)	3.889	1.522
All the employees understand the organization culture	4 (1.9%)	4 (1.9%)	3 (1.4%)	191 (88.8%)	13 (6%)	3.948	1.547
High importance is placed on organization rules, regulations values and obligations.	7 (3.3%)	11 (5.1%)	7 (3.3%)	178 (82.8%)	11 (5.1%)	3.817	1.428
We deal with each other fairly, adhering to values, rules and regulations	4 (1.9%)	8 (3.7%)	4 (1.9%)	170 (79.1%)	28 (13%)	3.975	1.345
Shared beliefs							
The employees work towards achieving a common firm goal	13 (6%)	18 (8.4%)	6 (2.8%)	167 (77.7%)	11 (5.1%)	3.678	1.325
The employees roles and responsibilities are defined to guide their activities	10 (4.7%)	23 (10.7%)	3 (1.4%)	157 (73%)	23 (10.7%)	3.744	1.229
The organization encourage employees to creative and innovative	3 (1.4%)	4 (1.9%)	4 (1.9%)	184 (85.6%)	20 (9.3%)	3.994	1.476

Employee Performance

Respondents gave their level of agreement with the following statements about employee performance.

Results in Table 3 showed that all the mean values were above 3.5 but less than 4.45; suggesting that the respondents agreed with the different statements on employee performance. The findings

also show that the responses provided did not differ because the standard deviation values were less than two. Specifically, the findings show that on service delivery, 155(72.1%) respondents agreed that their work environment help to improve efficiency (M=3.797, SD=1.220); 167(77.7%) that career progression improves their efficiency (M=3.790, SD=1.318); and 160(74.4%) that employees creativity improves their efficiency (M=3.784, SD=1.250). These findings show that efficiency of employees can be increased by ensuring that their work environment encourage creativity, providing career progression opportunities and ensuring there is creativity. The findings concurred with Christian, Bradley, Wallace and Burke (2016) that organizations will upgrade their efficiency by improving the structure of their working environment.

Regarding timely delivery, 158(73.5%) respondents agreed that employees are self-motivated to achieve set goals (M=3.869, SD=1.239); 148(68.8%) that employees achieve their set target at the required time (M=3.784, SD=1.145); and 151(70.2%) that employee competence level help to improve delivery of services (M=3.672, SD=1.174). These findings showed that employees at ministry of education are self-motivated which ensures that they complete their task at the required time. Also their competence determines the services they deliver; high competency means improved service delivery. The findings agree with Wright and Nishii (2017) that the level and the performance of staff are related with competence i.e. the ability to perform their duties competently and the work runs smoothly, and the expected results are achieved. They added that the main source through which a company can attain their competitive advantage is through their workers.

Regarding work quality, 158(73.5%) respondents agreed that employees work quality has improved (M=3.869, SD=1.239); 167(77.7%) that employees ensure that quality services are provided to customers (M=3.790, SD=1.318); and 157(73%) that their organization culture emphasize on work

quality (M=3.764, SD=1.229). These findings show that ministry of education had organizational culture that emphasizes on work quality and this ensures that customers receive quality work. These findings agree with Christian, Bradley, Wallace and Burke (2016) that organizations will upgrade their efficiency and quality by improving the structure of their working environment.

On work quantity, 174(80.9%) respondents agreed that employees focus on a single task at a time to achieve high work quantity (M=3.889, SD=1.381); 168(78.1%) that employees set personal deadlines to achieve high work quantity (M=3.803, SD=1.331); and 167(77.7%) that employee training focus on what employee do on daily basis (M=3.738, SD=1.320). Through training and efforts placed by employees in setting their personal deadlines, they are able to perform more tasks. The findings concurs with Smith and Mackie (2015) that daily operations of a company can run smoothly if individuals are trained to make attributions that are accurate; this reduces attributions that are faulty.

Regarding productivity, 160(74.4%) respondents agreed that productivity shows how efficient the employees are for a task (M=4.001, SD=1.267); 150(69.8%) that productivity helps to determine whether a task needs more or less workers (M=3.955, SD=1.186); and 171(79.5%) that employee productivity is enhanced through skills acquired (M=3.942, SD=1.355). These findings show that productivity can be used to determine employee efficiency, whether there is need for more employees and whether the employees require skill training to complete the task more efficiently. The findings agree with Salleh, Yaakub and Dzulkifli (2016) that poor performance of an individual employee might affect productivity of a group of workers and therefore put the whole organization at risk. It also agrees with Rotundo and Sackett (2017) that organizations can benefit from provision of training to their workers this is because employees that are well trained acquire skills and competences that assist in improving the productivity of the company.

