



INFLUENCE OF ADHOCRACY CULTURE ON PERFORMANCE OF PUBLIC UNIVERSITIES IN WESTERN KENYA

Victor Mchaizi, Dr. Emily Okwemba, PhD & Dr. Joseph Otsyula, PhD

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¹ Mchaizi, V., ² Okwemba, E., & ³ Otsyula, J.

¹ MBA (Strategic Management) Student, Department of Business Administration and Management Sciences, Kaimosi Friends University, Kenya

^{2,3} Lecturer, Department of Business Administration and Management Sciences, Kaimosi Friends University, Kenya

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ABSTRACT

This study established the influence of adhocracy culture on performance of public universities in western Kenya. The study was guided by dynamic capabilities theory. The study targeted 226 respondents comprising of 27 top management, 86 deans of schools, 9 in charge strategic department, 95 senior assistant administrators and 9 students' president in all the nine universities in western Kenya. Stratified random sampling was used in selecting a sample size of 144 respondents. Primary data was collected with the help of questionnaires. Pilot study was done in Moi universities. Reliability was tested using Cronbach's alpha and validity was tested using experts and factor analysis. Data was analyzed using both descriptive and inferential statistics. Descriptive statistics comprised of mean, standard error and standard deviation. Results showed that adhocracy culture strategy had a positive and significant influence on performance of public Universities in western Kenya. Western Kenya Universities and other public institutions would benefit from this study since it highlighted the key adhocracy culture initiatives essential to their top performance, survival, and growth. Higher education institutions will find significant value in using this information as a guide when making decisions on strategic management. It was therefore concluded that adoption of adhocracy culture strategy improves performance of public Universities. The study recommended that university management should motivate employees to use their creativity and to proactively seek out new ideas.

Key Words: Organizational Culture, Adaptability, Employees Empowerment

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INTRODUCTION

Performance is the level of mission accomplishment at the workplace that contributes to an employee's job development. The majority of organizations evaluate their performance in terms of how well they accomplish their mission, purpose, or goals and how effectively they use their resources. Organization performance is the achievement of high levels of performance and customer satisfaction through staff engagement and skill development. Several academics and professionals argue that an organization's performance depends on how widely the culture's values are embraced (Al Khajeh, 2018).

Regardless of size, performance is something that all universities aim towards. Big universities strive to become even bigger universities. In fact, institutions must expand at least yearly to meet the growing need for education that has developed through time. An academic institution should assess its performance if it wishes to provide high-quality results. Performance is a more general metric that might encompass consistency, quality, and productivity. On the other hand, performance measures might consist of outcomes, behaviors, and relative measurements, as well as management development and leadership training to acquire the necessary leadership and management skills (Abubakar, Elrehail, & Alatailat, 2019).

In Australia, organizations strive for rapid expansion, continuous improvement, future planning, and top positions in their activities. Additionally, organizations today operate in a dynamic environment where changes are difficult to predict. Due to these problems, businesses have had to invest a lot of time and money in making adjustments in order to attain high performance. In fact, it has been termed the age of change, and firms are compelled to employ new managerial approaches because traditional management practices cannot achieve performance excellence. Therefore, it is essential to identify the factors influencing organizational performance in order to achieve high organizational performance (Jiang, Gollan, & Brooks, 2017).

In South Africa, it was argued that having a solid corporate culture strategy is advantageous for business since it helps realize the mission, vision, and objectives of the organization. Employee decisions and behavior are influenced by corporate culture, a deeply ingrained kind of social control. The social glue that holds individuals together and makes them feel like they are a part of the organizational experience is called corporate culture. In order to recruit new employees and keep top performance, this social glue is becoming more and more crucial. Moreover, corporate culture supports the sense-making process as it helps employees comprehend organizational events, enabling them to communicate more effectively and efficiently, enabling them to cooperate more successfully since they have similar mental models of reality (Nikpour, 2017).

In Kenya, Higher education institutions benefit from cultural awareness by better achieving organizational objectives, analyzing organizations, identifying organizational disparities, and unifying staff. Corporate culture is the characteristic that frequently separates effective organizations from ineffective ones. Successful organizations have unique cultures that contribute to their capacity to be successful. Every firm has a unique culture that has a significant impact on how employees and leaders behave. One of the most crucial ways to enhance organizational performance is through changing the culture of the company. The operations of every institution are impacted by organizational culture, which has grown to be of utmost importance in recent years. Although a strong culture is not a guarantee of success, organizations with such cultures have consistently outperformed their rivals. Organizations' performance is impacted by whether their cultures are strong or weak. It influences not only the behavior of institutional leaders but also the choices they make regarding how the institution interacts with its environment and its strategy (Meng & Berger, 2019).

