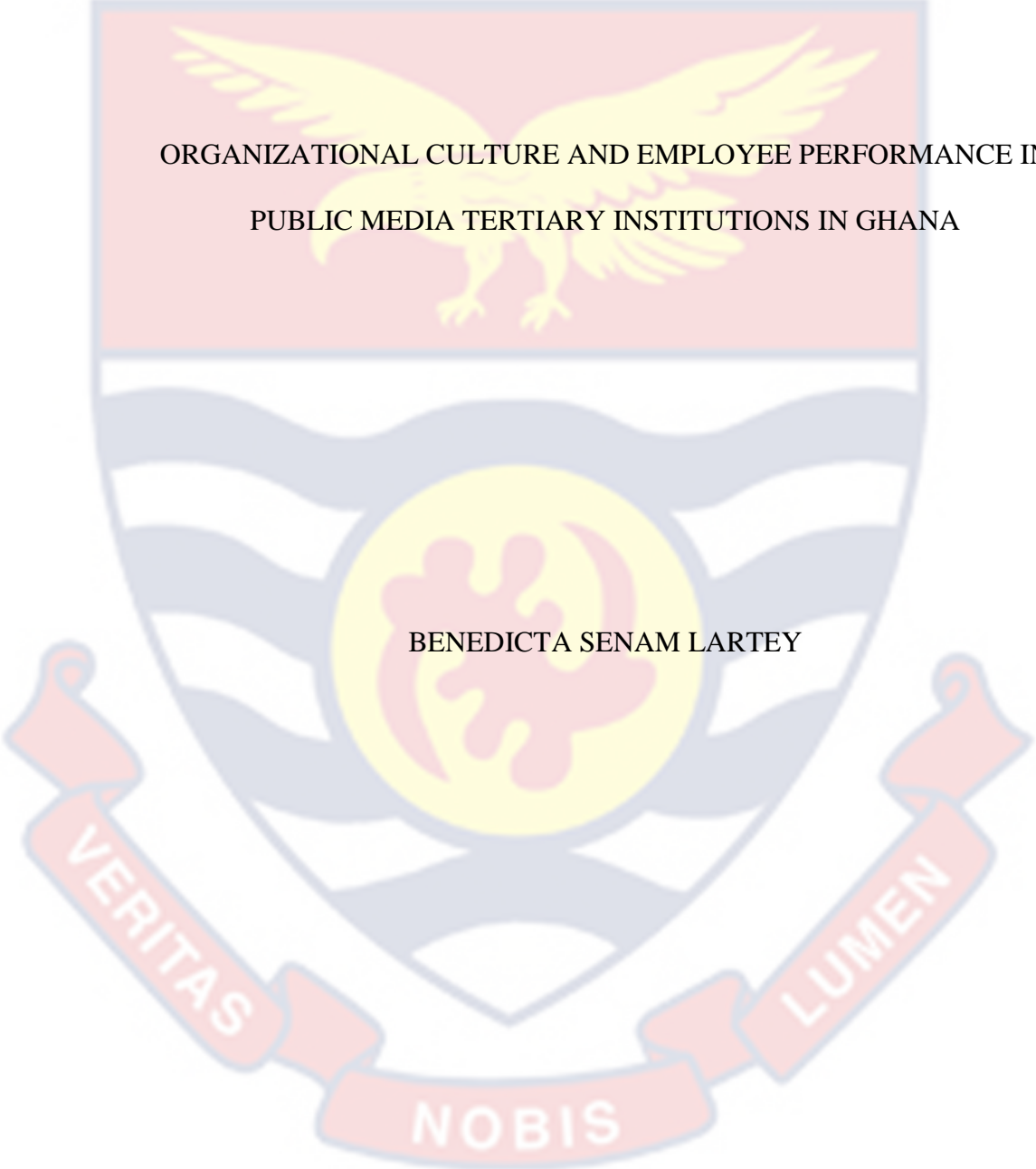


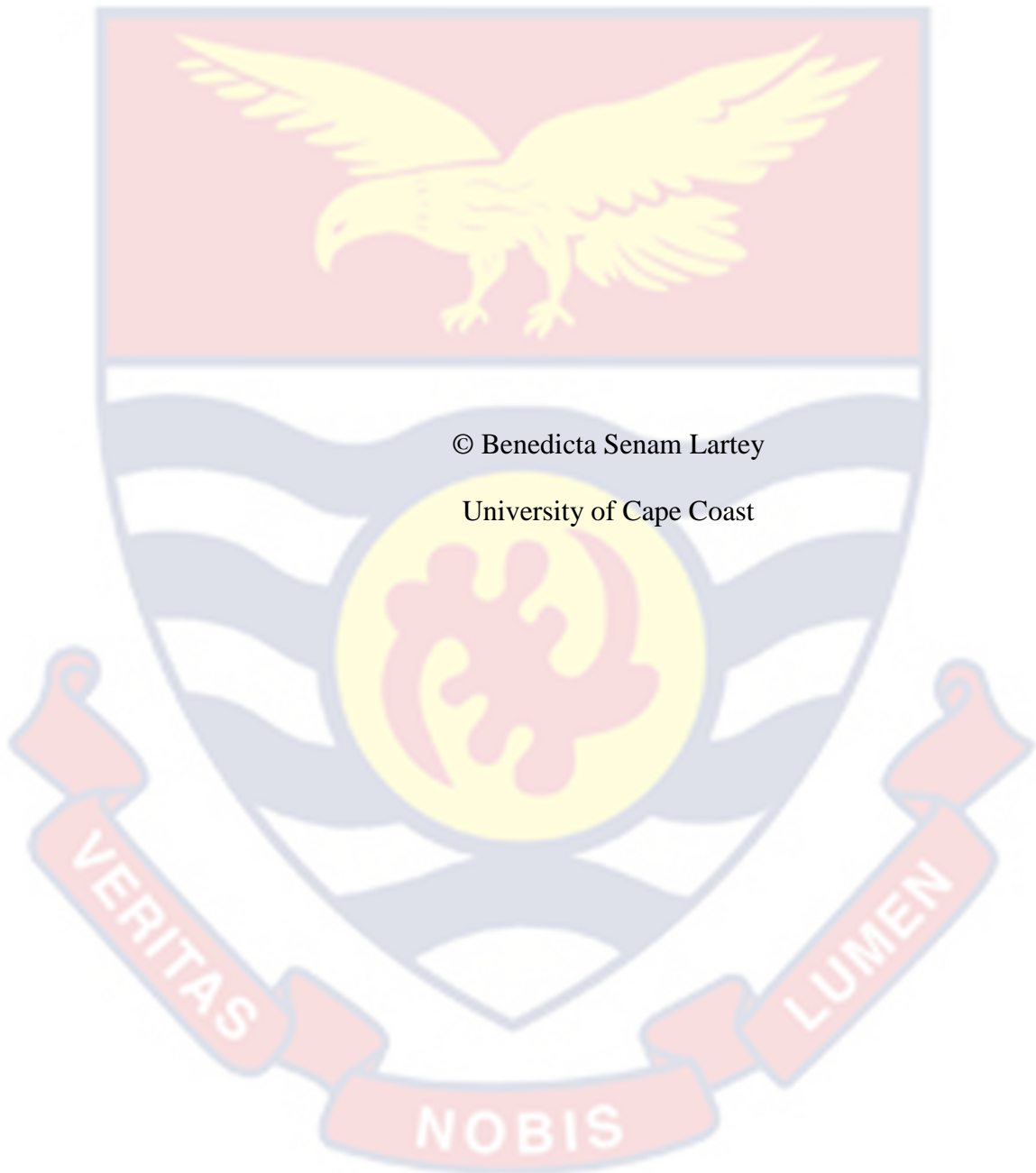
UNIVERSITY OF CAPE COAST



ORGANIZATIONAL CULTURE AND EMPLOYEE PERFORMANCE IN
PUBLIC MEDIA TERTIARY INSTITUTIONS IN GHANA

BENEDICTA SENAM LARTEY

2022



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University of Cape Coast

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PUBLIC MEDIA TERTIARY INSTITUTIONS IN GHANA

BY
BENEDICTA SENAM LARTEY

Thesis submitted to the Institute of Educational Planning and Administration,
University of Cape Coast, in partial fulfilment of the requirements for the
award of Master of Philosophy degree in
Administration in Higher Education

JUNE, 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is a result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date:

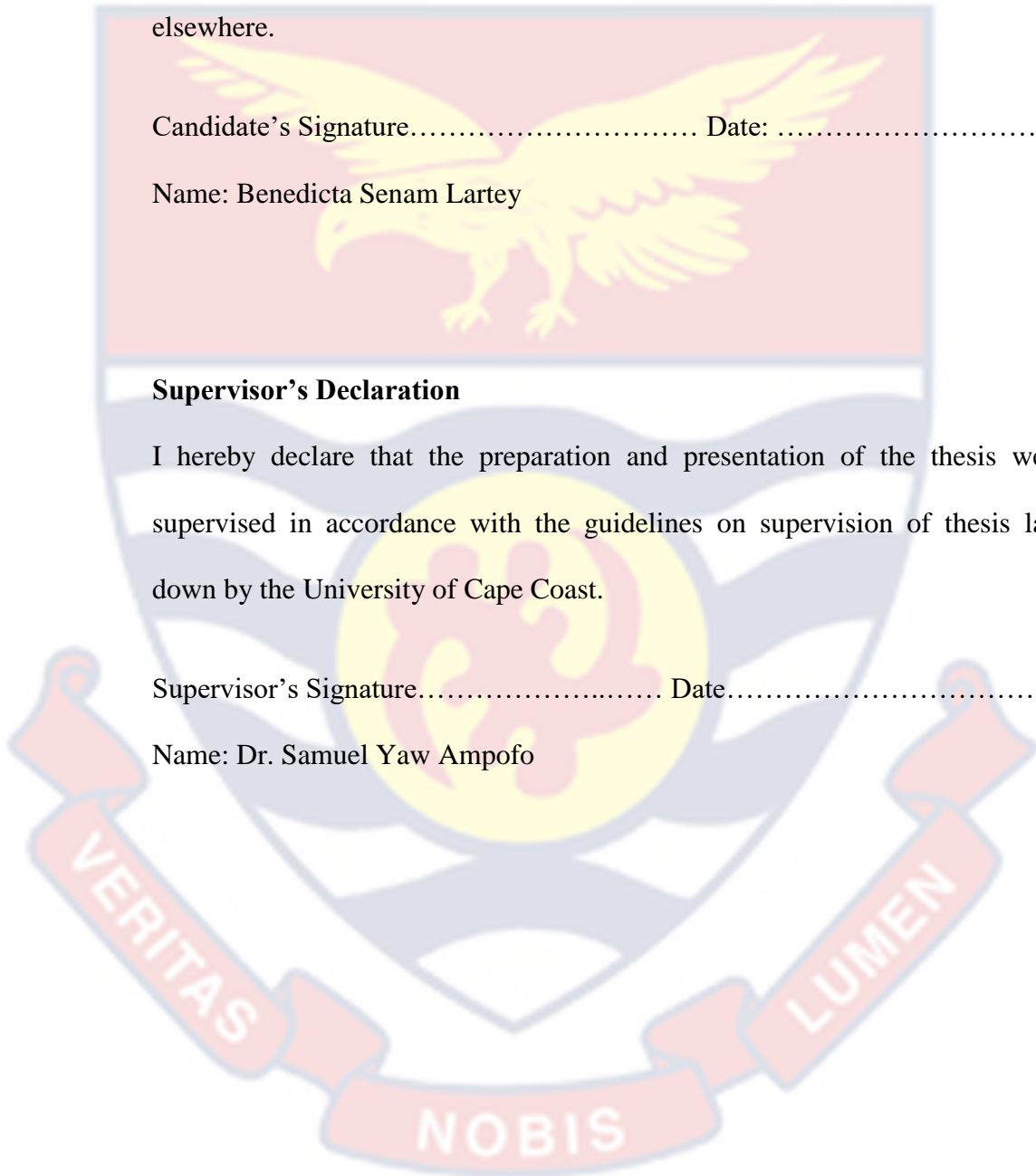
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Dr. Samuel Yaw Ampofo



ABSTRACT

The study assessed the effects of organizational culture on employee performance. A mixed research design was utilized. Employees of two media educational institutions were the study's target population. The study was guided by the organizational culture paradigm by Denison (1990). A total of 151 employees were chosen, where purposive and stratified random sampling techniques were employed. Data was analyzed using means, standard deviations, and regression analyses. It was discovered that, a negative association between rewards and compensation culture and employee performance existed. In addition, a positive but statistically insignificant relationship between training and development culture and employee performance was established. Also, the study discovered a positive and statistically significant association between leadership culture and the performance of employees. Finally, a positive and statistically significant link between conflict management culture and employee performance. Employee performance and training and development culture were shown to have positive and statistically insignificant link. It is recommended that managers and employees should get training on certain key productivity concepts of training and development culture. Employee performance also have negative link with reward and compensation culture. Despite the fact that reward and compensation are important in the short to medium term, institutions should be cautious of the types and forms of incentives and compensation packages they offer their staff. That is, motivation and financial incentives alone are insufficient; acknowledgment and opportunity for attaining distinct individual goals and desires must also be provided.

