

INFLUENCE OF ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE AT UNIVERSITY OF JUBA, SOUTH SUDAN.

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Abstract

Background:

The objective of the study was to examine the influences of organizational culture on employee performance at the University of Juba.

Methodology:

A descriptive survey research design was adopted using both quantitative and qualitative methods. The study targeted 109 respondents but 82 returned the survey questions, indicating a response rate of 75 percent. A simple random sampling technique was used to select Academic Staff and Support Staff while purposive sampling was used to select the University Management Staff, and stratified sampling was used to select the Administrative Staff.

Results:

The majority 33(40.2%) of the respondents were educated up to the Master's degree level, 24(29.3%) were educated up to the Bachelor's degree level and 7 (8.5%) were educated up to the Ph.D. Findings revealed a positive relationship ($r=0.278$, $sig=0.011$) between organizational culture and employee performance.

Conclusion:

Organizational culture positively affected the performance of employees at the University of Juba in one way or the other.

Recommendation:

The university management should build and improve on teamwork and develop the current leadership to maintain the culture.

Keywords: Influence, Organizational Culture, Employee, Performance.

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Background of the study

For two decades, many scholars have studied the nature and scope of organizational culture and those who have worked on the employees' participation in organizational success agree that there is a significant influence of culture and organizational success (Lyimo, 2019). According to (Arinanye, 2015.) the culture of the organization should be developed to support continuous improvement in employees' performance so that employees can identify with the values, norms, and artifacts of the organization hence the need for organizational culture. It is through this process that employees learn about the organizational culture and decide whether they can cope with it or not, meaning that an organization is a learning environment (Lyimo, 2019). It makes employees understand that organizational culture makes employees perform better, hence understanding more of performance as the extent to which an individual is carrying out an assignment or task.

Earlier studies indicated a relationship between organizational culture and employees' performance, Magee (2002) argued that organizational culture is inherently connected to organizational practices which in turn influence employees' performance and that

Organizational culture can enhance employees' performance if what sustains it can be understood (El-Zeiny, 2018). (El-Zeiny, 2018), the culture of an organization acquaints employees with the organization's history as well as current methods of operation that guide employees on expected and acceptable future organizational behaviors and norms (Lyimo, 2019). An effective human resource system is based on supporting values that create a positive impact on employees' attitudes and behaviors which in turn influence their performance from numerous surveys (Duggal, 2013). on culture, it has been claimed that employee performance can be improved by developing and creating certain kinds of organizational cultures (Duggal, 2013).

Organizational culture is theoretically related to performance and has a positive influence on it, also observed that the role of culture involves nurturing, sustaining, and enhancing employees' performance in organizations. observed that organizational culture aids the coordination of assignments and minimizes inefficiency in resource utilization but to do this, the University of Computing and Information Sciences (University of Juba) employees require a supportive organizational culture to attain their objectives.

Aluko (2003) asserts that organizational culture is divided into two major aspects -- material and nonmaterial cultures. The material aspects of culture include products of industry, technology, and art, and are directly observable (Dugaal, 2013). The non-material aspects of culture consist of the knowledge, philosophy, morals, languages, motivation, attitudes, values, and norms shared and transmitted in a society like the University of Computing and Information Sciences (University of Juba).

According to (Awad and Saad, 2013), the different values and beliefs based on employee performance help in organization association. They argue that the organization's culture helps in internalizing joint relationship that leads to managing effective organization processes (Desta, 2019). They also confirm that the productivity and culture of an organization help in improving employee performance (Arinanye, 2015). In their study, they observed that the strong impact of a strong organizational culture leads to increased productivity (Arinanye, 2015).

In another study, by Uddin et al, (2013) on the impact of organizational culture on employee performance and productivity, the results showed a positive association between a strong culture and performance improvement. It was therefore based on this study, that organizational culture has a positive impact on the employees' job performance (Desta, 2019). An organization's norms and values have a strong effect on all those who are attached to the organization and, as considered by the scholar, norms are invisible. But if organizations like the University of Computing and Information Sciences want to improve the performance of the employees and profitability, norms are the first places to look at.

The objective of the study was to examine the influences of organizational culture on employee performance at the University of Juba.