Table 3: Employee Performance

Statements	1 %	2 %	3 %	4 %	5 %	Mean	Std. Dev.
Service Delivery							
Employees creativity improves their efficiency	4.7	6.5	4.7	74.4	9.8	3.784	1.250
Career progression improves their efficiency	3.3	7.9	3.3	77.7	7.9	3.790	1.318
Our work environment help to improve efficiency	4.7	9.8	0.0	72.1	13.0	3.797	1.220
Timely delivery							
Employees achieve their set target at the required time	4.7	7.9	5.1	68.8	13.0	3.784	1.145
Employees are self-motivated to achieve set goals	3.3	6.5	3.3	73.5	13.0	3.869	1.239
Employee competence level help to improve delivery of services	6.5	9.8	3.3	70.2	9.8	3.672	1.174
Work quality							
Employees work quality has improved	3.3	6.5	3.3	73.5	13.0	3.869	1.239
Employees ensure that quality services are provided to customers	3.3	7.9	3.3	77.7	7.9	3.790	1.318
Our organization culture emphasize on work quality	4.7	9.8	1.4	73.0	11.2	3.764	1.229
Work quantity							
Employees set personal deadlines to achieve high work quantity	2.8	8.4	2.8	78.1	7.9	3.803	1.331
Employees focus on a single task at a time to achieve high work quantity	2.8	2.8	6.0	80.9	7.9	3.889	1.381
Employee training focus one what employee do on daily basis	6.0	2.8	8.4	77.7	5.1	3.738	1.320
Productivity							
Productivity shows how efficient the employees are for a task	3.3	3.3	1.4	74.4	17.7	4.001	1.267
Productivity helps to determine whether a task needs more or less workers	4.7	4.7	1.4	69.8	20.0	3.955	1.186
Employee productivity is enhanced through skills acquired	3.3	1.4	4.7	79.5	11.2	3.942	1.355

Correlation Results

Correlation analysis was used to test the strength and the direction of the relationship between the dependent (employee performance) and the independent variables (competence level, and organization culture). Also, correlation analysis was used to show whether there was any relationship between the independent variables; thus determined whether there was any multicollinearity. Table 4 presented the findings obtained. The association was considered to be: small if $\pm 0.1 < r < \pm 0.29$; medium if $\pm 0.3 < r < \pm 0.49$; and strong if $r > \pm 0.5$.

Competence level and employee performance are seen to have strong, positive and significant relationship ($r=0.843$, $p=0.000$). The relationship was significant since the p-value obtained (0.000) was less than the selected level of significance. The variables had direct relationship meaning an increase in competence level would result to an increase in employee performance. Therefore, the competence levels of employees can be used to determine their level of performance. The findings agree with those of Winarno and Perdana (2015) that competence and motivation significantly and positively affected performance.

Finally, organization culture is seen to have a strong positive and significant relationship with employee

performance ($r=0.868$, $p=0.000$). Since the p -value is less than 0.05, the relationship between the two variables is considered to be significant. The relationship was further seen to be positive meaning the variables have direct relationship, meaning an increase in organization culture will result to an increase in employee performance. The culture in an organization can therefore be used to determine the level of its employee performance. The findings agree with Paschal and Nizam (2016)

that common ritual activities of a company greatly and positively affects performance of staff.

These findings show that competence level, and organization culture have significant influence on employee performance at the ministry of education headquarters in Kenya. To further understand the level of influence these variables have on employee performance, the study computed regression analysis.

Table 4: Correlation Analysis

Variables		Employee Performance	Competence Level	Organization Culture
Employee Performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	215		
Competence Level	Pearson Correlation	.843**	1	
	Sig. (2-tailed)	.000		
	N	215	215	
Organization Culture	Pearson Correlation	.868**	.167	1
	Sig. (2-tailed)	.000	.137	
	N	215	215	215

Tests of Hypotheses

The hypothesis of the study was tested by performing ANOVA and F-test. The association existing between the variables was established using t-test, while the fit of the entire model was established using F-test (Cohen & West, 2003). If the F- statistic is less than F-critical then we reject the null hypothesis and accept the alternative and vice versa (Gathenya, 2012; Mugenda & Mugenda, 2003; Cooper & Shindler, 2011).

Effect of Competence Level on Employee Performance

The first research hypothesis was H_{A1} Competence level has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. This hypothesis was tested by regressing competence level with employee

performance and the findings were as presented in Table 5.