KEY WORDS

Conflict Management

Employee performance

Employees

Leadership Culture

Reward and Compensation

Training and Development



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DEDICATION

To my deceased parents, Mr. Louis Kofi Lartey and Madam Elizabeth Aku Morkli, for their support throughout my education. You took me through a lot of life adventures but both of you did not live to see either the progress or the end. I appreciate your encouragement, endless love, and the sacrifice of giving me a solid foundation to build on.



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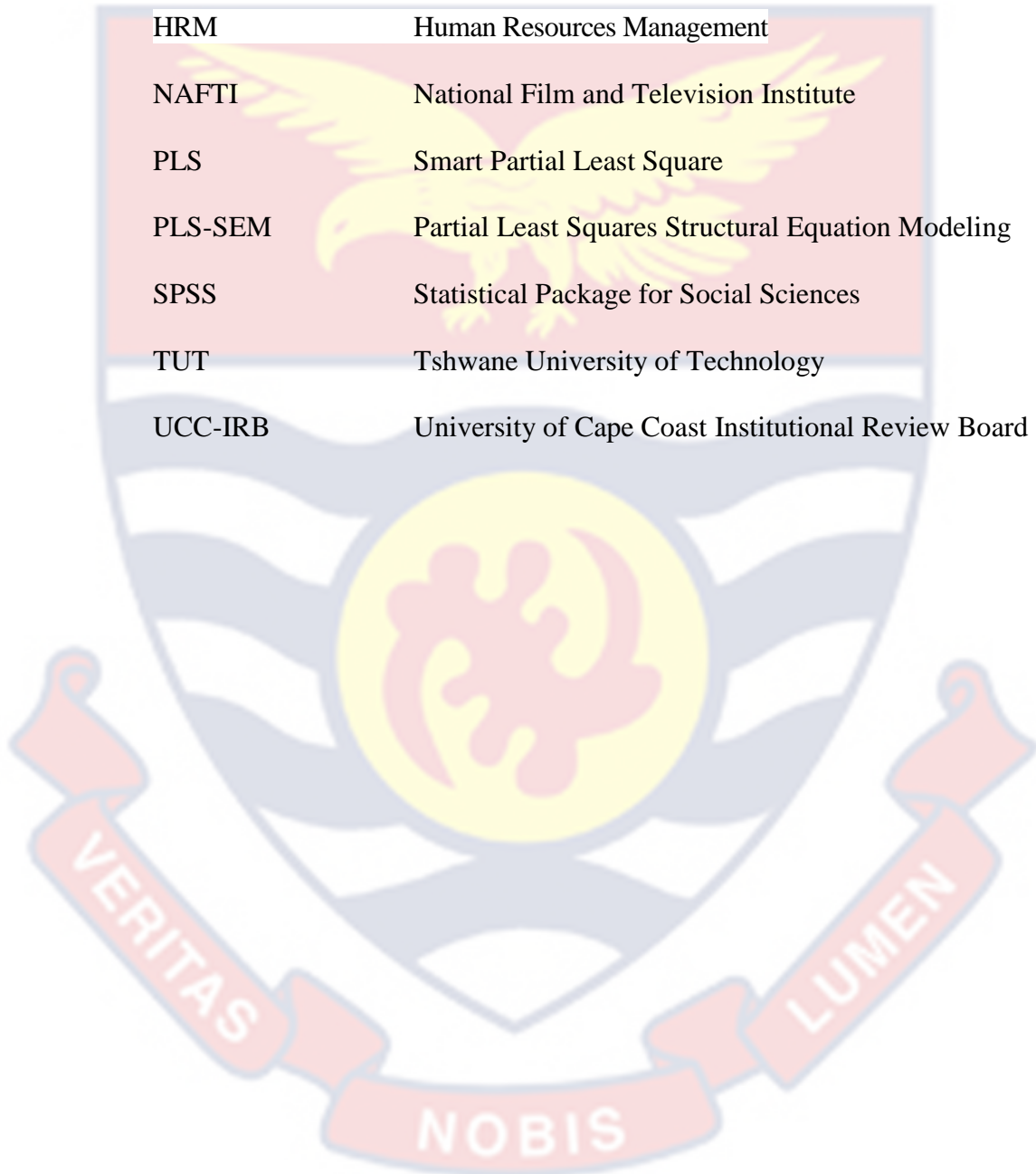
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LIST OF ABBREVIATIONS

COVID-19	Corona Virus Disease-2019
DNA	Deoxyribonucleic Acid
GIJ	Ghana Institute of Journalism
HRM	Human Resources Management
NAFTI	National Film and Television Institute
PLS	Smart Partial Least Square
PLS-SEM	Partial Least Squares Structural Equation Modeling
SPSS	Statistical Package for Social Sciences
TUT	Tshwane University of Technology
UCC-IRB	University of Cape Coast Institutional Review Board



CHAPTER ONE

INTRODUCTION

Organizational culture has a significant impact on employee performance in public media tertiary institutions in Ghana, focusing on key variables such as reward and compensation, training and development, leadership, and conflict management cultures. Employees in the higher education institutions are renowned for their frequent strikes, standoffs, and chronic tardiness (Atatsi, Stoffers, & Ad, 2021). The organizational culture model (Mission, Adaptability, Consistency and Involvement) as propounded by Denison (1990) was used to examine the phenomenon. These features are essential for the establishment and maintenance of a highly effective culture in organizations including public tertiary institutions in Ghana. The findings from the study aims at helping to minimize the display of these unacceptable behaviours. Some studies conducted globally on the link between organizational culture and employee performance (e.g., Tedla, 2016; Pavlakis, Kaitelidou, Theodorou, Galanis, Sourtzi, & Siskou, 2011) confirmed assertion that there exist a relationship between organizational culture and the performance of employees. However, there is deficiency of literature on this subject in Ghana's public media-oriented tertiary institutions. This study sought to investigate the situation in these public media-oriented institution and recommends measures on how these cultures could be improved to enhance employee performance.

Background to the Study

Institutional culture is the most effective resource for attracting, recruiting, hiring, and retaining top talent, as well as the primary platform for

inspiring and motivating individuals in any business (Chabra, & Sharma, 2014). One of the most essential ways for firms to obtain a competitive edge is to ensure that they have extremely solid cultural practices in place. This is because culture affects the behavior of the organizations either positively or negatively (Senior & Fleming, 2006). Globally, organizational culture is known to have played key roles in ensuring organizations work more effectively and efficiently to achieve organizational goals and objectives.

In Europe, a study conducted on organizational culture by Cheng and Groysberg (2020) described organizational culture as important in maintaining, renewing and shaping organizational viability by influencing employee performance. Research conducted by Zain (2013) on the impact of cooperation and effective communication on organizational output in Malaysia revealed that these aspects of organizational culture were crucial contributors to overall organizational success.

Similarly, Jepkorir, Lagat, and Ng'eno (2017) observed that organizational culture influenced employee performance in Kenyan commercial banks. Another study conducted in Kenya by Mwendwa (2017), indicates that multidimensional culture improves employee collaboration, promotes timely achievement of defined targets, and improves service delivery. In tertiary institutions in Nigeria, organizational culture assisted the institutional leadership, government and other business enterprises in designing and implementing changes that foster successful performance of both employees and the organization (Ohiorenoya, 2014). In Ghana, organizational culture is described as the conditions under which employees

are influenced to actively engage in the activities of the organization to improve its performance (Pepra-Mensah & Addai-Kyeremeh, 2018).

A study was investigated in Ghana by Brenyah and Obuobisa-Darko (2017) on organizational culture and employee productivity and discovered that achievement and support cultures substantially increase employee engagement in Ghana's public sector. Organizational culture influences how individuals deliberately and unknowingly think, make choices, and, ultimately, understand, feel, and behave. This affect how employees' personal and professional goals, as well as the activities they take to achieve them, are affected.

From the above discussion on organizational culture, it is clear that the role that it plays in every organization cannot be over emphasized. This shows that, irrespective of the setup of the organization, whether business enterprises, corporate organizations, financial or educational institutions, culture plays a major role and must be considered as one of the key determinants to achieving success in our organizations.

Various scholars have also described organizational culture in different ways. According to Smither, Houston, and McIntire (2016), organizational culture is a set of entrenched silent assumptions (mostly over-looked) that individuals or a team believes and that influences how they see, think about, and respond to their various situations. Organizational culture is described as a set of mental assumptions held by a group of people that drives interpretation and action in institutions by defining required and appropriate behavior in a range of settings (Ricky, 2007).

Dwirantwi (2012) defined organizational culture as the experiences, attitudes, principles, and values of an organization that are learned through social learning and guide how both individuals and groups within the organization interact with one another and other people they come into contact with outside the organization. This means that workplace culture is a highly significant determinant in the functioning of any organization or institution (Abok, Waititu, Gakure, & Ragui, 2013).

Different methods of doing things emerged as a result of organizational culture in higher education. It encouraged achievement orientation, supports the formation of norms and behavioral patterns, and offers direction. Additionally, organizational culture ensures the establishment of a strong employee-employer relationship, in their everyday activities in the cause of executing their assigned duties (Haberman, 2013). Because it impacts relationships, working practices, decision-making, and problem-solving processes, organizational culture is one of the most essential topics in every higher institution.

Educational institutions that recognize culture as a priority can endure adversity and alterations in their goals. Employees are most likely to feel comfortable, supported, and appreciated when the organizational culture practices align with their expectations. This enables students to match their interests and aspirations with those of the institutions while also feeling responsibility for their overall well-being. Employees who believe their employers treat them well (fair treatment, participation in decision-making) may boost their emotional attachment to the organization, and as a result, their performance may improve. Employee happiness is impacted by the culture of

a business, which is one of the main reasons why most people stay in their positions. If employees are working in a vacuum, They are not likely to perform well. A multitude of factors impact their effectiveness, and these aspects must be discovered and handled effectively.

To drive growth and achieve effective employee productivity and performance, institutions must set clear goals and objectives, and properly train staff to understand his/her role towards its achievement. The effectiveness of the performance of an employee is determined by the quality of the institution's training programmes. Institutions provide various degrees of training to their workers, depending on the scenario, in order to upgrade their knowledge in their field of expertise and improve their performance. If employees do not receive training after their first few months on the job, they are likely to believe that the organization is not investing in their growth. As a result, it's critical that all organizations provide employees with a learning environment that motivates them to advance in their professions. Other factors like reward and compensation also affect the performance of employees. What type of culture is established on reward and compensation in our institutions today? Is the criteria transparent and clear enough for the employees to understand? Does the culture favour all employees or just a selected few that benefit from it? These are just few questions that need answers in our institutions.