Methodology

Research design

A descriptive survey research design was adopted in this study. This was because people's views and opinions were sought and described accordingly and how organizational factors affected the performance of employees. Both qualitative and quantitative methods were used because they supplement each other. The qualitative approach was mainly used to describe subjective assessments, analyses, and interpretations of attitudes, opinions, and behaviors of the respondents as expressed verbatim from interviews and focus group discussions (Mugenda and Mugenda, 1999).

The quantitative methods helped in generating numerical data, which was statistically manipulated to meet required objectives through descriptive statistics (frequencies and percentages) and inferential statistics, which tested hypotheses using correlations and coefficients of determination (Amin, 2005). This was because there was a need to outlay some information statistically to bring out the statistical aspects of the study.

Using a combination of qualitative and quantitative data allows triangulation by ensuring that the limitations of one type of data are balanced by the strengths of another.

Study population

The study was done at the University of Juba. The actual population was 81 Academic staff, 23 Administrative staff, (15) Support staff, and 6 members of the University of Juba management according to the University Strategic Plan (2011). They comprised 125 members from both the University of Juba 3.4 Determination of sample size and selection

A sample size of 109 respondents was determined using the statistical tables of Krejcie and Morgan

(1970), as cited by Amin (2005), and included various categories as specified in Table 1 below:

Table 1: Research respondents by category and sample

No.	Category of respondents	(N)	(S)	Sampling technique
1	Academic staff	81	67	Simple random sampling
2	Administrative Staff	23	22 (both permanent and contract staff)	Stratified sampling
3	Support Staff	15	14	Simple random sampling
4	University Management	6	6	Purposive sampling
	Total	125	109	

Key: N – Population Size, S – Recommended Sample Population (Krejcie & Morgan, 1970).

Sampling Techniques and Procedure

Purposive sampling involves identifying and selecting individuals or groups of individuals who are knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). This sampling was used to select 6 University management members who were interviewed.

The researcher chose this technique because the respondents were knowledgeable and had a long experience in University management matters.

Simple random sampling is a strategy that adds credibility to a sample when the potential purposeful sample is larger than one can handle whereby it uses small sample sizes, thus the goal is credibility, not representativeness or the ability to generalize (Patton, 2001). This sample was used to select 67 Academic staff and 14 Support staff who were expected to participate in the research. The researcher chose this sampling technique because each member of this population had an equal chance of being included in the sample.

Stratified sampling is a sample that focuses on characteristics of particular subgroups of interest and facilitates comparisons. The samples were taken within samples, except the sample size was typically much smaller and —stratified a sample based on a characteristic (Patton, 2001). This sample was used to select 22 Administrative staff because they enabled the researcher to determine desired levels of sampling precision for each group, and provided administrative efficiency.

Data Collection methods and instruments

This study used both quantitative and qualitative data collection methods. Quantitative data was collected using questionnaires that were filled by the academic and administrative staff and qualitative data was obtained from focus group discussions with the support staff and key informant interviews with the University of Juba management.

Data Collection instruments

Questionnaire Method

This structured questionnaire was developed following recommended guidelines by various scholars including Kothari (2005), Sekaran and Bougie (2010), and Saunders et al (2009). The first section of the instrument addressed issues of demographic data, section two addressed organizational culture, section three addressed organizational leadership styles, section four addressed organizational communication, and section five addressed employee performance. In each section, the respondents were given clear instructions on how to complete the item. The questionnaire was refined once the instrument was piloted.

Interview Method

The researcher designed an interview guide which was used during the interview of the key respondents - the University Management. The researcher posed questions intended to lead the respondents towards giving data to meet the study objectives and probed the respondents to

seek clarification about the responses provided. A structured interview guide was used for the University management to stimulate them into a detailed discussion of organizational factors that affected employee performance.

Page | 4 **Focus Group Discussions**

The researcher held focus group discussions with the support staff including cleaners, messengers, and drivers to share their views, experiences, and attitudes on their performance at the University. This method was used for this category of staff because some of them did not know how to read and write clearly. They were grouped according to gender so they to air out their views freely.