Statement of the Problem

Organizational culture is a popular and very complex concept that has been identified as an influential factor affecting the successes and failures of organizations in diverse ways. Adoption of organizational culture strategy in universities is expected to motivate employees and encourage them to perform their tasks, enable the university to offer high quality services to the employees and students, enable the university management to handle employees and students complains and at the same time solve conflicts arising (Paais & Pattiruhu, 2020). Despite adoption of organization culture strategy public universities employees are unable to handle large workload led by increased number of students, there is high staff turnover and unsolved staff and students complains. According to Universities Academic Staff Union, (2020), Maseno University was embroiled in a legal tussle with lecturers over allegations of imposing a huge workload on them without consultations. Among complains raised, the university only settled 40% of the staffs complains while the remaining goes unsolved. According to Rajan, (2019), Masinde Muliro University of Science and Technology experienced a high staff turnover of 10% of its staffs due to unsolved compalins and conflicts that existed for a long period of time. Due to the above mentioned cases, employee turnover in many universities have increased, most of the universities brand images have been destroyed and student enrollment in some Universities have declined due to poor services offered. Many studies conducted had focused on organizational adhocracy and performance of different organizations, but the aspect of using organizational adhocracy as a strategy of improving universities performance had been left out. Therefore, there was need for a study to establish the influence of adhocracy culture as a strategy on organizational performance of public universities in western Kenya.

Objective of the Study

The objective of the study was to establish the influence of adhocracy culture on performance of

public universities in western Kenya. The study was guided by the following hypothesis;

- **H₀₁:** There is no significant influence of adhocracy culture on performance of public Universities in western Kenya

LITERATUIRE REVIEW

Theoretical Review

Dynamic Capabilities Theory

Pisano & Teece, (1994), developed dynamic capabilities theory. According to this theory, dynamic capabilities are those that characterize a firm's ability to systematically solve problems, as defined by its proclivity to detect opportunities and threats, make timely and market-oriented decisions, and change its resource base. The goal of dynamic capabilities is to improve organizational performance, and the primary objective of changing the resource base is to support the needs of a firm's key decision-makers. Furthermore, the aim of reconfiguration, reconstruction, and upgrade of a firm's resource base is to respond to changing conditions in order to achieve and maintain competitive advantage.

Dynamic capabilities have also been a focus area, particularly in the field of strategic management, and firm success is determined not only by the firm's resources and capabilities, but, more importantly, by how the firm adapts to the market in which it operates (Teece & Pisano, 2003). Dynamic capabilities are not distinct from resource-based perspectives; however, they are an important component in explaining competitive advantage, particularly in a changing environment. Furthermore, in a volatile and rapidly expanding market, the firm's resources must be dynamic, and managers must understand how to adapt the strategy to the environment in order to develop new skills that can meet the market's dynamic (Augier & Teece, 2009).

Different characteristics, ranging from customer behavior to organizational behavior, will have a direct impact on business performance. The theory

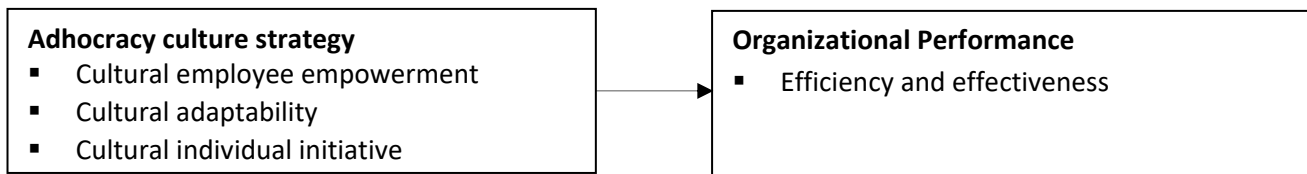
of dynamic capability has been extensively used to discuss competitive advantage in a dynamic environment, particularly in the public sector (Beske, Land, & Seuring, 2014). Dynamic capabilities are an organization's ability to detect a need or opportunity for change, formulate a response to such a need or opportunity, and carry out a plan of action (Schilke, Hu, & Helfat, 2018).

The link between sensing and seizing is also thought to involve the acquisition of strategic insights, whereas the link between seizing and reconfiguring is thought to refer to strategy execution. The dynamic capabilities theory's underlying assumption is that firms that can detect and seize new

opportunities, as well as reconfigure their resources and capabilities in response to recognized opportunities and environmental change, can create and sustain a competitive advantage (Talaftidaryani, 2021).

Dynamic capabilities theory endorses the component of adhocracy culture strategy by outlining universities that can detect and seize new opportunities, as well as reconfigure their resources and capabilities in response to identified opportunities and environmental change, which can improve and sustain desired organizational performance at public universities.