Culture at the work place is also believed to be linked with organizational leadership, and is a key determinant of employee behavior (Schein, 2004). A strong corporate culture is created when an institution's behaviour, values, and beliefs are in sync. Leaders at educational institutions

must understand their role in preserving the culture of the institution. This means that no segment, even senior management, will receive preferential treatment or exemptions. More importantly, your leadership team should be made up of the best cultural matches. When this happens, employees' conduct is more likely to follow the institute's rules, decreasing disputes and creating a positive working atmosphere.

Because management is accountable for managing their employees' performance, it is critical for both employees and management to recognize that performance management systems are critical the long term failure or success of an organization. This is why, according to Alarcon (2010), businesses should build a culture that fosters workers' ongoing acts of involvement in their given responsibilities, with the objective of keeping them for a considerably longer amount of time than firms that do not value employee engagement. Getting public personnel to participate in their duties has always been difficult, as Barrett and Greene (2016) point out.

Positive institutional cultures are unfortunately the exception rather than the rule nowadays, yet a strong organizational culture may separate a tertiary institution from its rivals in the eyes of its stakeholders. According to Turkson (2012), if public sector personnel were as motivated and engaged as private sector employees, Ghana's economy would have grown to be in a developed state. In light of this, this research uses the two public media-oriented tertiary institutions in Ghana (National Film and Television Institute and Ghana Institute of Journalism) as a case study to investigate the effects of organizational culture (some variables of it) on employee performance in public media-oriented tertiary institutions.

Statement of the Problem

Organizational culture is critical in influencing employee and organizational performance. Additionally, it gives them a basis of long-term competitive edge. Organizational culture is essential to integrating different business group structures cultural makeup. (Kenny, 2012). Ensuring effective flow of communication and improving performance within an institution requires good cultural integration. (Idris, Wahab, & Jaapar, 2015). To maximize output and productivity, there is the need to establish an effective organizational culture (Lee & Gaur, 2013).

Idris et al. (2015) found that a company's financial performance is impacted by poor cultural integration. According to Bolboli and Reiche (2014), a lack of effective cultural integration accounts for more than 90% of the failures of business excellence programs. Where effective organizational culture is missing, poor cultural integration impacts organizational performance and this has an adverse effect on shareholders return (Idris et al., 2015).

In Ghana, there have been worries expressed by employees in relation to how management handles their concerns, resulting in the display of unacceptable behaviours like absenteeism, underperforming, loss of interest in the activities of the institution, loss of trust in its leadership, among others. According to Sigman, Mechkova, Schuster, Meyer-Sahling, Mikkelsen, (2019), employees in Ghana's public institutions reportedly lack the commitment, drive, confidence, and involvement necessary to advance those institutions. Sadly, similar attitudes and actions have been observed in most public tertiary institutions in Ghana. The regular strike actions, standoffs, and

chronic tardiness of higher education employees are well known (Atatsi, Stoffers, Ad, 2021). In public media-oriented tertiary institutions, the situation is not different. But the question is, if these institutions have well-established organizational culture, communicated and enforced, why will these behaviours be exhibited by the employees? More so, the issue of organizational culture has not been adequately researched into in respect to the public media-oriented tertiary institutions resulting in inadequate scientific research in this area, creating a gap in this regard. Hence the urgent need to conduct this study to find out the effect of organizational culture on employee performance in two media institutions.

Purpose of the Study

This study's goal was to find out how organizational culture affects employees performance at the two public media-oriented tertiary institutions in relation to achieving organizational goals.

Objectives of the Study

The following precise research objectives guided the study.

1. To examine the effect of reward and compensation culture on employee performance.
2. To assess the influence of staff training and development culture on employee performance.
3. To evaluate the effect of leadership culture on employee performance.
4. To examine the effect of conflict management culture on employee performance.

Research Questions

The following research questions guided the study.

1. How does reward and compensation culture affect employee performance?
2. What relationship exist between staff development and training culture and employee performance?
3. What relationship exist between leadership culture and employee performance?
4. How does conflict management culture influence employee performance?

Research Hypotheses

The following hypotheses underpinned the study;

- i. H_{01} : There is no statistically significant link between employee performance and reward and compensation culture.
- ii. H_{02} : There is no statistically significant link between employee performance and training and development culture.
- iii. H_{03} : The link between leadership culture and employee performance is not statistically significant.
- iv. H_{04} : No statistically significant link exists between conflict management culture and employee performance.

Significance of the Study

The findings of this study will assist all categories of employees (Junior Staff, Senior Staff, and Senior Members) of the two public media-oriented tertiary institutions in developing a better understanding of their respective institutions' values, norms, beliefs, and assumptions and adapting themselves to them in order to develop a better working relationship and become more productive. Findings from the study will also create the

awareness of how these variables of organizational culture are enforced at the public media-oriented tertiary institutions in Ghana and their implications on employee performance. This will help management strategize effectively to ensure employees are working towards the achievement of same goal and objectives of the Institutions.

The findings will be used as a guide for all public media-oriented tertiary institutions in making decisions about how to improve and apply their organizational culture in these areas in order for the institution to succeed. Finally, findings of this research will serve as a source of literature for future scholars.

Delimitation of the Study

The study was geographically delimited to the Greater Accra Metropolis, where two public media-oriented tertiary institutions were selected purposively. These media institutions were; National Film and Television Institute, (NAFTI) and Ghana Institute of Journalism, (GIJ). Again, the study was delimited to reward and compensation culture, development and training culture, leadership culture, and conflict management culture, as well as performance of the employees as a result of the various organizational culture. It was also delimited to only public media-oriented tertiary institutions.

Limitations of the Study

Limitations, according to Baumgartner, Solid, and Hensley (2002), are events outside the researcher's control that may restrict the study's results. First of all, the study involved only employees in the two public media-oriented tertiary institutions in a municipality, and therefore, the outcomes cannot be

generalized to include employees in all media-oriented tertiary institutions, metropolises, and regions in Ghana. Secondly, the findings were limited by the sampling location since the respondents were obtained from a single metropolis. Also, it is expected that, some respondents may report mostly what they believe the researcher is looking for and not the true reflection of the existing situations during the collection of the quantitative data.

Organization of the Study

The research was divided into 5 chapters. The study's background, problem statement, purpose, research questions, significance, delimitation, and limitations were all discussed in the first chapter. The study's related literature was evaluated in the second chapter. It addressed both the theoretical and conceptual frameworks. The third chapter included the study design, population, sample size and sampling technique, instruments, data collecting and data analysis procedure, data processing, and ethical considerations. The fourth chapter included an analysis and discussion of the study's findings, and also discussions of the theoretical, comparative, and empirical literature. The fifth chapter included a summary, findings, conclusions and recommendations, and finally suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter consists of the review of relevant literature concerning the effect of organizational culture on employee performance in public media-oriented tertiary institutions of Ghana. The first segment discusses the theoretical framework for the study. Section two deal with empirical review and definition of concepts. This highlighted discussion from previous studies relating to this study.

Theoretical Review

The organizational culture paradigm by Denison (1990) led the investigation. This model was adopted because it was convenient and made it easier for the researcher to describe the study's variables.

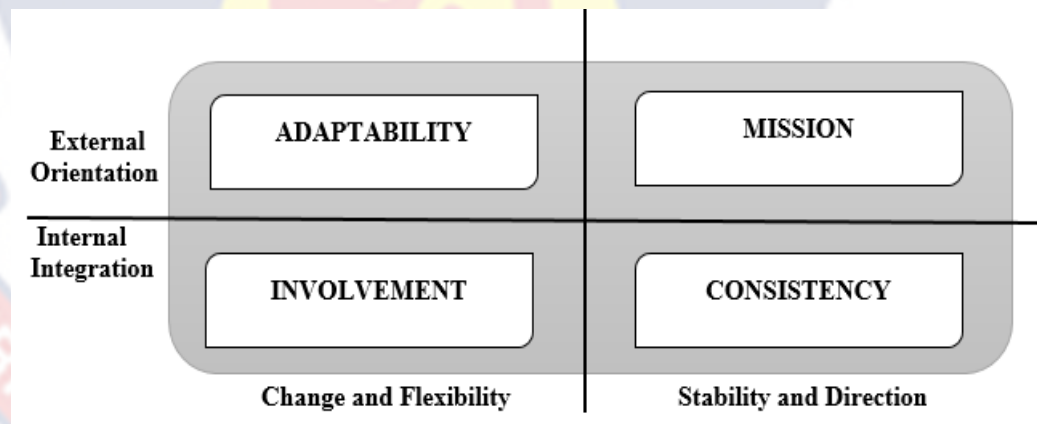


Figure 1: Denison's Organizational Culture Model
Source: Denison (1990)

Denison (1990) model assessed four key cultural and leadership characteristics (Mission, Involvement, Adaptability, and Consistency). Successful firms, according to Denison (1990), have high culture ratings in all four criteria. As a result, successful businesses are more likely to have adaptive cultures that are also very consistent and predictable, as well as

cultures that allow for significant participation while keeping focus on a common goal. Denison (1990) four basic organizational culture features are critical components in the establishment and maintenance of a highly effective culture in our institutions. Denison (1990) divided these four cultural components into two categories: external emphasis (adaptability and mission) and internal focus (involvement and consistency).

Mission

A mission statement is a brief summary of the organization's raison d'être. It also communicates the long-term goals of the organization. The mission statement reinforces the institution's vision and communicates its purpose to employees and stakeholders. There are two major influences that mission statement has on an organizational functioning.

First, it provides meaning and purpose and the reason why the activities of organization is important. Secondly, mission statement helps organizations in stating clear objectives, directives and that specify the best course of action for that organization (Denison, Janovics, Young, & Cho, 2006). Leaders can use the mission statement to constantly strive toward the organizational goals and connect themselves with its basic values and culture. Organizations that are successful possesses a distinct focus that describes their targets and objectives. (Denison, 1990). Employees must understand the organization's mission in order to contribute successfully to the fulfilment of organizational objectives.

Denison (1990) affirms that the leader's core duty is to align the organization's culture with its mission statement. Other facets of an organization's culture changes along with the core mission as it changes. It may be challenging to implement or operationalize an organization's purpose

when the mission, aim, and vision are given precedence above goals and objectives.. It is also critical for enterprises to acknowledge that aligning their culture with their goal is a difficult undertaking, but it is a necessary task in the pursuit of the organization's ultimate success (Eaton & Kilby, 2015).

The cultural attribute of mission is used to assess if an organization's vision, strategic direction, goals, and objectives are clear. It also reflects if all of these claims are understood and shared by all of the organization's members. As part of the Training and Development culture, the concept of orientation falls under the Mission aspect of the Denison (1990) culture trait. When new employees are recruited into the organization, it is at the orientation that the mission of the institutions is spelt out clearly to them for them to adjust into the culture of the organization and work together towards the accomplishment of its mission and vision. Leadership also communicates the norms, values, beliefs of the organization to the newly employed so they know how to live in conformity with the organization's standards and culture.

Adaptability

Adaptability is a personality trait referring to the ability to quickly adopt new abilities and behaviors in response to changing circumstances. Adaptability, according to Schein (2010), relates to a leader's capability to identify and respond to the organization's external environment. The idea of adaptability implies that an organization needs a system of norms and beliefs to support its capacity to take in signals from its environment, translate those signals into the organization, and make the required adjustments to improve its chances of survival, growth, and development. Firms that are adaptable are driven by their stakeholders, are prepared to take risks and learn from their

mistakes, and have the skills and experience to implement change (Denison, 1990).

Adaptable organizations also respond to the demands of their surroundings. Any company that is capable of bringing about change will be able to respond rapidly to existing trends and foresee future developments. As a result, it is the responsibility of the organization's leadership to make efforts to reduce employee concern and facilitate the change process. Organizations have a collection of concepts and practices that help them receive, comprehend, and turn indications from their surroundings into inner behaviour changes that improves their chances of survival and growth (Denison, 1990).

Contrary to common assumption, organizations with strong integration are typically the most challenging to transform. (Kanter, 1983). The most successful organizations in this fast-changing environment are those with the most adaptive employees. If an organization fails to do so, it risks being left behind. An example of such challenging situation is the COVID-19 pandemic which hit the world since 2019. Since this pandemic for now, has come to stay with humanity, organizations as well as human beings must learn to live with it and continue to exist.