These focus group discussions have in-depth and complex responses and group members can often stimulate new thoughts among themselves, which might have not happened. However, this method took a lot of time as the researcher was required to listen to every respondent's views and sometimes arguments would arise over which the researcher had no control. Some respondents were not comfortable speaking openly.

Validity and Reliability

Validity of instruments

Validity tests were conducted for content, criterion, and construct validity to test how well the instrument is representative, captures relationships between the variables as well as measures the concepts (Saunders et al, 2009; Vogt, 2007; Sekaran & Bougie, 2010). This study

utilized triangulation to ensure the validity of research findings before the administration of the research instruments. This instrument was checked by experts including the supervisors of the researcher. The content validity ratio was used to calculate the Content Validity Index, using the formula below:

$$CVI = \frac{\text{Total Number of items rated by all respondents (61 items)}}{\text{Total Number of items in the Instrument (82 items)}}$$

$$CVI=61/82$$

$$CVI = 0.74$$

A content validity index of 0.7 and above, according to Amin (2005) qualified the instrument for the study.

Reliability of instruments

The first step in ensuring reliability was to provide clear operational definitions of the variables under study. Thereafter, internal consistency was measured through internal consistency reliability (Sekaran & Bougie, 2010) as well as split-half reliability using Cronbach's alpha. If the R2 (Alpha) value equaled 0.7 and above, then the instrument was considered satisfactory (Cronbach, 1951; Sekaran & Bougie, 2010). After the data collection, reliability analysis was done and the findings for each of the variables are presented in Table 2.

Table 2: Reliability of Statistics

Variable	No. of Items	Alpha
Organizational Culture	20	0.74
Organizational Communication	13	0.89
Organizational Commitment	15	0.77
Employee Performance	13	0.83
Overall	61	0.88

From Table 2, the overall reliability coefficient of the questionnaire was 0.88. Organizational Communication seemed to have had the most reliable items but, generally, all the items in the questionnaire were reliable. This implies that the instrument was reliable for use in data collection. A summary of the item statistics is attached in Appendix V.

Procedures of data collection

The researcher sought approval from Team University to ensure that the ethical guidelines were followed throughout the data collection process.

At the onset of data collection, the researcher sought permission from the office of the Vice Chancellor University of Juba to help access the employees at their place of work. Each questionnaire contained an opening introductory letter requesting the respondent's cooperation in providing the required information for the study. The respondents were further assured of the confidentiality of the information provided and that the

study findings were to be used for academic purposes only and necessary corrective measures in the University of Juba

Data Analysis

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The researcher did both quantitative and qualitative data analysis. It involved uncovering structures, extracting important variables, detecting any irregularity, and testing any assumptions (Kombo & Tromp, 2006). The triangulation method of analysis was used to enable the researcher to come up with appropriate conclusions and recommendations.

Quantitative data analysis

The quantitative data analysis consisted of numerical values from which descriptions such as mean and standard deviations were made (Kombo & Tromp, 2006). Data collected was checked to ensure regularity and accuracy; this was useful in ensuring that the objectives of the study were being addressed. Analysis was done according to the objectives of the study, data generated by questionnaires was cleaned, edited, and coded before analysis was done; then analyzed using the Statistical Package for Social Sciences (SPSS) program. Summary statistics in the form of qualitative and quantitative measures, frequencies, and percentages were run and interpretations were made. Finally, conclusions and recommendations were derived as presented in Chapter V. Triangulation of these methods was correlated to improve the validity and richness of the information gathered.

Qualitative data analysis

All the qualitative data collected from open-ended questions and written comments from questionnaires, key informant interviews, and focus group discussions were edited continuously to ensure completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories.

Content analysis was the main method of analyzing the data collected to determine the adequacy of the information, credibility, usefulness, and consistency

(Mugenda & Mugenda, 1999). Data collected was categorized according to emerging variables from each question in the interview guide and discussions. All data sources were triangulated during the analysis to increase validity, and at the end of it, a report was written.

Measurement of variables

The variables were measured using nominal and ordinal types of measurements. The questionnaires specifically for respondents were measured on a five-interval Likert Scale, the level of agreement was ranked as strongly agree, which reflected more agreement than just agreement or strongly disagree compared to just disagree. Ordinal Scale as the measurement of variables did not only categorize the elements being measured but also ranked them into some order.