Conceptual Framework



Dependent Variable

Figure 1: Conceptual Framework

Source: Researcher Conceptualization

Adhocracy Culture Strategy

Adhocracy culture strategy is a corporate approach of decentralized leadership, individual initiative and organic decision making. This strategy does not rely on a rigid system of authority or procedures. The culture focuses on consistently adapting methods by giving employees who are closest to the action permission to do their work and solve problems as they see fit. It is also a developmental organizational culture strategy that focuses on the development of new products and services, growth, change, and productivity (Chege, Gichunge, & Muema, 2022).

The primary goal of this type of culture strategy is to promote adaptability and ingenuity in places where doubt and hopelessness abound. These traits reflect an external orientation and have improved knowledge conversion and corporate performance. As a result, the adhocracy culture strategy focuses on change designed to satisfy key external

Independent Variable

stakeholders. This strategy focuses on development, stimulation, creativity, and variety (Chege, Gichunge, & Muema, 2022).

A dynamic, entrepreneurial, and creative environment characterizes the adhocracy culture strategy. Prominence is given to innovativeness and the continuous improvement of a company's products and services. Strategic plans of adhocracy type of culture are anchored on eagerness for continuous change, acquisition of new knowledge and resources. Producing unique and value-added products and services is the key to success. Managers build organizations by establishing a compelling vision and emphasizing new ideas and technologies, as well as flexibility and adaptability (Misigo, Were, & Odhiambo, 2019).

In this context adhocracy culture is measured by cultural employee empowerment, cultural adaptability and cultural individual initiative. This

will help to establish how adhocracy culture affects the performance of universities in western Kenya.

Organizational Performance

The ability of an organization to achieve its goals by utilizing resources in an efficient and effective manner is referred to as organizational performance. It's also the ability of an organization to achieve its goals and objectives is referred to as organizational performance (Gachagua & Kinyua, 2022).

According to Misigo, Were, and Odhiambo, (2019), organizational performance is the degree to which a company's work mission is met, as measured by work outcomes, intangible assets, customer relationships, and quality services. Organizational performance is defined as an organization's ability to achieve its objectives effectively and efficiently using available human and physical resources (Njuri, 2019). This definition justifies organizations using objective performance criteria when evaluating employees' work-based performance. This is also useful in evaluating organizational goal achievement and developing strategic plans for the organization's future performance.

The performance of the universities will be measured using the effectiveness and efficiency in the organization. This implies doing the right things within the stipulated time with low costs. This will help to know whether the performance of the universities is as per the expected.

Empirical Review

Misigo, Were, and Odhiambo, (2019), addressed the impact of adhocracy culture on the performance of Kenyan public water companies. The study used descriptive and correlational research designs, with a statistical sample of 185 employees from all levels of the 17 public water companies chosen for the study. The information gathered, organized and analyzed using descriptive, diagnostic, and inferential methods. To establish the association between the independent and dependent variables, inferential statistics such as correlation, analysis of variance, and multiple linear regression models were used. According to regression results, adhocracy

culture has a positive impact on organizational performance.

Gachagua and Kinyua, (2022), carried out a study to determine the impact of adhocracy culture on the performance of a Level 5 hospital in Nairobi, Kenya. There were both descriptive and explanatory research projects used. The research focused on 20 level five hospitals in Nairobi County. The study employed census sampling techniques. The survey had a total of 200 participants. To collect primary data, a structured questionnaire was used. In descriptive statistical analysis, frequencies, percentages, means, and standard deviation were used. Correlation and regression analysis were used in inferential statistics to assess the relationship between the independent and dependent variables. According to the findings, adhocracy culture has a positive and significant relationship with firm performance.

Chege, Gichunge, and Muema, (2022), conducted a study to determine the effect of role adhocracy culture implementation approach on university performance in Kenya. A descriptive research approach was used in the study. A questionnaire was the primary method used to collect quantitative data for the study. Its target audience included 444 senior university employees from Kenya's 74 accredited universities. The data was analyzed using descriptive and inferential statistics. The study findings indicated that adhocracy culture has had insignificant impact on university performance.

Kiziloglu, (2021), carried out a study to investigate the impact of adhocracy organizational culture on effective knowledge management. The study adopted descriptive research design. The study targeted employees of manufacturing industries in Turkey. The study applied purposive sampling to sample out required audience. The study applied primary data which was collected through questionnaires. The collected data was analyzed through descriptive and inferential statistics. The study findings indicated that adhocracy culture has positive and significant effect on effective knowledge management.