In Ghana, most public media-oriented tertiary institutions' educational programmes are being held online as directed by the president of the nation. This requires that all academic activities must be held online. This may be a challenging situation for institutions that were not prepared or ready for this change. This new trend could be an advantage to the National Film and Television Institute (NAFTI) and the Ghana Institute of Journalism (GIJ) since they already have the facilities required for effective online teaching like the

recording studios and other equipment. Adaptability in some institutions, is linked to higher an increase in positive behavioral engagement and a decrease in negative behavioral engagement (Martin, Nejad, Colmar, & Liem, 2013).

Adaptability is vital in the job for a number of reasons. Employers value employees who can successfully manage change at the workplace. This change can even occur during job rotation exercises where employees are relocated in other sectors of the organization to perform similar or different duties. This will prepare them to take up any responsibility in the organization and effectively execute any assigned duties. Being adaptive is also important because it demonstrates your innovation, leadership skills, determination and analytical talents. Niessan, Swarowsky, and Leiz (2010) are of the view that, those that are successful at adapting exhibit a far more positive attitude at work and are better at managing stress.

Involvement

Involvement refers to the extent to which members of an organization engage in decision-making. It refers to the sense of responsibility and commitment that comes from being a part of the decision-making process. Denison, Janovics, Young, and Cho (2007) define involvement as the development of human ability, ownership, and responsibility. Involvement may also be characterized as fostering an environment in which workers are encouraged to participate actively in the organization's day-to-day decision-making, resulting in a closer working relationship. It's also the condition in which workers have confidence in the fact that their actions are closely related to the organization's goals, that they have been empowered, that teamwork is respected, and that employee development is given top attention (Lawler, 1996; Becker, 1964).

It's a leadership tool that usually comes from the top. This culture can only be accepted if executive management is pleased with more employees participating in day-to-day operations. Employees that are committed to their work and believe they have a stake in the organization's success are desirable traits. This attribute will help managers determine how involved an employee is in the management process. Employee participation in decision-making, according to Denison (1990), fosters trust, loyalty, and a sense of ownership. Meanwhile, Siqueira (2008) was also of the view that respect, attentiveness, and concern for the well-being of employees were all important parts in involving them. The creation of a healthy working environment under the leadership culture is also linked with Denison's Involvement culture trait. Therefore, in order to improve job satisfaction amongst employees, leaders should allow employees to play a part in decision-making process in the organization (Han, Chiang & Chang, 2011). Generally, the involvement of employee participation may vary depending on the nature of the assigned task. This is because some decisions are for the superiors only.

Consistency

This is the degree to which certain characteristics of the organization (beliefs, values and assumptions) are acquired and shared among workers. At every level and across organizational borders, consistency is defined by the organization's basic beliefs and internal mechanisms that enable issue resolution, efficiency, and effectiveness. Superiors and subordinates are skilled at achieving an agreement even when opposing viewpoints exist because their behavior is founded on a set of core principles (Block, 1991). One of the main factors contributing to internal integration and stability is consistency, which results from a common mindset and a high degree of

conformance. (Senge, 1990). According to organizational culture study findings, organizational consistency reflects efficacy of organizational culture (Givens, 2012).

Consistency, according to Givens (2012), is one of the most important factors in building a good corporate culture and improving employee performance. Consistency is essential for employees because it allows them to feel empowered to act on a decision in accordance to established behaviors and culture of the organization (Denison, 1990). When basic values and coordination fall behind agreement, it implies that the organization may possess brilliant intents but may disintegrate if conflict or contradictory views occur.

During talks, many persons may be seen talking at the same time, ignoring what others are saying, or retreating. As a result, nothing ever appears to get addressed, and the same issues reoccur. This quality will provide the leader with the capacity to mediate disagreements among members of the organization. Organizations benefit from consistency because it allows leadership and personnel to fulfill organizational goals every day. It improves the organization overall performance. Consistency promotes confidence among team members and ensures that commitments are not overlooked because each team member understands what they must contribute to the project.

The quality of consistency also important for building internal blending since it has the ability to improve task coordination (Yilmaz, & Ergun, 2008). Consistency, as contrast to engagement, which stresses flexibility, fosters stability and is made up of three components: basic

principles, consensus, cooperation, and integration. The extent to which organizations:

1. Have shared ideals that creates a feeling of identity and a clear set of expectations. common values that produce a having a feeling of who you are and knowing what you want from life
2. Are capable of coming into an agreement about crucial subjects and resolve disagreements as and when they arise
3. Encourage teamwork towards the achievement of goals are the three elements (Denison, 2000).

It may also assist managers in sharing a set of values that aid in the formation of a strong sense of identity and the establishment of clear expectations. More importantly, the organization is capable of integrating numerous operations and units to collaborate to achieve common goals.

Using comparable samples from organizations in the US and Russia, as well as from a number of other North American, South American, and Asian countries, Denison's theory was extensively examined. (Fey & Denison, 2003), with strong evidence supporting its fundamental premises. While the purpose feature appears to be the most significant predictor of organizational performance, Russian transition economy businesses have discovered that flexibility is the most important determinant of effectiveness (Fey & Denison, 2003). At Pacis Insurance Company Limited in Kenya, Onyango (2014) assessed the influence of organizational culture on employee job performance. The study concluded that, a firm with an employee-involvement culture is more likely to prosper because employees are more likely to own the company's decisions.

Review of Concepts

Under the review of concepts, terms like Overview of organizational culture, and Overview of Employee Performance were looked at. These are presented below;

Overview of organizational culture

The behavior patterns and standards that binds an organization together are referred to as its culture (Schein, 2004). Shurbagi and Zahari (2012) defined culture as a set of various ideas, attitudes, and behaviors that can lead to a group of institutions successfully completing a task. Culture refers to the practices, beliefs, and ideas that are developed, formed, and maintained inside an organization.

Once again, culture is well-defined as a common beliefs, shared values, attitudes, and actions by a certain group or organization (Xiaoming & Junchen, 2012). Culture, according to the Cambridge Dictionary, is a way of life, namely the essential habits and beliefs of a certain group of individuals at a specific period. The definitions of culture may be used to deduce the characteristics of a certain group of people, which include shared patterns of behavior and how they interact with one another. An organization's culture teaches its employees what is good and bad, what to believe and what not to believe, and how to behave and feel.

The culture of a company is an important part of its entire functioning. Shared values and beliefs provide the foundation of a successful culture, ensuring that everyone in a business is on the same page. It is possible to establish the broad functions and effect that an organizational culture has on

the organization's numerous processes. Organizational culture may be defined as the behavior or interaction of humans inside an organization.

Purpose and clear expectations establish a work environment with organizational culture. Employees are so encouraged and inspired to become more involved in their specialized activities and interpersonal relations. It also encourages high levels of employee involvement, which boosts productivity.

When there is a strong bond between an organization and its employees, a positive atmosphere cannot be disregarded. The organizational culture improves workflows and facilitates decision-making. Additionally, it aids in removing uncertainty. Members of a team that are well-informed and educated about a process are often more driven to see projects through to completion. When people have a clear culture that binds them and encourages ordered work arrangements, they work together more intentionally.

In many ways, higher education institutions and organizations are comparable. They have defined structures and processes, as well as missions, objectives, and strategies for achieving those objectives. What is done, how it is done, and who is involved in it all reflect the culture of a tertiary institutions. The organizational culture of higher education is different. The location, size, complexity, control, and mission of media-oriented tertiary institutions all differ, and each of these factors may have a substantial influence on the organization's internal dynamics, eventually influencing its strength.

On the other hand, it is apparent that understanding organizational culture is not a solution for all of Ghana's difficulties with public media-oriented tertiary institutions. However, the effectiveness of these cultures is

determined by how well they are developed, conveyed to personnel, and enforced.

Overview of Employee Performance

In order to succeed in today's market, organizations must devise methods for preserving and bringing out the best performance from their personnel. This does not only aid in the hiring, retention, and development of the finest people, but it also aids in the development of a pipeline of future leaders by allowing workers to advance within their current grades and duties in order to achieve long-term goal. The degree to which employees achieve the organization's goal in the workplace is also described as performance (Cascio, 2006).

Simply said, employee performance relates to how a worker fulfills his/her job responsibilities, completes critical tasks, and behaves at work. The task's quality, quantity, and efficiency all have an impact on performance. Leaders may obtain a sense of how the organization is operating by keeping track of staff performance through monitoring. This data not only highlights what employers can do right now to improve their services, but it also informs future growth initiatives. Employers may invest time and effort adopting improvement techniques, but if the organizations does not adequately evaluate each employee's performance, the intended outcomes may not be achieved.

Organizations must ensure that they obtain a thorough and complete evaluation of an individual's performance, which will serve as a firm foundation for future improvement initiatives. A manager will be unable to identify and reward those who thrive if he or she is uninformed of how well or poorly their personnel are performing. Employee performance must be

measured and controlled in order to successfully identify worker efficiency, decide who is working hard and who isn't, determine how to appropriately recompense your staff, and enhance overall productivity at your organization. What metrics can we use to evaluate employee performance? Employees can be managed by encouraging them to keep doing a good job once they have been assessed, or by providing more training and coaching. Several factors, both internal and external, might impact employee performance. In the next paragraph, we will go through a few of these aspects.

Empirical Review

The empirical portion is organized around the study's four main themes. Employee performance and reward and compensation culture; training and development culture and employee performance; leadership culture and employee performance; and conflict management culture and employee performance are among them. These are presented below;

Reward and Compensation Culture and Employee Performance

The effects of motivation, leadership, and organizational culture on job satisfaction and worker performance were assessed by Paais and Pattiruhu (2020) at Wahana Resources Ltd. in the North Seram District of Indonesia's Central Maluku Regency. This test is designed to be a critical assessment tool for academics studying human resource management. For the experiment, 155 workers were chosen using the Proportionate Stratified Random Sampling method. Data was collected using a questionnaire, which was then analyzed using Amos' Structural Equation Modeling. Work motivation has a good and considerable influence on performance, according to the data analysis findings.

Another study by Alias, Nokman, Ismail, Koe, and Othman (2018) looked at the impact of compensation, recognition, empowerment, and work-life balance on job satisfaction in the oil and gas sector. The surveys were easily given to all 200 respondents, and 158 were returned. As a result, it received a 79 percent response rate. Within the Oil and Gas Industry, the responses differed by demographic and functional description. The data was analyzed using multiple regression analysis. The findings demonstrated that all independent factors were positive and had a substantial impact on work satisfaction, with empowerment being the strongest predictor.

Mbah and Ikemefuna (2012) also looked at job satisfaction and personnel turnover intentions at Total Nigeria PLC in Lagos. The report goes through and emphasizes important themes including job satisfaction and the risk of employees quitting. It investigated employment happiness in terms of compensation, work kind, and supervision as the three components of job satisfaction that impact employee turnover intentions.

The authors employed a survey strategy to collect data in order to achieve this aim. This approach involved giving out questionnaires, holding interviews, and reading relevant literature in this area of research as well as historical documents. Four primary hypotheses were developed from the literature and their null hypotheses were tested at 0.05 significance level. It was discovered that job satisfaction decreases employees' desire to leave, and that Total Nigeria PLC uses a regular pay structure, a pleasant working environment, and effective supervision not just to reduce employee turnover but also as a corporate retention strategy.

Ngobeni and Bezuidenhout (2011) also investigated the levels of employee selection at Tshwane University of Technology (TUT) in order to see if labor turnover may be reduced via effective engagement tactics. A quantitative-descriptive survey was issued to 200 TUT workers from academic and administrative divisions as part of the methodology. A response rate of 58 percent was observed. The primary findings in terms of employee engagement were that the majority of employees believed their job was significant, knew what was expected of them, and thought they could apply their skills on a regular basis.

Employees were concerned about a lack of feedback on progress and a lack of acknowledgment for achievement. The study adds to the body of knowledge on employee engagement and attrition by giving line managers and human resources practitioners with insight into the precise workplace practices that will have a beneficial impact on the whole TUT staff component's engagement levels. This means that a worker's salary may have a direct effect on the organization's commitment.