From the findings in Table 5, the value of adjusted R^2 was 0.688. This implies that 68.8% of variations in employee performance at the ministry of education headquarters in Kenya can be attributed to changes in competence level. The remaining 31.2% variations in employee performance can be attributed to other aspects other than competence level. The findings also show that competence level and employee performance are strongly and positively related as indicated by a correlation coefficient (R) value of 0.843. The study finding concurs with Mwithi (2016) that leadership competency positively and significantly relates with the performance of state corporations in Kenya.

Table 5: Model Summary for Competence Level on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.711	.688	.11695

a. Predictors: (Constant), Competence Level

From the Anova findings, the p-value obtained was 0.000 which is less than 0.05, an indication that the model was significant. The findings also show that the f-statistic value (17.769) is greater than the F-critical value ($F_{1,213}=3.885$). Since the f-statistic value

is greater than the f-critical value it shows that the model is reliable and competence level can be used to predict employee performance at the ministry of education headquarters in Kenya.

Table 6: ANOVA for Competence Level on Employee Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	0.249	1	0.249	17.769	.000 ^b
Residual	2.982	213	0.014		
Total	3.231	214			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Competence Level

From the coefficients table, the following model was fitted;

$$Y = 1.154 + 0.545 X_3 + \epsilon$$

From the equation above, when competence level is held to a constant zero, employee performance at the ministry of education headquarters in Kenya will be at a constant value of 1.154. The findings also show that a unit improvement in competence level will lead to a 0.545 unit increase in employee performance at the ministry of education headquarters in Kenya. The findings also show that

the t-statistic (4.360) has a p-value (0.000) which is less than the selected level of significance (0.05). Therefore, we accept the third null hypothesis (H_{A1}) and conclude that competence level has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. The findings concur with the findings of Winarno and Perdana (2015) that competence and motivation significantly and positively affected performance.

Table 7: Coefficients for Competence Level on Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.154	0.109		10.587	.000
Competence Level	0.545	0.125	0.843	4.360	.000

a. Dependent Variable: Employee Performance

Effect of Organizational Culture on Employee Performance

The second hypothesis of the study was H_{A2} Organization culture has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. This hypothesis was tested by regressing organizational culture with employee performance. Table 8 presents the findings obtained.

From the findings presented in Table 8, the value of adjusted R^2 was 0.719 which implies that 71.6% of variations in employee performance at the ministry

of education headquarters in Kenya can be attributed to changes in organizational culture. The remaining 28.4% variations in employee performance can be attributed to other aspects other than organizational culture. The findings also show that organizational culture and employee performance are strongly and positively related as indicated by a correlation coefficient (R) value of 0.868. The study finding concurs with Paschal and Nizam (2016) that culture of a firm has a significant impact on performance of staff; common ritual activities of a company greatly and positively affect performance of staff.

Table 8: Model Summary for Organizational Culture on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.868 ^a	.753	.716	.08836

a. Predictors: (Constant), Organization Culture

From the Anova findings, the p-value obtained was 0.000 which is less than 0.05, an indication that the model was significant. The findings also show that the f-statistic value (16.494) is greater than the F-critical value ($F_{1,213}=3.885$). Since the f-statistic value

is greater than the f-critical value it shows that the model is reliable and organizational culture can be used to predict employee performance at the ministry of education headquarters in Kenya.

Table 9: ANOVA for Organizational Culture on Employee Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	0.132	1	0.132	16.494	.000 ^b
1 Residual	1.704	213	0.008		
Total	1.836	214			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Organization Culture

From the coefficients table, the following model was fitted;

$$Y = 1.256 + 0.567 X_4 + \epsilon$$

From the equation above, when organizational culture is held to a constant zero, employee performance at the ministry of education headquarters in Kenya will be at a constant value of 1.256. The findings also show that a unit improvement in organizational culture will lead to a 0.567 unit increase in employee performance at the

ministry of education headquarters in Kenya. The findings also show that the t-statistic (4.930) has a p-value (0.000) which is less than the selected level of significance (0.05). Therefore accept the fourth null hypothesis (H_{A4}) and conclude that organization culture has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. The findings concur with the findings of Rasool, Arfeen, Mothi, and Aslam (2015) that culture of the firm significantly and positively affected performance of workers.

Table 10: Coefficients for Organizational Culture on Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.256	0.149		8.430	.000
	Organization Culture	0.567	0.115	0.868	4.930	.000

a. Dependent Variable: Employee Performance

CONCLUSIONS AND RECOMMENDATIONS

Competence level was found to have significant influence on employee performance. The study also showed that the influence of competence level on employee performance was positive. These findings suggested that a competence level positively and significantly influences employee performance at

the ministry of education headquarters in Kenya. Based on the finding, the study concluded that an increase in competence level will result to an increase in employee performance at the ministry of education headquarters in Kenya.