Njagi, Kamau, and Muraguri, (2020), aimed at investigating the association between the adhocracy culture and strategy implementation in professional bodies in Kenya. The study employed descriptive research design. A sampling frame of 168 respondents from 28 professional bodies. The study employed purposive sampling and primary data was collected using questionnaires. The data collected was analysed through descriptive and inferential statistics. The analysed data indicated that adhocracy culture has a significant association with strategy implementation.

METHODOLOGY

The study employed positivist research philosophy, which holds that reality is stable and can be observed and described from a neutral point of view without interfering with the phenomena being studied. The study adopted descriptive research. The study targeted 226 respondents comprising of; 27 top management, 86 deans of schools, 9 in charge strategic department, 95 senior assistant administrators and 9 students president in all the nine universities in western Kenya. The study adopted Yamane's formula in determining a sample size of 144. Stratified random sampling were used to select 144 respondents comprising of 17 top management, 55 deans of schools, 6 in charge strategic department, 60 senior assistant administrators and 6 students from all the categories. The researcher collected primary data with the help of closed ended questionnaires that was administered to the respondents. The questionnaires were informed of a five point Likert scale helped in data collection. Closed ended questionnaires were more appropriate since they are less costly, respondents find it easier to answer, it is easier to be administered and evaluated by the respondents. Cronbach's alpha coefficient was used to determine internal consistency. Validity was tested through expert analysis and content analysis.

Collected data was cleaned, sorted and coded before entering to statistical package for social science for data analysis. Both descriptive and inferential statistics were used for data analysis. Descriptive

statistics comprised of mean, standard error and standard deviation while inferential statistics comprised of binary logistic regression and correlational analysis. Data was presented using tables.

FINDINGS

Descriptive Statistics

This part contains descriptive statistics of the questionnaires issued to the respondents in the county governments of western Kenya. The questionnaires were measured on a Likert scale to acquire information concerning adhocracy culture strategy and organizational performance.

Adhocracy Culture Strategy and Organizational Performance

Employees are motivated to use their creativity and to proactively seek out new ideas

The respondents were asked to determine whether employees were motivated to use their creativity and to proactively seek out new ideas. The results indicated that majority of the respondents in many public universities were indifference with 60.6% that employees are motivated to use their creativity and to proactively sought out new ideas. This implied that most universities had not empowered their employees to use their creativity in developing new ideas that will help in offering university services effectively. In few universities, employees had been given a chance and motivated to be creative. This might help those employees to proactively develop new ideas that benefits the university.

The university encourages employees to devise ways to create value

Respondents were asked to give their view on whether the University encourages employees to devise ways to create value. From the findings out of 109 respondents, 14.7% strongly disagreed, 28.4% disagreed, 15.6% remained neutral, 19.3% agreed and 22.0% strongly agreed that University encourages employees to devise ways to create value. This indicated that most of the universities had not set a side policy that encourage and mentor employees in to create value in the organization.

Therefore, the employees might not be at good condition of solving organization problems and offering effective and efficient services to the university. In few public universities, employees are encouraged to come up with ways that may help the organization to create value. This may benefit these organizations as value created by employees may help in improving their performance.

University employees are able to adapt and complete any task given

Regarding the question on whether University employees were able to adapt and complete any task given, the results showed that majority of the respondents disagreed at 62.4% that University employees are able to adapt and complete any task given. This indicates that in most of the public universities, employees do not complete any given task in time. This implied that employees were given huge or difficult task that they may not be able to complete in time. It may also imply that employees use a lot of time doing their own task and very little time doing the University task. In few universities, employees were able to adapt and complete their task in time. This might improve the rate at which the university services are delivered hence improving their performance.

Employee adaptability in the university improves employee performance

Responses for the question that aimed to determine whether employee adaptability in the university improves employee performance showed that majority of the respondents agreed (64.2%) that employee adaptability in the university improves employee performance. This indicated that when employees in public university are able to adapt to the university activities and environment, they might be able to offer services at an effective and efficient manner thus enabling to university to meet its mission and vision effectively and efficiently thus improving its performance.

Employees are given a chance of solving problems and accomplishing tasks without supervision

Concerning the question on whether employees were given a chance of solving problems and

accomplishing tasks without supervision, the results showed that majority of the respondents agreed (71.5%) that employees are given a chance of solving problems and accomplishing tasks without supervision. This implied that in many public universities there is no rigid system of authority and procedures. Employees may also feel motivated in these universities as they are given freedom of exercising their powers to solve problems. Motivated employees may accomplish their tasks effectively and efficiently without supervision.