Finally, Eshun and Duah (2011) investigated three key issues in human resource management: determining whether rewards motivate employees, identifying the types of rewards that employees find most beneficial, and discussing some of the quandaries and difficulties managers face when applying motivation theory to the workplace. This research studied the perspectives of rewards as motivation and the issues managers have in inspiring their workforce through an evaluation of twenty (20) interviews with people in various professions and firms in the Accra and Tema Municipalities of Ghana's Greater Accra Region.

All of the respondents were workers who also managed or supervised groups of five to ten people. While using prizes to motivate employees is crucial, the study of the 20 interviews suggests that management and employers must have a deep understanding of human nature and what motivates employees. Furthermore, when misunderstandings regarding motivation are dispelled and individual differences in valence, preferences, and objectives are considered, most of the hurdles managers have in motivating their employees may be eradicated or reduced.

Rewards and compensation cultures are applied differently at today's higher institutions. While some public institutions place a high value on these incentives and payments, others consider them as one of the most potent instruments for increasing productivity. In our public media-oriented tertiary institutions, the situation is similar. In these institutions, the notion of promotions, pension packages, and salary (including bonuses), as well as the payment of healthcare costs, are all done differently.

How are these cultures established and executed in such a way that employees are satisfied or unhappy with them, resulting in a shift in behavior? The goal of the study was to learn how the National Film and Television Institute and the Ghana Institute of Journalism develop, convey, and enforce their reward and compensation cultures, as well as their impact on employee performance, in order to boost productivity.

Training and Development Culture and Employee Performance

According to Wulnye, Aikins, and Abdul-Fatawu (2018), training and development have a favorable influence on employee performance and can assist individuals in transferring information and skills learnt at work. Training

and development improves employees' skills, knowledge, attitudes, and talents, and hence their performance and productivity (Sal & Raja, 2016). Training acts as a catalyst, causing a significant alteration in a teacher's personality, redefining the profession, widening the vision, and enhancing the traits of the instructor. Teachers who receive in-service training may be able to become more methodical and rational in their instruction (Kazmi, Pervez & Mumtaz, 2011).

Hafeez and Akbar (2015) investigated the impact of training on employee performance in four pharmaceutical businesses in Karachi, Pakistan. A random sample of 356 employees was selected, and data was collected by a self-administered questionnaire. The Statistical Package for Social Scientists was used to process data, which demonstrated a statistically significant and favorable relationship between training and employee performance at these four firms. As a consequence, it was discovered that employee training not only increases individual efficiency and effectiveness in their activities, but it also enhances the efficiency of the companies for which they work.

Furthermore, Dabale, Jagero, and Nyauchi (2014) investigated the link between training and employee performance at Zimbabwe's Mutare City Council. Using linear multiple regression tests on 132 employees, they discovered that training increased employee performance in terms of knowledge, skills, ability, and competences. Furthermore, whether starting a new job, moving, or getting promoted, training lowered the amount of time it took individuals to master new abilities. Overall, the results demonstrated that training increased organizational performance.

Sultana, Irum, Ahmed, and Mehmood (2012) studied the influence of training on employee performance in five Pakistani telecoms organizations in another research. The descriptive statistics demonstrated that training increased employees' skills and competences, based on the utilization of 360 employees in the study. Employees quickly adapted to the changes in the telecommunications industry, such as technology innovation, market competitiveness, and organizational structuring, thanks to training. Furthermore, Sultana et al. (2012) found that training programmes account for 50% of the variance in employee performance in Pakistani telecom businesses.

Employee training, career development, and education that is delivered at the right moment, according to Heathfield (2012), result in considerable payoffs for the firm in terms of enhanced productivity, knowledge, loyalty, and contribution. Newly recruited employees typically lack all of the skills that are required for effective or excellent work performance. Employees need enough training to comprehend and use the most up-to-date technologies in today's society. According to Shouvik and Hisam (2018), the advantages of training are dispersed across an employee's career and assist them develop in their jobs by preparing them to take on bigger responsibilities in the future.

Regular teacher training programmes, according to Rahman, Jumani, Akhter, Christhi, and Ajmal (2011), give them with the professional knowledge, abilities, talents, and competences required for a successful career. Furthermore, they said that instructors' personalities are molded, their attitudes are suitably shaped, their working habits are reformed, and their personalities are fully developed through training programmes. If the training programme is meant to assist employees become more informed and competent, they may

profit from it. It may be used to educate yourself on one or more topics. Training and development boosts a person's motivation to succeed.

Employee training and performance, according to Farooq and Aslam (2011), have a beneficial relationship. As a result of this conclusion, it is likely that the company will be unable to raise profits unless it makes the optimum use of its human capital, which can only be done if the firm is able to meet the job duties of its employees on time.

Finally, a study conducted on the effect of training and development culture on employee performance in Russian team-based subsidiaries of Western corporations, Frey, Carl, and Gary (2000) discovered a strong positive relationship between management development and employee training and development programmes, as well as organizational performance. That is, management and employee development both played a part in the organization's success. He also claimed that when it comes to an increased commitment on the part of the organization, workers are likely to share a priority on staff development, including job security.

In Ghana, one can wonder how successful the training and development culture is in our public media-oriented tertiary institutions. Are they created in collaboration with workers? Were they a part of the entire process? Employees at public media-oriented tertiary institutions must be informed about this culture. It must also be administered equally in cases where an employee's link to management or status as a favorite employee is not a factor. The many challenges identified in regard to the culture of training and development are not limited to public media-oriented tertiary schools.

In Ghana, there are currently insufficient higher tertiary schools for media training where academic personnel may be taught to obtain PhDs in film and television related programmes as well as broadcast journalism programmes. These employees are required to go to other nations to complete these programmes in order to be upgraded. Is the criteria for acceptance into further studies fair and acceptable to these employees? Change is always received with apprehension because there are people who embrace it and those who are furious and upset because they are not adequately educated as a consequence of not receiving appropriate training and development to adjust (Clasquin-Johnson, 2011). In the circumstance, the purpose of this research was to see how these institutions address these problems to the satisfaction of both management and staff in order to foster a positive working environment.

Leadership Culture and Employee Performance

Paais and Pattiruhu (2020) used empirical methods to assess the effects of motivation, leadership, and organizational culture on job satisfaction and worker performance at Wahana Resources Ltd in Indonesia's North Seram District, Central Maluku Regency. This test is intended to be a critical assessment tool for academics studying human resource management (HRM). The sample for the study was made up of 155 employees who were carefully chosen using the proportional stratified random selection approach. A questionnaire was used to collect data, which was then analyzed using Amos' structural equation modeling. According to the study, leadership has a significant influence on employee job satisfaction but just a minor impact on performance.

Nansi, Eka, Atim, and Siti (2019) explored how leadership and organizational culture affect employee motivation and performance (study on the implementation empowerment programmes in Jayapura city). In the city of Jayapura, the survey was done in 39 villages and sub-districts. The study's participants were permanent employees from the city of Jayapura's villages and sub-districts, a total of 96 people. As research participants, all populations were chosen. Partial Least Squares (PLS) was employed as an analytical method in this study.

The study concluded that, organizational culture has a significant impact on employee performance, organizational leadership has a significant impact on work motivation, leadership has a significant impact on work motivation, work motivation has a significant impact on employee performance, and work motivation is an excellent mediator of the impact of leadership.

Fitriasari and Mauludin (2018) studied and investigated the impact of leadership on employee performance via organizational culture and motivation. The Integrated Service and Investment Service of the Government of Pasuruan Regency, as well as the Regional Finance Board, supplied a total of 130 responses. The data was analyzed using path analysis with Smart Partial Least Squares (PLS) software. While hypothesis testing revealed that leadership had no direct consequences on employee performance, it actually has a favorable impact on businesses. It was also shown that via corporate culture, leadership has a favorable impact on employee motivation. Finally, via work motivation, leadership has a favorable impact on performance.

Stima Sacco Society Limited was the subject of Olang's investigation in Kenya. According to the findings, new tactics, continuous performance monitoring systems, and the frequency of task conflicts all have an impact on organizational performance. Stima Sacco Society Limited's dispute resolution alternatives are particularly unique. At Stima Sacco Society Limited, effective conflict management practices are linked to higher performance and reduced costs.

As a result, dispute resolution has a substantial influence on staff productivity. Leadership has a significant influence on employee work satisfaction but just a minor impact on performance. Employee performance factors are impacted 73.5 percent of the time by inspiration, leadership of the organization, its culture, and job satisfaction variables, whereas job satisfaction variables are influenced 57.4 percent of the time by motivation, leadership, culture, and job satisfaction variables.

Furthermore, Owusu (2019) investigated the impact of corporate culture on employee performance in the banking business and discovered a substantial correlation between the two. Employee performance was shown to have no statistically significant influence on individual performance, leadership, human resource management practices, or innovation. Employee performance was inversely connected to conflict resolution tactics, professionalism, and organizational goals integration.

Omira (2015) assessed the influence of organizational culture and leadership styles on the performance of Saudi Arabia's governmental organizations using organizational commitment and job satisfaction as moderators. This quantitative study relied on cross-sectional data collected

from 400 Saudi government employees across 16 ministries. Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used to analyze the assumptions. The validity and reliability of the measurement, as well as the structural models, were validated.

Organizational commitment, according to the findings, has a total mediation influence on the link between organizational culture and organizational performance, but only partially on the relationship between leadership styles and organizational performance. There was no evidence that job satisfaction mediated the association between leadership styles and organizational performance, or that organizational culture mediated the relationship between organizational performance and organizational performance.

The findings contribute to the corpus of knowledge by adding variables that might help businesses be more productive. According to the findings, Saudi public companies should develop their organizational culture and choose managers with transactional and transformational abilities. As a consequence, employee commitment increases, positively impacting organizational performance.

Indriani and Waluyo (2012) used organizational commitment as an intervening variable to assess the influence of leadership and organizational culture on employee performance. Their findings demonstrated that leadership has a favorable and considerable impact on employee performance, and that this impact is more direct and dominating than the effect of organizational commitment as an intervening variable.

An empirical study was done by Cheng-Kang and Chuan-Yin (2011) to investigate a theoretical model that related diverse leadership types, organizational cultures, personnel, and performance. A total of 733 valid replies were received from various sectors. Significant disparities were found in employees' perceptions of leadership styles, organizational cultures, leadership performance, and the firm's heritage. The findings widen the scope of organizational leadership, demonstrating that the leadership-performance relationship is more complex than previously thought. Furthermore, Salman (2011) and Cools (2010) conducted studies on the relationship between leadership and employee performance, with the findings showing that leadership has a positive and significant influence on employee performance improvement.

Series of studies investigated in respect of the relationship that exist between leadership and the performance of employees were conducted by Cheng-Kang and Chuan-Yin (2011), Salman (2011), and Cools (2010), with the findings indicating that leadership has a positive and significant effect on improving employee performance. However, it is unclear if employee perceptions of leadership culture in public tertiary institutions, or even public media-oriented institutions, have any impact on employee behavior and performance. This has necessitated the conduct of this research in order to identify solutions to these challenges so that appropriate leadership for subordinates influences their performance, most notably by providing job satisfaction, allowing employees to feel more safe and protected while performing their jobs. Many internal and external factors impact leaders' conduct.

Conflict Management Culture and Employee Performance

Mensah (2019) examined the influence of organizational culture on the performance of CAL Bank in Ghana. In this inquiry, the case study approach was applied. The dependent variable was organizational performance in this study, whereas organizational culture was the independent variable. To collect quantitative data for the study, closed-ended questionnaires on a five-point Likert scale were employed. This study enlisted the assistance of 100 persons in total. Statistical approaches such as standard deviations and means, correlation and also multiple regression analysis, were employed to analyze respondent data.