Organization culture was also seen to have a positive influence on employee performance. The

influence of organization culture on employee performance was found to be significant. These findings suggested that organization culture positively and significantly influences employee performance at the ministry of education headquarters in Kenya. Based on the findings, the study concluded that improvement in organization culture will result to an increase in employee performance at the ministry of education headquarters in Kenya.

The study recommended that Ministry of Education to increase its training to its employees. Effective training helps employees acquire skill and competences that reduces time spent in solving problems and in the long run it helps save money through improved production of employees. Training should also be offered to management employees because managerial competencies are

crucial towards the improvement of employee performance.

The company should adopt a culture that allows employees views, opinions and suggestions to be taken into consideration when making decisions; this is because the best way to attain the goals of the company is to ensure the participation of workers in decision making. The management should also strengthen the culture of the organization and invest in training and developing their staff for the purpose of improving their abilities in all levels.

The study also recommends the ministry of education to introduce stringent recruitment controls to ensure recruited employees are best suited for the job position and therefore improve performance.

REFERENCES

- Aluvisia, H. K. (2016). *Factors Influencing Employee Performance in the Kenyan Public Sector: A Case of the Kenya National Highways Authority*. Unpublished MBA Project, University of Nairobi.
- Berman, S. (2010). *Linking Human Resources to Organizational Performance and Employee Relations in Human Service Organizations: Ten HR Essentials for Managers*, London UK, Routledge.
- Chandrasekar, D. K. (2017). Workplace environment and its impact on organizational performance in public sector organizations. *International journal of enterprise computing and business systems*, 1(1), 1-19.
- Chebet, J. (2015). *Determinants of Employees' Performance in the County Governments of Kenya; A Case Of Bungoma County*. Unpublished MBA Project. University of Nairobi
- Christabella P. B. (2018). *The Impact of Working Environment on Employees' Performance: The Case of Institute Of Finance Management in Dar Es Salaam Region*. Unpublished Thesis. The Open University of Tanzania.
- Christian, M. S., Bradley, J. C., Wallace, J. C., & Burke, M. J. (2016). Workplace safety: a meta -analysis of the roles of person and situation factors. *Journal of Applied Psychology*, 94(5), 1103
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2016). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, 209, 240
- Cronje, G. J. de J., du Toit G.S. & Motlatla, M.D.C. (2016). *Introduction to Business Management*. 5th edition. Cape Town: Oxford University Press Southern Africa.
- Daft, R. L., & Weick, K. E. (2016). Toward a model of organizations as interpretation systems. *Academy of Management Review*, 9(2), 284 –295.
- Deal, T. E. & Kennedy, A. A. (2016). *Corporate Cultures. The Rites and Rituals of Corporate Life*. Addison-Wesley, Reading, MA.

- Durkheim E. (2013). *The rules of the sociological method*. New York: Free Press.
- Friedlander, F. (2015). Motivation to work and Organizational Performance, *Journal of Applied Psychology*, 50(2), 143-152.
- Gitonga, L., & Gachunga, H., (2015). Influence of Work Environment on Organizational Performance in Government Ministries in Kenya. *The strategic journal of business and change management*. 2 (83), 1043 – 1071.
- Gitonga, M. K., Kingi, W. & Jean, U. (2016). Determinants of employee's performance in Kenya Ports Authority. *International Academic Journal of Human Resource and Business Administration*, 2 (2), 208-222
- Grant, C. & Osanloo, A. (2018). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blue print for 'House'. *Administrative Issues Journal: Connecting Education, Practice and Research*, 2(2), 12-22.
- Greenberg, J. & Baron, R.A. (2017). *Behavior in Organizations: Understanding And Managing the Human Side of Work*, Retrieved on 12/03/2019 from <https://www.researchgate.net/publication>.
- Hameed, A., & Waheed, A. (2017). Employee Development and its Effect on Employee Performance; A Conceptual Framework, *International Journal of Business and Social Science*, 2(13), 121-144.
- Hellriegel, D., Slocum, J. W. & Woodman, R. W (2018). *Organizational Behavior*, 8thed. South-Western College, Cincinnati, OH.
- Hofstede, G. (1984). *Culture's Consequences: International Differences in Work-Related Values* (2nd ed.). Beverly Hills CA: SAGE Publications.
- Hofstede, G. (2001). *Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Hofstede, G. (2011). *Cultures and Organizations: Software of the Mind*. London, UK: McGraw-Hill.
- Ismail, R & Abidin, S. Z. (2016). Impact of workers' competence on their performance in the Malaysian private service sector. *Peer-reviewed & Open access journal BEH - Business and Economic Horizons* 2 (2), 25-36.
- Janssen, O. & Van Yperen, N.W. (2016). *Employees' goal orientations, the quality of leader-member exchange and the outcomes of job performance and Job Satisfaction*. London: Sage Publications
- Judge, L. & Durham, M. (2017). *Strategy and human resource management*. New York: Palgrave Macmillan.
- Kakui, I.M., & Gachunga, H (2016). Effects of Career Development on Employee Performance in the Public Sector: A Case of National Cereals and Produce Board. *The strategic journal of business and change management* 3(3) (19), 307-324,
- Kimeu, F.K (2015) *Perceived Factors affecting Employee Performance at Machakos County Government, Kenya*, Unpublished MBA Project. Kenyatta University
- Kinick, L. & Williams, S. (2016). *Management Practice*. McGraw-Hill: Irwin.
- Mugenda, O. M., & Mugenda, A. G. (2018) *Research Methods: Quantitative and Qualitative Approaches: Nairobi. African Centre for Technology Studies*.