Organization performance is improved by giving employees a chance to solve problems and complete tasks without supervision

The study sought to access whether organization performance is improved by giving employees a chance to solve problems and complete tasks without supervision. The findings showed that majority of the respondents agreed (67.0%) that organization performance is improved by giving employees a chance to solve problems and complete tasks without supervision. This showed that giving employees a chance of solving problems arising in an organization empowers employees and may even make them to find ways of curbing such problems from even recurring. Giving employees' chance of completing task without supervision also makes employees to have freedom of doing their work without unnecessary pressure that will led to poor performance.

The university has cross-functional agile teams to allow for transformation

Regarding the question on whether the University has cross-functional agile teams to allow for transformation, the responses of different respondents showed that most of the respondents disagreed (56.0%) that University has cross-functional agile teams to allow for transformation. This may be the reason why the performances of most of the public universities are poor. Employees in these Universities may not be transformed on how to perform their duties perfectly due to lack of cross functional agile team tasked with duties of transformation in the university. The few

respondents who agreed at 44% implies that in few universities there is cross functional agile team who are able to bring transformation in universities hence making employees be able to perform their duties by delivering the services appropriately.

The operations in the various departments are flexible allowing room for change

The study focused on determining whether the operations in the various departments are flexible allowing room for change. From the findings, a great number of the respondents strongly disagreed, disagreed and remained neutral with 23.9%, 19.3% and 13.8% respectively. This implied that in many public Universities their departmental operation was rigid and does not allow room for change. This may make it difficult for employees to bring new ideas to the department on how to solve some challenges and even bring new ideas on how some activities may be solved easily. Rigid departmental operations may also make it difficult for the university cope up with current environmental transformation. In few Universities departmental operations are flexible giving room for creation of new ideas that may benefit the way organization deliver its services to the customers.

Employees are welcome to bring in new ideas about innovativeness in the operations

Respondents were asked to determine whether in their organizations employees are welcome to bring in new ideas about innovativeness in the operations. The findings showed that most of the respondents were indifference that employees are welcome to bring in new ideas about innovativeness in the operations. This indicated that in many public Universities, employees were not allowed to bring new innovative ideas to the organization. This might make employees be discouraged as they were not empowered and supported to achieve their objectives at the work place. Employees in few Universities were welcomed to bring new innovative ideas to the organization. This idea might help the organization to build their brand image of attracting many customers and providing quality services to them.

The University recognizes and rewards exemplary employee innovations

The respondents were asked to give clarifications on whether the University recognizes and rewards exemplary employee innovations. The findings showed that majority of the respondents were indifference (56.0%) that the University recognizes and rewards exemplary employee innovations. This indicated that most of the public Universities in Kenya do not appreciate exemplary employees. This might discourage hardworking employees from performing their duties. Hardworking employees may restrain from offering good services and may join other employees who are not performing well. This might make these universities performance to reduce. In few universities, employees who perform well are rewarded. This may encourage these employees to continue pressing on with good work and may also encourage other lazy employees to start working hard in order to be rewarded.

Organizational Performance

University services are delivered in an efficient and effective manner

The respondents were asked a question with the aim of determining their opinion regarding whether University services are delivered in an efficient and effective manner. From the findings, majority of the respondents strongly disagreed, disagreed and remained neutral that University services are delivered in an efficient and effective manner. This implied that in many public universities' services are not efficiently and effectively delivered. This meant that the customers and other stakeholders in the university may not be receiving quality services. This may make the University to lose important people due to its poor performance. In few Universities services are efficiently and effectively delivered. This implies that University employees perform their duties effectively and efficiently with the purpose of enabling the University meeting its core objectives.

The University provides high quality services

The study focused to establish whether the University provides high quality services. The findings showed that from 109 respondents, 14.7%

strongly disagreed, 28.4% disagreed, 13.8% remained neutral, 19.3% agreed and 23.9% strongly agreed that the University provides high quality services. This implies that in many public Universities the services offered were not of high quality. This implies that the employees may not be empowered and given a chance to express their selves hence gaining a sense of self belonging in the organization. The few respondents who agreed implies that in few Universities, quality services are provided. This indicates that in this Universities, there is good relationship between employees and the management hence enabling the employees to offer quality services.

The University always solve disputes among employees

Concerning the question of whether the University always solve disputes among employees, opinions of the respondents were sought and from the findings, a great number of the respondents disagreed (56.0) that the University always solve disputes among employees. This implies that in most of the public Universities, disputes among employees were not solved. This may ruin the relationship between the employees hence leading to poor working relationships. Poor working relationships may make employees unable to deliver services to the organization effectively and efficiently leading to poor performance within the University.