Therefore, the numbers in the ordinal scale represented relative position or order among the variables (Mugenda & Mugenda, 1999; Amin, 2005). The nominal scale of measurement was applied to cases that had some common characteristics such as sex, age, and employment title among others. In the nominal measurement of variables, numbers were assigned only for identification but were not allowed for comparison of the variables to be measured. On the other hand, interval scales of measurement were used to capture the personal data of respondents.

Ethical Considerations

The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities (Cooper and Schindler, 2001:112). The researcher aimed to protect the rights of the respondents by:

- i. Ensuring that none of the respondents was named during the research or subsequent thesis;
- ii. Making sure that the respondents were selected to participate without compulsion;
- iii. Informing the respondents about the reason and purpose of the research;
- and iv. Informing the respondents that consent was sought from the management of the selected company before the commencement of this research initiative.

Results

Response Rates of respondents

Response rate (also known as completion rate or return rate in survey research) refers to the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the nonresponse is unequal among the participants regarding exposure and /or outcome (AAPOR, 2000). In this study, the sample size was 109 members of staff but the study managed to access 88 members of staff as shown in the breakdown table 3.

Table 3: Presents the response rates to the study

Category of Respondents	Sample Size	Actual Response	Percentage
Academic Staff/ Administrative and Support Staff	103	82	79.6%
University Management	6	6	100%
Total	109	88	80%

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Table 4: Showing the background information of the respondents

Characteristics	Category	Frequency	Percentage
1. Level of Education	PhD	7	8.5%
	Masters	33	40.2%
	Bachelors	24	29.3%
	Diploma	8	9.8%
	Certificate	9	11.0%
	Others	1	1.2%
2. Work Experience	Less than 5 years	23	28.0%
	5-10 years	36	43.9%
	11-16yrs	11	13.4%
	17yrs and above	12	14.6%
3. Age	Less than 25 years	7	8.5
	26-35 years	31	37.8
	36-45 years	27	32.9
	46-55	14	17.1
	56 and above	3	3.7

Source: Primary Data

According to the results in Table 4, the majority 33(40.2%) of the respondents were educated up to the Master's degree level, 24(29.3%) were educated up to the Bachelor's degree level and 7 (8.5%) were educated up to the Ph.D. level. This shows that the majority of the study respondents were adequately educated. This practically implies that the University has adequately educated employees who are likely to perform better at their jobs.

The results in Table 3 also show that the biggest proportion 36(43.9%) of the study respondents had worked for a period of between 5 and 10 years, followed by those who had worked for less than five years 23(28%). Those who had worked for more than 17 years were 12(14.5%) while those who had worked for a period of between 11-16 years were 11(13.4%). The results show that the University has experienced staff. Experienced staff are likely to perform better at their jobs due to the job experience gained over time.

The results in the table also show that an overwhelming majority -- 79 (96.3%) -- of the study respondents were below 56 years of age, while only 3 were above 56 years

of age. This indicates that the majority of staff at the University of Juba are in their most productive age group. Such employees are likely to perform better at their jobs.

Likert scale of SD=Strongly Disagreed, D=Disagreed, N – Not decided, A=Agreed and SA = Strongly Agreed as shown in Table 4.

According to Table 3, out of the 103 questionnaires administered, 82 were returned fully completed, giving a response rate of 79.6%. Out of 6 respondents targeted for interviews, all of them were interviewed, implying a response rate of 100%. The overall response rate of the respondents was thus 80%. With that high response rate of 80%, the findings of the study were representative of the actual population and could therefore be generalized, as observed by Sekaran (2003).