- Mwithi, J.M (2016). *Effect of Leadership Competencies on Performance of State Corporations in Kenya*. Unpublished Thesis. University of Nairobi.
- Odhiambo, L.F. (2016). *Influence of Organizational Culture on Employee Performance at NIC Bank Limited, Kenya*. Unpublished Thesis. University of Nairobi.
- Ogbonna, E. (2017). Managing Organizational Culture: Fantasy or Reality? *Human Resource Management Journal*, 3(2), 42-54.
- Paschal, A.O. & Nizam, I. (2016). Effects of Organizational Culture on Employees Performance: Case of Singapore Telecommunication. *International Journal of Accounting & Business Management*, 4(1), 221-229.
- Peters, P & Waterson, J (2016). *The Will to Lead: Running a Business with a Network of Leaders*. HBR, Boston: Massachusetts.
- Peters, T., & Waterman, R. (2016). *In search of excellence*. New York: Harper & Row.
- Rasool, H. F., Arfeen, I. U., Mothi, W., & Aslam, U. (2015). Leadership styles and its impact on employee's performance in health sector of Pakistan. *University Research Journal*, 5(1), 08-21
- Robertson, R. & Patrick, G. (2015). *The relationship between rewards, recognition and motivation at an insurance company in the Western Cape*. New York: Routledge Publishers
- Rotundo, T. & Sackett, L. (2012). *Is Empowerment Really a new Concept?* *International Journal of Human Resource Management*, 12(4), 684.
- Salleh, F., Yaakub, N., & Dzulkifli, Z. (2016). The influence of skill levels on job performance of public service employees. *Journal of Business and Management Review*, 1(1), 31- 40.
- Schein, E. (2016). Organizational Culture. *American Psychologist*, 45 (2), 109 –119.
- Schein, E.H. (2016). *Organizational Psychology*. New York: Prentice-Hall.
- Smit, P. J. and Cronje, G. J de J. (2016). *Management Principles*, Juta: Kenwyn.
- Smith, T. & Mackie, C. (2015). *Human Resource Management-a contemporary approach*. Prentice Hall: London.
- Stewart. D, (2015). *Growing the Corporate Culture*, Retrieved 12/03/2019 from <http://www.wachovia.com/foundation/>
- West, J. P., Beh, L., & Sabharwal, M. (2016). Charting ethics in Asia-Pacific HRM: Does East meet west, ethically? *Review of Public Personnel Administration*, 33(3), 185-204.
- Winarno, A., & Perdana, Y. (2015). The Effects of Competence and Motivation on Employee Performance at PT Pos Indonesia Bandung Cilaki Head Office. *Int'l Conference on Business, Marketing & Information System Management (BMISM'15)* 25-26, 2015 Paris: France.
- Wright, P., & Nishii, L. (2017). Strategic HRM and Organizational Behavior: Integrating Multiple Levels of Analysis. *Centre for Advanced Human Resources Studies Working Paper No. 007003* New York: Cornell University.
- Wuthnow, P. & Witten, N. (2015). *New directions in the study of culture*. New York: Free Press.

- Xiaojun, L. & Mary. E.G. (2015). How Emotional Labor and Ethical Leadership Affect Job Engagement for Chinese Public Servants. *Public Personnel Management*. 43(1) 3–24.
- Zheng W., Y & B. & McLean, G. N. (2016). Linking Organizational Culture, Structure, Strategy, and Organizational Effectiveness: Mediating Role of Knowledge Management. *Journal of Business Research*, 63, 763–771.