Staff and students' complaints are minimal

The responses of the respondents to establish their views regarding whether staff and students complains were minimal were sorted. The findings showed that majority of the respondents at 56.0% disagreed that staff and students complain are minimal. This depicted that in many public Universities, complains from staffs and students are high. This may be due to poor services offered to students. The students complain may also be due to their issues not taken into considerations. The high complains from the staffs may be due to huge workload given to them. This may make employees to work for long time leading to delivery of poor-quality services.

There is Customers satisfaction in the university

The question regarding whether there is customer satisfaction was asked to determine the views of the respondents. Results showed that there was no customer satisfaction in the university. This was evidenced by high number of respondents at 62.4% who disagreed with the statement. This indicates that the services offered by most of the Universities are not satisfactory. This may be due to poor quality of services offered by the employees. Poor customer satisfaction may make other customers like students fail to apply to be admitted in this Universities. The University may then have low students admitted. In few Universities the level of customer satisfaction is high implying that customers obtain high quality services from the University.

The number of students' enrollment in the university is increasing

The study focused to assess the opinion of the respondents regarding whether the number of students' enrollment in the university is increasing. From the findings, majority of the students at 62.4% agreed that the number of students' enrollment in the university is increasing. The high number of students joining most of these Universities that not necessarily mean the performance of universities are good. It implies the number of students qualifying for university entry is increasing hence high number of students enrolling to universities. High number of students enrolling to universities implies that there may be increase in workload to the staffs who may in turn be unable to handle the high number of students.

Employee performance is closely monitored by the university

Respondents were asked whether employee performance is closely monitored by the university. From the findings, majority of the respondents agreed at 70.6% that employee performance is closely monitored by the university. This implies that in many public Universities the performance of employees is not monitored. This may create room for employees concentrating on their own personal activities rather than the organization activities. This

may therefore translate to poor quality of services offered by the employees in the university. Employees who are not monitored may even fail to offer services in the organization and this may lead to poor organizational performance.

There is effective and efficient utilization of university resources

The respondents were asked on whether there is effective and efficient utilization of university resources. The results showed that a great number of employees at 56.0% disagreed that there is effective and efficient utilization of university resources. This implies that in many public Universities the utilization of resources is not in an efficient and effective manner. This shows that most of the resources in the universities are used for the benefit of individuals rather than for the benefits of the organizations. It also indicates that resources in most of the Universities are misappropriated corrupt employees. In few Universities, resources are utilized efficiently. This implies that most of the employees utilize the resources for the benefit of achieving organizational goals and objectives.

The University achieves its goals in an efficient and effective manner

The study aimed at assessing the views of employees regarding whether the University achieves its goals in an efficient and effective manner. From 109 respondents, 19.3% strongly disagreed, 22.0% disagreed, 16.5% remained neutral, 19.3% agreed and 22.9% strongly agreed that the University achieves its goals in an efficient and effective manner. This implied that most of the universities do not achieve its goals in an efficient and effective manner. This may be due to poor plans laid by the university in achieving its strategic goals. In few Universities, the achievement of goals was in efficient and effective manner. This implied that good plans are laid by the organization to achieve the laid down goals. It may also employee that the employees of the organization work together for the achievement of the university goals.

There are no cases of staff turnover in the university

Respondents were asked on whether there were no cases of staff turnover in the university. The responses from the respondents conducted showed that majority of the respondents disagreed that there are no cases of staff turnover in the university. This implies that in most of the universities, there are cases of employee turnover. This implies that the employees within the Universities are not treated well in the organization. The university may fail to reward hardworking employees who may feel wasted and decide to move to other organizations. The university may not be giving employees' freedom to express and make their own decisions. This may make employees irritated hence they may decide to look for another job that they may be satisfied and have a sense of belonging.

There is efficiency and effectiveness of service delivery in the University

The respondents were asked to determine whether there is efficiency and effectiveness of service delivery in the University. From the findings the respondents agreed and disagreed at 47.7% and 52.3% respectively that there is efficiency and effectiveness of service delivery in the University. The majority of the respondents who disagreed implies that in many public universities the services delivered was not effective and efficient. This implied that the services deliverance was slow and of poor quality. Delivery of inefficient and ineffective services may not satisfy the customers and others stakeholders in the University.

Inferential Statistics

Binary Logistic Regression

Adhocracy Culture Strategy and Organizational Performance Omnibus Tests of Model Coefficients

Omnibus Tests of Model Coefficients was first run to determine if the model on adhocracy culture strategy and organizational performance exhibit goodness of fit. This was based on the null hypothesis that that the model does not exhibit good fit to the data.