To analyze the findings, employees who strongly disagreed and those who disagreed were combined into one category of who —opposed the items. In addition, employees who strongly agreed and those who agreed were combined into another category of those who —concurred with the items. Another category was that of

those employees who neither agreed nor disagreed, —the undecided with the items. Thus, the three categories of employees were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

Table 5a: Showing the results of how Organizational Culture influences Employee Performance

Items	M	SD	D	N	A	SA
We are always polite to one another	3.73	3 (4%)	11 (13%)	4(5%)	51 (62%)	13 (16%)
Employees in this University believe they must be honest in any situation by telling the truth always.	3.02	5 (6%)	19 (23%)	30 (37%)	25 (31%)	3 (4%)
Employees in this University believe they should do what they are told	2.96	1 (1%)	35 (43%)	23 (28%)	12 (15%)	11(13%)
I find my values and the University's values are very similar.	3.07	6 (7%)	24(29%)	19(23%)	24(29%)	9 (11%)
The workers in this University have a sense of the University's mission	2.91	3 (4%)	25(31%)	32 (39%)	20 (24%)	2 (2%)
Workers feel free to voice innovative suggestions to top management in this University	2.96	9 (11%)	24 (29%)	15(18%)	29 (35%)	5 (6.1%)
Departmental Heads frequently discuss with the workers their task requirements to cope well with the University's objectives.	3.45	3 (3.7%)	15 (18%)	10 (12%)	50 (61%)	4 (5%)
Workers perform competently without pressure from their bosses	3.40	5 (6.1%)	13 (16%)	19 (23%)	34 (42%)	11 (13%)
Employees show a lot of concern about seeing that they complete their day's work	3.68	5 (6.1%)	9 (11%)	10(12%)	41 (50%)	17 (21%)
I am expected to have more individual responsibility for my job performance	3.11	3 (4%)	27 (33%)	19 (23%)	24 (29%)	9 (11%)
My University emphasizes meeting the customer's needs as results are more important than following the correct organizational procedures	3.02	5 (6.1)	22 (27%)	24(29%)	28(34%)	3 (4%)
"We've always done it that way" is a philosophy that describes my company's response to new ideas	3.07	5 (6.1%)	17 (21%)	32 (39%)	23 (28%)	5 (6.1%)
There is little variation in style of dress among employees	2.94	7 (8.5%)	27 (33%)	19 (23%)	22 (27%)	7 (8.5%)
Employees are flexible and adaptable when changes are necessary	3.23	5 (6.1%)	21 (26%)	12 (15%)	38 (46%)	6 (7.3%)

Table 5b: showing the results of how Organizational Culture influences Employee Performance

Employees believe they can influence or affect their workplace through their ideas and involvement	2.89	9 (11%)	25 (30.5)	21 (26%)	20 (24%)	7 (8.5%)
Individuals and teams have clearly defined goals that relate to the goals or mission of the University	3.38	4 (5%)	17 (21%)	18 (22%)	30 (37%)	13 (16%)
We constantly stretch our goals, to continuously improve	3.24	6 (7.3%)	14 (17%)	27 (33%)	24 (29%)	11 (13%)
Employees believe in teamwork, the "what's in it for us" approach rather than "what's in it for me".	3.22	6 (7.3%)	17 (21%)	21 (26%)	29 (35%)	9 (11%)
Employees know what is expected of them and understand their impact on other people, teams, and functions	2.91	6 (7.3%)	35 (43%)	9 (11%)	24 (29%)	8 (9.8%)
Managers at all levels work together as a team to achieve results for the University	3.15	3 (4%)	26 (32%)	16 (20%)	30 (37%)	7 (9%)

Source: Primary Data

The study findings in Table 5 show that the organizational culture at the University of Juba is moderately positive

(aggregate mean=3.16). A comparison of these items shows that the percentage of employees who opposed ranged from 17.1% to 50.3%, while the percentage of those who were not sure ranged from 4% to 32% and the

percentage of those who concurred ranged from 22% to 78%. From these comparisons, it can be seen that the range of percentages of those who opposed and those who were not sure are lower compared to those who concurred. Thus from this analysis, the following is the interpretation.

The study respondents noted that they were always polite with each other (mean=3.73), meaning that staff members at the University respect each other. The respondents also moderately agreed that the employees in the University believed they must be honest in any situation by telling the truth always (mean 3.02), meaning that honesty is valued at the University. This finding was reinforced by one key informant interviewee who noted that:

“at the University we value honesty and integrity”.

Honest employees are less likely to indulge in counter-productive work behavior which may hurt both organizational and individual employee performance.