Clan and market cultures were identified to be the most prevalent kinds of organizational culture at CAL Bank, according to the research. According to CAL Bank, employees demonstrated strong work habits, followed the organization's overall strategic plan when performing their duties, accomplished tasks given to them in accordance with the intended standards, and gave their all to their work,

Finally, the study showed a statistically significant positive relationship between organizational culture and organizational performance at CAL Bank. According to the study's findings, organizational culture may have either a beneficial or negative impact on an organization's performance. As a result, the research advises banks to foster a culture that can favorably effect corporate performance.

The focus of Olang's research in Kenya was Stima Sacco Society Limited. The results show that the effectiveness of organizations is affected by new strategies, mechanisms for ongoing performance evaluation, and the rate

of task conflicts. The dispute resolution options provided by Stima Sacco Society Limited stand out in particular. Effective conflict management techniques are associated with Stima Sacco Society Limited with improved performance and lower expenses.

As a result, conflict resolution has a significant impact on employee productivity. Leadership has a major impact on employee job satisfaction but less on performance. Employee performance factors are impacted 73.5 percent of the time by motivation, leadership, culture, and job satisfaction variables, whereas job fulfilment variables are influenced 73.5 percent due to motivation, leadership, culture, and job satisfaction variables. 57.4% of the time.

Tedla (2016) conducted a second study to investigate the influence of organizational culture on company success. The purpose of the research, which employed an exploratory case study approach, was to learn about successful tactics used by one company group to develop an effective corporate culture and enhance performance. The Denison organizational culture model serves as the conceptual foundation for the investigation.

Senior managers, totaling 20 from an Ethiopian company group were chosen at random to engage in semi-structured face-to-face interviews. The selected participants have at least 5 years of experience in a firm group with strong organizational culture development techniques. According to the findings, the organization has a well-defined aim, which has resulted in the formation of a common understanding among employees and management, resulting in improved performance.

Fakhar, Iqbal, and Gulzar (2014) examined the influence of organizational culture on performance of employees in software houses,

service to customers, risk-taking, and communication systems, engagement, reward scheme, and innovation in a separate study done in Pakistan. These characteristics have been shown to improve company performance.

Personal differences, a lack of clear job descriptions and tasks, role mismatch, and organizational concerns such as high levels of stress, resource shortages, and employment instability are among the most common reasons for conflict within an organization, according to Pavlakis, Kaitelidou, Theodorou, Galanis, Sourtzi, and Siskou (2011). Criticism, mocking, disagreements, and over-competition are all examples of workplace conflict. Threats or violence may become more common, causing anxiety and disturbing work. Personal enmity, a tough working environment, or discontent with a colleague's professional performance can all contribute to it.

According to the aforementioned researches, studies on the relationship between organizational culture and employee performance exist, however, most of these studies were conducted outside of Ghana (e.g., Tedla, 2016; Fakhra, Iqbal, Gulzar, 2014; Pavlakis, Kaitelidou, Theodorou, Galanis, Sourtzi, & Siskou, 2011). Thus, there is scarcity of studies in Ghana's public media-oriented tertiary institutions on the subject matter. In Ghana's tertiary institutions, how are institutional disputes handled? Do workers have a clear knowledge of the company's conflict resolution policy and the processes involved in resolving disputes? Are workers happy with the conflict-resolution procedures utilized by these organizations? Are they open and honest in their dealings?

Strikes by workers of these organizations have become a last choice for them to get their bosses' attention and have their complaints addressed. If

these problems had been addressed at a fundamental level, the recent strikes and other unpleasant events may not have occurred. In this circumstance, this study focused on examining the conflict management practices in Ghanaian public media-oriented tertiary institutions in order to ensure a healthy working relationship between employers and employees.

The reasons for such poor performance are mostly unclear. As a result, this study explores the influence of organizational culture on employee performance in public media-oriented tertiary institutions through the mediating characteristics of rewards and compensation, training and development, leadership, and conflict management culture.

Conceptual Framework

Variables that impact the performance of employees in an organization were addressed in the conceptual framework. The conceptual framework, according to (Orodho, 2009), aids the researcher in quickly seeing the relationship between variables, and this is what has been presented in this study. The following conceptual model (Figure 2), which governs this specific investigation, was advanced based on an overall examination of connected literatures and the theoretical framework.

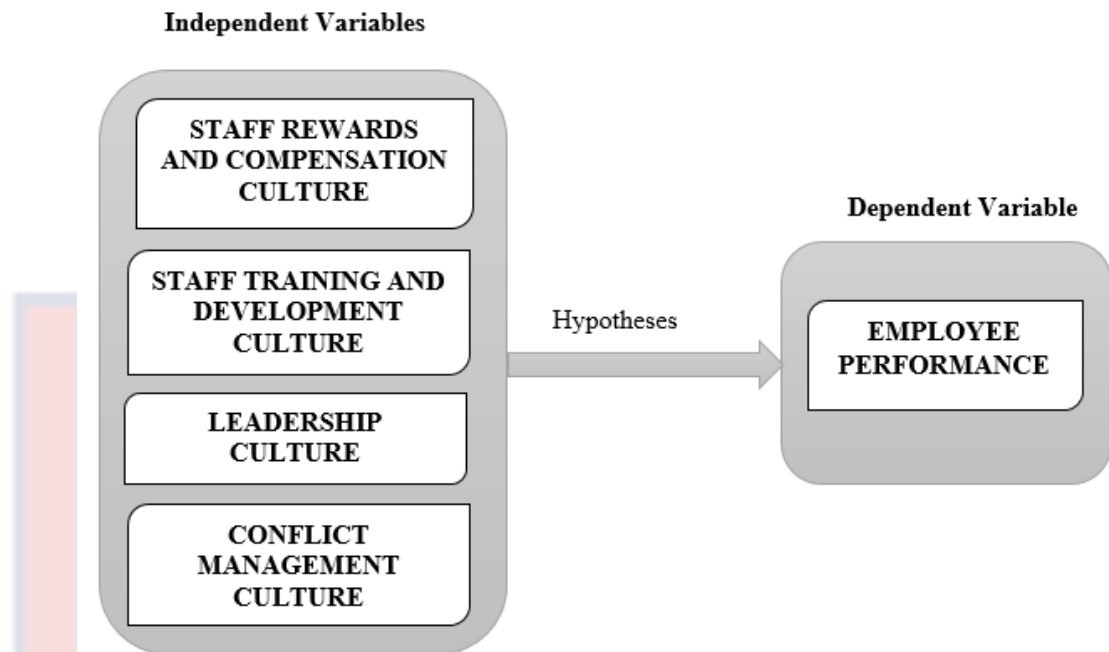


Figure 2: Conceptual Framework
Source: Researcher's Construct (2022)

According to the literature, corporate culture has a considerable beneficial impact on personnel. The conceptual framework focuses on the independent factors and their effects on the dependent variable. Organizational culture of rewards and compensation, staff training and development, leadership culture, and conflict management culture are the independent variables in the framework. Employee performance in the National Film and Television Institute and the Ghana Institute of Journalism is the dependent variable. The interaction between the independent and dependent factors determines employee performance and organizational culture. Figure 1 depicts the factors considered in the research.

CHAPTER THREE

RESEARCH METHODS

Introduction

The objective that guided the study was to evaluate the impact of organizational culture on employee performance towards goal achievement in order to boost productivity in public media-oriented tertiary institutions in Ghana. This chapter discussed the strategies employed to address the study's issues that prompted the investigation. The following topics were discussed: study design, population, sampling method, research instrument, validity and reliability, data collecting procedure, and data analysis procedure. The chapter also included ethical considerations.

Research Design

The goal of this research was to investigate the impact of organizational culture on employee performance at two Ghanaian public media-oriented tertiary institutions. The study used a mixed-methods approach, specifically, a sequential explanatory design. The pragmatic philosophical assumption about social reality underpins a sequential explanatory design that is connected to mixed-method research. The philosophical companion for the mixed method approach is pragmatism, which includes both positivist and interpretative philosophical assumptions (Creswell, 2012; Denscombe, 2010).

The basic principle of this technique of inquiry is that combining qualitative and quantitative research provides a deeper understanding of a subject than each approach by itself (Creswell, 2014). This study employed a sequential explanatory design because combining quantitative and qualitative

methodologies in one study complements each other and allows for a more robust analysis by using each other's strengths (Creswell, 2014; Denscombe, 2010).

The study employed this approach because it allowed for the generalization of research findings while also allowing for a deeper understanding of how corporate culture effects employee performance. Two independent data collecting stages were used in the sequential explanatory mixed method design (Denscombe, 2010). The initial stage of this research was to collect quantitative data in order to establish the influence of company culture on employee performance. The second phase involved gathering qualitative data based on concerns that emerged from the quantitative study (Creswell, & Plano-Clark, 2011)

In this study, the initial phase was crucial to the formation of the second phase, which was the dominating phase. According to Creswell (2021), whether qualitative or quantitative data is given greater weight or importance depends on the researcher's interest and the study's goals. As a result, for a variety of reasons, this study prioritized quantitative data above qualitative data.

Qualitative data might be utilized to dig further into all of the emergent and statistical findings. Unexpected outcomes from the quantitative study were explained using qualitative data. It clarified why certain factors were significant while others were not (Creswell, 2014). The quantitative data was given more weight because the study's purpose was to examine the impact of company culture on employee performance.

Mixing the two forms of data happened at numerous stages: data collection, data processing, interpretation, or at all three phases (Creswell, 2003). During the interpretation phases of this investigation, the two data sets were linked to ensure that each data set built on what had been learned in the preceding phase.

Even though sequential explanatory design consumes a lot of time and requires a high financial cost, it was most appropriate for this study. It was also easy to implement because the steps fell into clear and separate stages (Ivankova et al., 2006). It made both generalization and in-depth understanding possible within one study.

Study Area

Geographically, the investigation was conducted in the Greater Accra Metropolis of Ghana, where two public media-oriented tertiary institutions were selected. These media institutions were; National Film and Television Institute (NAFTI) and Ghana Institute of Journalism (GIJ). These were the arrears where the problems were identified (Sigman, Mechkova, Schuster, Meyer-Sahling, Mikkelsen, 2019; Atatsi, Stoffers, Ad, 2021).

Population

The study population was made up of all employees at the two selected public media-oriented tertiary institutions. These were; NAFTI and GIJ, all in the Greater Accra Region. There were 104 employees at NAFTI and that of GIJ was 177. The total number of employees from both institutions was 281. This served as the population for the study. The categories of employees in these institutions are presented in Table 1.

Table 1: Distribution Respondents

Institutions	Total staff (N)
<i>National Film And Television Institute (NAFTI):</i>	
Senior Members	53
Senior staff	32
Junior staff	19
<i>Sub-Total</i>	104
<i>Ghana Institute of Journalism (GIJ):</i>	
Senior Members-Teaching	65
Senior Members	37
Senior staff	54
Junior staff	21
<i>Sub-Total</i>	177
Total	281

Source: Administration of NAFTI and GIJ (2021)

Sample Size and Sampling Procedures

The sample size for the study (quantitative data collection) was calculated from the 281 employees at the two institutions (NAFTI and GIJ). The study employed Yamane's formula for sample size determination (Yamane, 1998) as indicated below;

$$n = \frac{N}{1+N(\alpha)^2} \quad (1)$$

Where, n=sample size; N=target population at the two institutions; and e=margin of error.

Now, with a target population of 281, margin of error of 0.05, using (1), the estimated sample size was given as;

$$\begin{aligned} n &= \frac{281}{1+281(0.05)^2} \\ &= 165.0514 \\ &\approx 166 \end{aligned} \quad (2)$$

Therefore, the sample for the study was approximately 166.

For the sampling techniques, the study included both purposive and stratified random sampling. Firstly, the two institutions were chosen using the purposive sampling techniques. However, because the two institutions were already in groups (senior members, senior staff and junior staff), employees were chosen using stratified random selection technique. Because the number of employees at each institution differs, a stratified random sampling approach was employed to select the proportions based on their numbers in the categories.

Specifically, the proportional sampling allocation techniques was used. The technique was used to give all the institutions a proportional representation (Singh & Masuku, 2014). In line with the formula above, Table 2 depicts the distribution of the samples based on the population of each group from the two institutions.