Table 1: Omnibus Tests of Model Coefficients

		Chi-square	Df	Sig.
Step 1	Step	145.470	10	.000
	Block	145.470	10	.000
	Model	145.470	10	.000

Source: Study Data

From the findings in Table 1 above, the chi square had a p values of 0.000 that is less than a significance value of 0.05. This indicated that that the model of adhocracy culture strategy and organizational performance exhibit good fit to the data. Therefore, the study rejected the null hypothesis.

The model summary was used to examine how adhocracy culture strategy explains the variation in organizational performance in public Universities in western Kenya. Cox & Snell R Square and Nagelkerke R Square was used to establish the variation. The results were as shown in Table 2.

Table 2: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	233.253 ^a	.236	.282

Source: Study Data

The findings in Table 2 showed Cox & Snell R Square value of 23.6 implying that adhocracy strategy explains 23.6% variation in organizational performance while the remaining percentage of 76.4% was explained by other factors not in the model. The Nagelkerke R Square value of 0.282 implies that 28.2% variation in organizational performance were caused by adhocracy culture

while the remaining percentage was caused by other factors not in the model.

The study used 10 indicators to indicate the influence of adhocracy culture on organizational performance in public Universities in western Kenya. The findings were presented in Table 3 below.

Table 3: Variables in the Equation Adhocracy Culture Strategy and organizational Performance

	B	S.E.	Wald	Sig.	Exp(β)	
Step 1 ^a	Motivation	.186	.312	.355	.004**	1.204
	Create	.213	.119	3.20	.031**	1.237
	Adapt	-.391	.367	1.14	.137	.676
	Adaptability	.721	.428	.086	.008**	2.056
	Solving	-.108	.119	.082	.349	.898
	Chance	.087	.094	.857	.931	1.091
	Teams	.518	.910	.032	.030**	1.679
	Flexible	-.299	.629	.475	.371	.742
	Innovativeness	1.043	.521	4.008	.092	1.044
	Rewards	.407	.219	1.858	.011**	1.502
Constant	-3.931	.661	35.367	.000**	.019	

Source: Study Data

From the results above, the following regression equation is extracted;

$$Y = -3.931 + 0.186 \text{ Motivation} + 0.213 \text{ Create} + 0.721 \text{ Adaptability} + 0.518 \text{ Teams} + 0.407 \text{ Rewards} \dots (1)$$

The results showed that there is a significant relationship between motivation of employees to use their creativity and efficiency and effectiveness of service delivery in public Universities. This is evidenced by a p value of 0.004 which is smaller than a significance value of 0.05. Motivation had $\beta = 0.186$ implying that the log likelihood that efficiency and effectiveness will improve in public universities is 0.186. The $\text{Exp}(\beta) = 1.204$ indicates the likelihood of efficiency and effectiveness improving when there is motivation of employees to use their creativity is 1.204 times.

Create had $\beta = 0.213$ with a p value of 0.031 that is less than 0.05 implying significance relationship between creating value and efficiency and effectiveness of service delivery in public Universities. This implies that when employees are encouraged to create value, the log likelihood that efficiency and effectiveness of service delivery will improve is 0.213. Create also had an $\text{Exp}(\beta) = 1.237$ implying that the likelihood that efficiency and effectiveness of service delivery will improve when employees are encouraged to create value if 1.237 times.

Adaptability had $\beta = 0.721$ with a probability value of 0.008 that is less than a significance value of 0.05 indicating a significant relationship between employee adaptability and efficiency and effectiveness of service delivery in public Universities. Therefore, it is found that the log likelihood that efficiency and effectiveness will improve is public university when there is employee adaptability is 0.721. Adaptability also had an $\text{Exp}(\beta) = 2.056$ indicating that the odd/likelihood that efficiency and effectiveness will improve when there is employee adaptability is 2.056 times.

Teams had $\beta = 0.721$ with a p value of 0.30 that is less than 0.05 indicating there is a significant influence of cross functional agile team and efficiency and effectiveness of service delivery in public Universities. The $\beta = 0.721$ implies that the log likelihood that the efficiency and effectiveness will improve in public University when there is cross functional agile team is 0.721. An $\text{Exp}(\beta) = 1.679$

implies that the likelihood that efficiency and effectiveness of services delivery in public universities will improve when there is cross functional agile team is 1.679 time.

Rewards had a $\beta = 0.407$ with a p value of 0.011 implies a significant influence of rewarding exemplary employees on efficiency and effectiveness of service delivery in public Universities. This therefore implies that the log likelihood of efficiency and effectiveness improving when public universities reward exemplary employees is 0.407. Rewards had an $\text{Exp}(\beta) = 1.502$ implying that the odds/likelihood that there will be improvement of efficiency and effectiveness of service delivery in public universities is 1.502 times.