The respondents to the study also moderately agreed that their values were in line with the values of the University (mean= 3.07), they had a sense of the University’s mission (mean=2.91), and that the workers felt free to voice innovative suggestions to top management in this University (2.96). They also noted that the Departmental Heads frequently discussed with the workers their task requirements to cope well with the University's objectives (mean=3.45). This was reinforced by a key informant who noted that :

” The University provides for innovative participation in decision making”.

The above findings show that the organizational culture at the University allows for employee participation in decision-making. When employees feel that their decisions are valued by management, they are more likely to work towards achieving organizational goals and objectives since they feel that their decisions are valued.

According to the results in Table 5, the respondents noted that the employees showed a lot of concern about seeing that they completed their day's work (mean=3.68) and that they were expected to have more individual responsibility for their job performance (mean=3.11). The above results show that the organizational culture at the University of Juba encourages employee commitment toward work.

Committed employees are therefore more likely to perform better than their less committed counterparts.

The respondents to the study moderately agreed that the University emphasizes meeting the customer's needs since results are more important than following the correct organizational procedures (mean=3.02). This means that the University puts more emphasis on customer care than on organizational procedures. This implies that the staff at the University of Juba are responsive to customer needs. This is a sign of good employee performance.

According to the results in Table 5, the study respondents noted that the employees at the University were flexible and adaptable to changes (mean= 3.23). This shows that the employees at the University of Juba are flexible and adaptable. Workplace flexibility improves employee performance in that it has a positive effect on employee engagement, motivation, and satisfaction; all are important ingredients for effective employee performance.

As can be seen in Table 5, the study respondents agreed that employees believed in teamwork

(mean=3.22). They also noted that managers at all levels worked as a team to achieve results for the University (mean= 3.15). This means that the employees at the University believe in teamwork. A culture that fosters is likely to have improved performance in that teamwork can raise levels of morale, efficiency, expertise, the quality of customer service, initiative, learning, planning, and creativity. It can also produce more motivated members, more effective day-to-day performance, a sense of ownership, better end results, and, ultimately, bigger profits. The study respondents also noted that the employees knew what was expected of them and understood their impact on other people, teams, and functions (mean=2.91). One key informant supported this finding when he confirmed that —

”most of the employees at the University are aware of what is expected of them”.

This means that the workforce at the University of Juba is aware of what is expected of them and how this expectation impacts other people, functions, and teams in the organization.

Employees who know what is expected of them are likely to be more committed to their work.

Table 6: Relationship between Organizational Culture and Employee performance

		Organizational Culture	Employee performance
Organizational Culture	Pearson Correlation	1	.278*
	Sig. (2-tailed)		.011
	N	82	82
Employee performance	Pearson Correlation	.278*	1
	Sig. (2-tailed)	.011	
	N	82	82

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

Table 7: Regression Analysis showing the influence of organizational culture on employee performance

R square=0.077, P=0.011		
	Standardized Coefficients	Sig.
	Beta	
Organizational Culture	0.278	0.011

Source: Primary Data

According to the results in Table 6, organizational culture and employee performance were found to have a significant positive relationship ($r=0.278$, $p<0.05$). Thus, the hypothesis that stated that organizational culture would have a significant influence on employee performance is partially accepted. This means that organizational culture has a positive effect on employee performance at the University of Juba. This practically implies that employee performance at the University of Juba improves with a positive organizational culture.

According to the results in the summarized Table 7, findings show that organizational culture significantly affects employee performance ($r = .278$). This means that organizational culture is a significant determinant of employee performance at the University of Juba.

Since the correlation does imply a causal effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient ($r^2 = .077$), was computed and expressed as a percentage to determine the variance in employee performance at University of Juba due to organizational culture. Thus, findings show

that organizational culture accounted for a 7.7% variance in employee performance at the University of Juba

These findings were also subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .011$) is more than the recommended critical significance at 0.05. This means that organizational culture has a positive significant effect on employee performance. This practically implies that employee performance at the University of Juba improves with a positive organizational culture.

Summary of findings

Organizational Culture and Employee Performance at the University of Juba

The study tested the hypothesis; “organizational culture has a significant positive influence on the performance of employees” and it was accepted. This is because there was a moderately positive relationship ($r=0.278$) between organizational culture and employee performance whereby an improvement in organizational culture increases the performance of employees.