Table 2: Distribution of Samples

Institutions	Total staff (N)	Sample (n)
<i>National Film And Television Institute (NAFTI):</i>		
Senior Members	53	31
Senior staff	32	19
Junior staff	19	11
<i>Sub-Total</i>	104	61
<i>Ghana Institute of Journalism (GIJ):</i>		
Senior Members	102	60
Senior staff	54	32
Junior staff	21	12
<i>Sub-Total</i>	177	105
Total	281	166

Source: Researcher's Computations (2021)

The sample size was allocated proportionally across the various institutions and staff using the formula "sample of employees in a specific institution divided by total number of employees multiplied by selected sample size." In other words, the formula for calculating the proportion of employees from each school is expressed as;

$$n_{s_i} = \frac{S_i \text{ Employees}}{\text{Total Number Employees}} \times \text{Sample Size} \quad (3)$$

Where S_i is the i^{th} School (staff) and n_{s_i} represents the selected number of employees from the i^{th} institutions. For example, at NAFTI, the sample of employees chosen was calculated as the number of employees divided by the total number of employees in the two institutions, multiplied by the required sample size. That is, we have 53 Senior Staff, a sample size of 166, and 281 employees, and this gives;

$$\begin{aligned} n_{s_i} &= \frac{53}{281} \times 165 \\ &= 31.13069 \\ &\approx 31 \end{aligned} \quad (4)$$

Therefore, the total number of employees selected for the study for Senior Staffs at NAFTI was 31. The procedure is continued till sample sizes for all others have been determined. The sample sizes selected for each school and staff is presented in Tables 2 and 3.

After stratification, a simple random sampling technique was used to select the employees among the various categories of staffs. This gave each employee an equal chance of selection into the sample. High reliability, high representativeness, and generalizability of study findings are all strengths of this methodology. (Sarantakos, 2005). Specifically, the lottery method was used. In applying this procedure, the employees were assigned random

numbers from 1 to N (N_i is the total number of employees within each staff category).

Sample size, n (n_i is sample size taken from each category). For example, “Senior Members” at NAFTI has $N= 53$ employees and $n=31$ were selected. On the sheets were written numbers. (between 01 and 31 inclusive). These numbers correspond to the numbers assigned to the employees on the sampling framework (register of employees). When a paper or lot was selected again, it was discarded and the next one was chosen. This process was followed until all samples of employees were covered. Refer to Table 2.

With respect to the qualitative phase, purposive sampling was used in selecting employees within each school. Referring to Table 2, a sample of 10% of employees were taken for this purpose. This was done in respect of the research design being used (Sequential explanatory design). Sequential explanatory design was used because combining quantitative and qualitative methodologies in a single research enhances each other's strengths and enables a more thorough examination. (Creswell, 2014; Denscombe, 2010). Refer to Table 3.

Table 3: Distribution of Samples of Employees for interviews

Institutions	Sample (n)
<i>National Film And Television Institute (NAFTI):</i>	
Senior Members	3
Senior staff	2
Junior staff	1
<i>Sub-Total</i>	6
<i>Ghana Institute of Journalism (GIJ):</i>	
Senior Members	6
Senior staff	3
Junior staff	1
<i>Sub-Total</i>	10
Total	16

Source: Researcher's Computations (2021) NB: Take 10% from each group in Table 2

This approach was selected for this study because it allowed for the generalization of research findings while also allowing for a more in-depth knowledge of how organizational culture effects employee performance in the selected public media-oriented tertiary institutions. The goal of creating the interview guide was to collect data to supplement the information gained from the questionnaire. To elicit the desired responses and opinions of the participants, a set of items relating to the central themes of each research question was stated.

Data Collection Instruments

The study relied on primary sources of information. The primary data emanated from the information provided by the employees of the public media-oriented tertiary institutions. This study used self-developed questionnaire and an interview guide to gather data from employees. Questionnaire was chosen because the participants felt comfortable responding to predetermined questions and, also, to reach out to all the employees within

a reasonable time frame (Kusi, 2012). According to Zikmund (2003), questionnaire is a simple yet effective research instrument; in addition to its cost effectiveness.

Questionnaire

The questionnaire was designed by the researcher based on the thematic areas of the study. It was made up of only closed-ended questions. The questionnaire was the best data collection tool for the study because it does not only allow for larger sample collection of information at a minimum cost but also respondents' anonymity was greatly assured. The questionnaire contained Five Sections; (Sections A to E) for demographic Characteristics; Staff Rewards and Compensation Culture, Staff Training and Development Culture, Leadership Culture and Conflict Management Culture as variables of organizational culture and their effect on Employee Performance. A five-point Likert rating scale of Strongly Agree (SA), Agree, Neutral (N) and Disagree, Strongly Disagree (SD) was designed for the questionnaire. All the questions under each objective followed the same pattern. The key issues that came out of the questionnaire formed the basis for the interview guide.

Interview Guide

In addition to the questionnaires, a semi-structured interview guide was developed to gather information from the employees to gain more insight into the subject under discussion. The need to employ this data collection instrument is informed by the need to solicit knowledge on key themes that emerged after the quantitative data was analyzed. Thus, the content of the interview guide was informed by the results of the analysis of the quantitative

data. In this regard, the interview guide was used to collect data from selected employees.

Reliability and Validity

Before the pre-testing was done, the questionnaire was subjected to both face and content validity. In order to establish the validity of the questionnaire, colleagues reviewed the instrument. Furthermore, expert views and judgment of the principal supervisor was relied on for approval. In order to clear ambiguities and further refine the questionnaire, it was pre-tested at the Ghana Media School in Accra. This institution was used because it has similar administrative structures and offers almost same programmes as the institution under study.

Pre-testing a research instrument, according to Kumar (2011), comprises a rigorous analysis of each question's interpretation and meaning as interpreted by a responders. It allowed the researcher to identify any flaws and ambiguities in the study instrument so that they could be addressed before the data was collected. It also aided the researcher in developing a balanced grasp of the frame of reference as it related to the questions and language. According to Hair et al., (2010), if an instrument's dependability coefficient is more than 0.50, it is considered very dependable for research. As a result, it may be trusted for further research.

In examining the reliability of the questionnaire, a pilot test was administered to respondents. Employees from this institution were purposively selected for the study. There are 62 employees in the Ghana Media School. A sample size of 31, which forms 50% of the total number of employees was used. This is based on the study of Kumar (2011) who argued that 20%-50%

of the subjects in minor sub-groups are common proportion for a survey. This percentage was used to select the ample size because it gave a true representation of the study population.

However, only 28 out of the 31 questionnaires were completed and returned. This gives a response rate of 90.32%. The reason for piloting the instrument was to ensure the items did not contain inexcusable errors and were relevant. Also, the reason for piloting the instrument in another institution was because this institution was similar to the ones used for the main data collection exercise. Using Cronbach's alpha, the reliability of the instruments was assessed.

Table 4: Reliability Tests

Sections	Constructs	Reliability	Items
A	Demographic Characteristics	0.527	5
B	Rewards And Compensation Culture	0.762	9
C	Training and Development Culture	0.858	7
D	Leadership Culture	0.873	7
E	Conflict Management Culture	0.708	9
F	Employee Performance	0.813	9
All	All Constructs	0.918	46

Source: Researcher's Construct

Cronbach's alpha, a scale reliability metric for the many constructions under examination, is shown in Table 4. In this case, reliability refers to the quality and consistency of the researcher's data gathering device. The psychometric information for the various components on the questionnaire is included in the table (Table 4). The research instrument's overall dependability coefficient from the pilot study is 0.918. These metrics are significant since they all above the 0.50 Cronbach alpha criterion (Hair et al., 2010; Mugenda & Mugenda, 2003), indicating that the constructs have acceptable levels of

internal consistency and may be categorized as resilient for future research. As a result, the entire questionnaire was rated trustworthy and appropriate for its intended use.

In conclusion, the instrument and its various constructs were deemed reliable and good for the study because the overall questionnaire and the various components recorded reliability values of more than the threshold of 0.50 required. The questionnaire pre-testing assisted in determining the appropriateness of the study techniques and design. Furthermore, through the pre-testing, the researcher became acquainted with the study environment, allowing him to identify flaws and ambiguities in the research equipment for rapid repair before data collection.

An expert in research (primary supervisor) assessed the items on the questionnaire to determine content validity. The questions' and the questionnaire as a whole were subjected to both face and content validity thanks to the primary supervisor's comments and recommendations. Finally, following a thorough assessment, the supervisor approved the instrument for final administration and data collection.

Data Collection Procedures

These methods were followed during data collection. To begin with, copies of the research proposal were sent to the University of Cape Coast's Institutional Review Board (UCC-IRB) for review and approval. Following that, an introductory letter was acquired from the College of Distance Education, University of Cape Coast, to the two public media-oriented institutions to give the researcher the permission to collect data.

A personal letter was also sent to explain the objective and relevance of the study in order to obtain participants' consent. Data was obtained through the administration of self-developed questionnaire. Because a high reaction rate was envisaged, the researcher involved the services of two assistants to help in the data collection. This was done in light of the large sample size and time requirements on the part of the researcher. The questionnaire and likely difficulties were additionally talked about with the engaged assistants before the start of the data collection. All COVID-19 protocols were observed. The data collection was done over a two-month period (excluding weekends) during working hours, but tactfully so that it did not interfere with the flow of work of the respondents.

The data collections was done in two (2) phases. In the first phase, structured questionnaires were administered to the selected employees at the public media-oriented tertiary institutions. In the second phase, interviews were conducted at an agreed period between the participants and the researcher. The researcher consulted participants to schedule date and time. The face-to-face interviews lasted for at most 20 minutes for each participant. Prior to each interview session, the consent of the interviewees was sought to tape-record the conversation for the purpose of accuracy. The researcher also took brief notes against the recording. For the purpose of anonymity, participants were identified by prefixing the abbreviation of their respective names with codes of 1, 2, 3 ...

Data Processing and Analysis

For the reason that the study employed, a Sequential Explanatory Design, data was processed using SPSS. Before data was being analysed, the

quantitative data was reviewed for inconsistencies and appropriately coded. Descriptive statistics such as frequency, percentages, means, and standard deviations were produced to describe the various influences of company culture on employee performance.

Employees were given items to rate on a 5-point Likert scale to show how significant the assertions were to them. Previous research (Ikediashi, Ogunlana, Boateng, & Okwuashi, 2012; Wang & Yuan, 2011) recognised a mean score of 3 as the yardstick, with statements defined as crucial when the mean scores were larger than or equal to the yardstick. This yardstick or standard has been adopted in the current study. That is, statements under each category with mean scores greater than or equal to 3 were deemed relevant by employees, and so concluded that such organizational culture practices were implemented in and by the organizations in question. Data was analyzed in the following ways to test the stated hypotheses: The impacts of organizational culture on employee performance were investigated using multiple linear regression analysis (hypotheses 1 to 4).

That is, in testing the stated research hypotheses, multiple regression analysis was utilized. The regression analysis was used because it has an advantage over correlation analysis in that it is used to determine the relationship between a single dependent variable and two or more predictors. As a result, multiple regression analysis was used to assess the joint and relative impact of the independent variables on the dependent variable. Finally, a Goodness-of-fit test for the model was conducted using Analysis of Variance (ANOVA) to see if the model was suitable.

Finally, qualitative data was thematically evaluated. Thematic analysis is an analytical approach that involves the researcher to arrange or prepare the data, immerse himself or herself in the data and record it, produce themes and code the data, and describe it (Kusi, 2012). This method was chosen because it produces reliable and informative results (Braun & Clarke, 2006). The researcher transcribed and extensively reviewed the material to uncover recurring themes, concepts, and patterns of meaning. The transcribed versions were read numerous times, and the necessary respondents' opinions were quoted to support the data analysis. To facilitate comparison, sub-themes were established that had both comparable and dissimilar perspectives on the issue. Wherever possible, verbatim quotations from participants were utilized to corroborate the findings.