Indicators such as adapt, solving, chance, flexible and innovativeness did not have any significant influence on efficiency and effectiveness of service delivery in public universities. This is evidenced with a p value of 0.137, 0.349, 0.931, 0.371 and 0.092 respectively that were all less than a significance value of 0.05.

Finally, results showed a constant of -3.931. The constant had a p value of 0.000 that is less than a significance level of 0.05 implying that the constant is significant. The constant implies that the log likelihood that efficiency and effectiveness of service delivery will reduce in public universities when adhocracy culture strategy is not adhered to is 3.931. The constant had an $\text{Exp}(\beta) = 0.019$ that is less than 1 implying a reduction in efficiency and effectiveness when there is no adherence in adhocracy culture strategy. The Exp therefore implies that the likelihood that efficiency and effectiveness of service delivery in public University reducing when there will be no adoption of adhocracy culture is 0.019 times.

Discussion of the Findings

The objective of the study was to evaluate the influence of adhocracy culture on performance of public universities in western Kenya. It was based on the null hypothesis that there is no significant influence of adhocracy culture on performance of public Universities in western Kenya.

The binary logistics regression results showed that adhocracy culture strategy had $\beta = 3.884$ and Wald of 21.077 with a p value of 0.006. The p value was smaller than 0.05 indicating adhocracy culture is statistically significant. Therefore, the null hypothesis that there is no significant influence of adhocracy culture on performance of public Universities in western Kenya was rejected. This implies that the log likelihood that efficiency and effectiveness of services delivery will improve when there is adoption of adhocracy culture in public universities is 3.884. Adhocracy culture strategy had an Exp (B) =48.613 implying that the likelihood of efficiency and effectiveness of services delivery improving with adoption of adhocracy culture in public universities is 48.613 times.

The findings were similar to the findings of the study done by Misigo, Were, and Odhiambo (2019) and found that adhocracy culture has a positive impact on organizational performance of Kenyan public water companies. The results also contradict to the findings of the study done by Chege, Gichunge, and Muema, (2022) and found that adhocracy culture has had insignificant impact on university performance.

CONCLUSION AND RECOMMENDATIONS

The objective of the study was to evaluate the effect of adhocracy culture strategy on organizational performance of public universities in Western Kenya. The study objective was based on the null hypothesis that adhocracy culture strategy has no significant effect on performance of public universities in Kenya. The correlational results indicated that adhocracy culture strategy had positive and significant link with performance of public universities in western, Kenya. This was supported by correlation coefficient of 6.931 with p-value of 0.006. The regression analysis of the study indicated that adhocracy culture strategy had significant effect on performance of public universities in western, Kenya. This was backed up by a $\beta = 3.884$ with a p value of $0.006 < 0.05$.

Adhocracy culture strategy had a strong and positive significant relationship with performance of public Universities in Western Kenya. This is evidenced by a correlation coefficient of 6.931 with p value of $0.001 < 0.05$. Adhocracy culture strategy had a $\beta = 3.884$ with a p value of $0.006 < 0.05$. This implies there is significant influence of adhocracy culture strategy on performance of public Universities in Western Kenya. Therefore, it was concluded that there is a positive and significant influence of adhocracy culture strategy on performance of public Universities in Western Kenya.

Majority of the respondents from descriptive statistics agreed that employees are not motivated to use their creativity and to proactively seek out new ideas. In line with this results it is therefore recommended that university management should motivate employees to use their creativity and to proactively seek out new ideas. This will empower employees to use their creativity in developing new ideas that will help in offering university services effectively and efficiently.

Most of the respondents also agreed that the operations in the various departments are inflexible and does not allow room for change. Therefore, it is recommended that the management of universities should ensure flexibility of various departments to allow room for necessary changes. This will make it easier for employees to bring new ideas to the department on how to solve some challenges within the University.

It was also established that a great number of respondents agreed that the university does not recognizes and rewards exemplary employee. It is recommended that the management of the universities should recognizes and rewards exemplary employee. This will motivate employees to continue working hard to achieve more rewards and recognition.

Areas of Further Study

Future studies could focus on theoretical issues, the exploration of new conceptual questions, and the execution of further empirical studies to improve on

the findings' conclusions. The following section goes into greater depth about these prospective areas of further study.

- Additional variables in the model could be explained by introducing new moderators into the hypothesized relationships. It has been proposed that indecision moderates the relationship between logistics management and firm performance.
- Other researchers can focus on other factors not in the model explaining the variation in performance.
- Future researchers can focus on adhocracy culture strategy on other higher educational sectors like Teachers Training Colleges, Technical and Vocational Education Training and Private universities in other parts of Kenya.
- The study was conducted on universities in western part of Kenya hence further studies can be conducted on public universities in Kenya for conclusive results.

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