The study found that the staff at the University respect each other, honesty is valued at the University, and staff values are in line with the values of the University. It was further established that staff have a sense of the University's mission, the workers feel free to voice innovative suggestions to top management in this University and the Departmental Heads frequently discuss with the workers their task requirements to cope well with the University's objectives.

Organizational culture accounted for a 7.7% variance in employee performance at the University of Juba. Findings show that employees at the University show a lot of concern about seeing that they completed their day's work and that they were expected to have more individual responsibility for their job performance.

The respondents to the study moderately agreed that the University emphasizes meeting the customer's needs since results are more important than following the correct organizational procedures. According to the results of this study, the respondents noted that the employees at the University were flexible and adaptable to changes. The study respondents agreed that employees believed in teamwork. They also noted that managers at all levels worked as a team to achieve results for the University. The study respondents also noted that the employees knew what was expected of them and understood their impact on other people, teams, and functions.

Organizational culture and employee performance were found to have a significant positive relationship. This means that organizational culture has a positive effect on employee performance at the University of Juba.

Discussion

The study found a positive significant relationship between organizational culture and employee performance at the University of Juba. This implies that employee performance in an organization can be increased with a change in organizational commitment (Arinanye, 2015). The findings of this study could be attributed to the fact that the employees have become a family and feel like the University has become part of them. Such a culture enhances employee performance and productivity (Lyimo, 2019). The study findings align with earlier scholars who found that a positive organizational culture enhances employee and organizational performance. The study findings according to Awad and Saad (2013) found that good organizational culture enhances organizational performance. They found that the norms and values of organizations based on different cultures influence workforce performance (Arinanye, 2015).

Uddin et al (2013), Organizational culture allows the employees to be acquainted with both the firm's history as well as current methods of operation and this specific

detection endows the employees. In addition, Uddin, et al (2013) conducted a study on the impact of organizational culture on employee performance, and the results of this study showed a positive association between strong culture and performance improvement.

Ferris et al (2008) agreed that the effective human resource system of an organization is based on supporting values and then these systems. Mercer and Bilson (1985), as cited by Mohammad et al (2013), also point out the correlation between organizational culture and employees' performance, where employees' performance is then translated into organizational outcomes such as customer satisfaction.

The cultural system of any organization adds to the coordination of assignments and minimizes inefficiency hence improving employee efforts and the firm's resources.

Just like in this study. (Arinanye, 2015), an organization is a consciously coordinated system where characteristics of individuals, groups, and the organization interact with each other and effective interaction among them highly depends on organizational culture that shapes the individual performance as observed by Kozlowski and Klein (2000). The lack of effect of organizational culture on employee performance in this study therefore demonstrates the need to change the mindsets of the employees towards the culture of the University.

Conclusions

As regards the dimensions of organizational culture, it was concluded according to the hypothesis that organizational culture has a significant positive effect on employee performance. Employees are always polite to one another and find they are free to discuss with supervisors their task requirements to cope well with the University's objectives.

Limitations of the study

The researcher faced difficulty in finding the University Management members in their offices since some of them would be gone for official duties. Another challenge was that only one University was subject to investigation; therefore the results of this research might not be conclusive in giving a general picture at the University of Juba. Thirdly, the researcher felt that the interviews were subject to subjectivity as individuals may not have been fully open about some issues they felt were sensitive.

Recommendations

Since organizational culture enhances employee performance, there is a need to improve this culture in the following ways:

There is a need to build and improve teamwork. Putting a team in place to connect, not just on a work level, but also on a friendship level, is beneficial towards more effective teamwork in the future. Team-building exercises are an easy way to get the team on the same level, familiar with one another, and better at communicating in various environments. Planning out-of-office retreats and exercises for the team is also a great way to encourage better teamwork.

There is a need for leadership development at the University. The creation of a great organizational culture demands those who know how to delegate, communicate, and listen. Without a great leader in place, the team can lose sight of the importance of organized and effective teamwork.

There is a need to improve communication. Management should establish open lines of communication for all members and not just the managers and leaders in the organizational structure.

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MAY GOD BLESS YOU ALL

List of Abbreviations

SPSS: Scientific Package for Social Sciences

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