Ethical Considerations

If a study is polluted by a moral problem, it cannot be considered reliable. The University of Cape Coast Institutional Review Board (UCCIRB), The Education Unit of the College of Distance Education, and the University of Cape Coast were approached for formal authorization to conduct the study on the premises of the institutions sampled. All respondents' agreement was obtained in a timely manner prior to their participation in the study. This was accomplished by signing consent documents that were properly constructed. Confidentiality and anonymity were adhered to throughout the data collection. Pseudo names were used in order to keep participant privacy protected. Also, cited sources for the study were all acknowledged. Lastly, a turn-it-in report was generated to ensure that the study and its contents were ethically clean.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The study's focus was to assess the effect of organizational culture on employee work output towards the achievement of goals, to improve productivity at the public media-oriented tertiary institutions in Ghana. The chapter described the findings and discussions. SPSS was used to process data. The presentation of results were based on the following: response rate, preliminary analysis, demographic characteristics, organizational culture, employee performance, as well as test of research hypotheses. Frequencies, percentages, means, standard deviation, as well as multiple regression analysis were used for the quantitative part while the qualitative relied on thematic analysis. The respondents were employees of two public media-oriented institution in Ghana (National Film and Television Institute and Ghana Institute of Journalism).

Response Rate

In all, 166 employees were used in the study. However, 151 of the questionnaire administered were filled and successfully returned. This corresponded to a high response rate of 90.96 percent. This response rate is acceptable because according to Mugenda and Mugenda (2003), a 50 percent response rate is appropriate, a 60 percent response rate is good, and a response rate of more than 70 percent is considered extremely high. The response rate of 90.96 percent in the current study is considered very high and acceptable.

Now, there is a need to verify the reliability of the various constructs of the questionnaire before the analysis is started. This was done with the aid of the Cronbach's reliability test. The result is presented in Table 5.

Preliminary Analysis

Cronbach's alpha, a scale reliability measure for the several variables under consideration, is shown in Table 5. In this context, reliability refers to the quality and consistency of the researcher's data collection and analysis procedures.

Table 5: Preliminary Analysis

Statements	Items	Reliability
Staff Development and Training Culture	9	0.80
Conflict Management Culture	7	0.81
Leadership Culture	7	0.86
Reward and Compensation Culture	9	0.63
Employee Performance	9	0.85
Overall	41	0.92

Source: Researcher's Computation (2021)

The reliability measures reported are at least 0.50 and above, according to Table 5, which gives the psychometric information for the various conceptions. These results are within Hair et al. (2010) suggested range (0.50) and may thus be used for further study. These results are notable since they are above the conventional Cronbach alpha criterion of 0.500, suggesting that the constructs have acceptable internal consistency and may be classified as robust for future investigation. As a result, the major data analysis begins with the presentation of the demographic characteristics of respondents, as shown in Table 6.

Demographic Characteristics

The demographic characteristics of the respondents were collected in this study. Sex, age distribution, highest academic qualifications, years of experience, and employee category data were gathered.

Table 6: Demographic Characteristics

Demographic Variables	Frequency	Percentage (%)
<i>Sex:</i>		
Female	62	41.1
Male	89	58.9
<i>Age Distribution:</i>		
20-30yrs	24	15.9
31-40yrs	59	39.1
41-50yrs	44	29.1
51-60yrs	24	15.9
<i>Highest Academic Qualifications:</i>		
Below First Degree	16	10.7
<i>Years of Experience:</i>		
1-5yrs	59	39.1
6-10yrs	47	31.1
11-15yrs	20	13.2
16-20yrs	9	6.0
21 years and above	16	10.6
First Degree	40	26.5
Second Degree	1	0.7
Post Graduate	92	60.9
Technician III	2	1.4
<i>Category of Employee:</i>		
Junior Staff	22	14.6
Senior Member	81	53.6
Senior Staff	48	31.8

Source: Researcher's Computation (2021)

According to the findings in Table 6, 58.9 percent of the employees the study engaged were men, while the remaining percentage were females. With regards to age distribution, 39.1 percent were between the ages of 31 and 40, and 29.1 percent were between the ages of 41 and 50. Those between the ages of 20 and 30, as well as those between the ages of 51 and 60, scored the

lowest, with only 15.9 percent each. This means that 84.1 percent of the workers were between the ages of 20 and 50. In terms of the highest academic degrees, 60.9 percent had Post Graduate Certifications, whereas 26.5 percent had First Degree certificates.

These were followed by 10.7 percent for those who held a certificate below First Degree. Diplomas and Technician III certificates accounted for 0.7 percent and 1.4 percent of the total, respectively. Furthermore, the researcher wanted to examine the employees' years of experience. According to the findings, 39.1 percent of respondents had been working with their universities for 1 to 5 years. This was followed by 31.1 percent for individuals who had worked with the institutions for 6 to 10 years, and 13.2 percent for those with 11 to 15 years of experience.

Those with 21 years or more of experience had the lowest rate, accounting for 10.6 percent. This suggests that the bulk of employees (83.4 percent) had been with the institutions for 1 to 15 years. This clearly indicates that they had the requisite experience to respond to the instruments of the study appropriately. Finally, 53.6 percent of employees were Senior Members, followed by 31.8 percent and 14.6 percent Senior and Junior Staff, respectively.

Organizational Culture

Organizational culture in the current study was reflected by reward and compensation culture, staff development and training culture, leadership culture and conflict management culture. Employees were provided with statements under each of these constructs to rate on a 5-point Likert scale to indicate the level of importance they attached to the statements. In measuring

these, ranking analysis by Wang and Yuan (2011) was used. Previous research (Ikediashi et al., 2012; Wang & Yuan, 2011) identified a mean score of 3 as the yardstick, with elements defined as crucial when the mean scores were larger than or equal to the yardstick. That is, statements on each construct that record mean scores of greater than or equal to 3 are regarded as significant by employees, and it may therefore be argued that such organizational culture activities are carried out in and by the organizations in question. Tables 7 through 10 show the outcomes.

Reward and Compensation Culture

Reward and compensation culture as an organizational culture component in this study was measured or reflected by 9 items or statements.

Table 7 presents the results as follows:

Table 7: Reward and Compensation Culture

Statements	Mean	SD	Ranking
The institute's rewards does not motivate me to perform, rather, I love my job	3.85	1.15	1
I fully understand the requirement for promotion in this institute	3.74	1.09	2
Promotions are done regularly for eligible staff	3.30	1.18	3
My remuneration in this institute is fair	3.11	1.07	4
Other bonuses and overtime benefits are paid to me accordingly	2.84	1.13	5
I understand the Institute's procedure for paying compensation packages	2.77	1.22	6
Bonuses and overtime that I am due are paid to me on time	2.69	1.10	7
The institute has made provision for staff to benefit from compensation packages while in service	2.68	1.22	8
The institute has made provision for staff to benefit from compensation packages after retirement	2.66	1.30	9
Grand Mean	3.07	1.16	

Source: Researcher's Computation (2021).

Drawing from Table 7, the result reveals that 4 of the 9 statements are considered and maintained since they received mean scores above the established benchmark (3). Thus, *“The institute’s rewards does not motivate me to perform, rather, I love my job; I fully understand the requirement for promotion in this institute; Promotions are done regularly for eligible staff; and My remuneration in this institute is fair”* are considered as the top 4 reward and compensation culture statements which recorded mean scores of more than or equal to 3 and are considered as important statements that received very high scores ranging from 3.11 to 3.85.

These top 4 statements recorded relatively high scores exceeding the average value of all the mean values (3.07) and are therefore considered as key reward and compensation culture statements. For example, the statement, *“The institute’s rewards does not motivate me to perform, rather I love my job”* ranks very high unquestionably due to the critical role that the love for one’s job plays in enhancing employee performance. The second most critical item that followed is *“I fully understand the requirement for promotion in this institute”*, due to the important role it also plays.

The others are *“promotions are done regularly for eligible staff”* and *“my remuneration in this institute is fair”*, with their corresponding means and standard deviations. The grand mean (3.07) is likewise higher than the stated standard. This indicates that the organizations' incentive and compensation culture procedures are extremely significant and well-accepted by their personnel.

In summary, the study revealed that the important reward and compensation culture practices of the institutions are love for one’s job,

complete understanding of the requirement for promotion, regular promotions for eligible staff and fair remuneration.

Staff Development and Training Culture

Staff development and training culture as an organizational culture component in this study is measured or reflected by 7 statements. Table 8 outlines the results below as:

Table 8: Staff Development and Training Culture

Statements	Mean	SD	Ranking
Employees are encouraged to pursue further studies to upgrade themselves to improve performance	4.11	0.90	1
It is mandatory for newly recruited staff to undergo orientation programmes in this institution	3.77	1.11	2
I am satisfied with my career development progress	3.63	1.11	3
The institution provides seminars/workshop opportunities to all staff	3.53	1.11	4
Orientation programmes conducted in the institute are fit for purpose	3.50	1.08	5
My Institution gives high priority to the provision of appropriate training for staff to improve their performance	3.47	1.17	6
I have been selected to participate in a seminar/workshop programme at least once in a year	3.31	1.16	7
Grand Mean	3.62	1.09	

Source: Researcher's Computation (2021)

Referring to Table 8, the result revealed all the 7 statements are considered and maintained since they received mean scores above the established benchmark (3). The statements, "*Employees are encouraged to pursue further studies to upgrade themselves to improve performance*", "*It is*

mandatory for newly recruited staff to undergo orientation programmes in this institution”, and *“I am satisfied with my career development progress”* are considered as the top three. These statements are deemed crucial because they recorded extremely high ratings ranging from 3.63 to 4.11.

These top 3 statements had relatively high ratings that are above the average value of all measures (3.62), and are thus regarded as significant staff development and training cultural practices by National Film and Television Institute and the Ghana Institute of Journalism. For example, the statement, *“Employees are encouraged to pursue further studies to upgrade themselves to improve performance”* ranks as the first due to the critical role it plays in performance of employees in the organizations.

In summary, the study revealed that the important staff development and training culture practices are employee encouragement to pursue further studies to upgrade themselves to improve performance, newly recruited staff being mandated to undergo orientation programmes in this institution as well as satisfaction with career development progress by employees.

Leadership Culture

Leadership culture as an organizational culture component in this study is measured by 7 statements. Table 9 present the result as:

Table 9: Leadership Culture

Statements	Mean	SD	Ranking
The relationship between my supervisor and I has a positive impact on my performance	3.77	1.03	1
Teamwork is encouraged in my Institution	3.54	1.05	2
My supervisor coaches me in my day to day activities	3.35	1.13	3
My supervisor prepares me to adapt to any challenging situation	3.33	1.11	4
My institution gives me the inspiration, motivation and encouragement to perform	3.13	1.08	5
My welfare is a priority to my Institution	2.76	1.17	6
Decision concerning employees are effectively communicated to them before it is implemented	2.62	1.28	7
Grand Mean	3.21	1.12	

Source: Researcher's Computation (2021)

According to Table 9, 5 of the 7 assertions are regarded and kept since they got means above the stated threshold (3). These items are deemed significant because they obtained extremely high ratings ranging from 3.13 to 3.77. However, the statements, *“The relationship between my supervisor and I has a positive impact on my performance”*, *“Teamwork is encouraged in my Institution”*, *“My supervisor coaches me in my day to day activities”*, and *“My supervisor prepares me to adapt to any challenging situation”* received quite high ratings, outperforming the average value of all statements (3.21), and are thus regarded as the most important leadership culture practices by the two organizations. For example, the statement, *“The relationship between my supervisor and I has a positive impact on my performance”* ranks very high

undoubtedly due to the critical role played by supervisor-employee relationship in an organization with respect to performance of employees.

In summary, the important leadership culture practices of the firms are supervisor-employee relationship, effective teamwork ethics, supervisors coaching subordinates, and supervisors adapting to all challenging situations that may arise.

Conflict Management Culture

Nine (9) statements were used to describe conflict management culture as an organizational culture construct. The results from table 10 are presented below:

Table 10: Conflict Management Culture

Statement	Mean	SD	Ranking
Instead of jumping to a conclusion, I try to figure out why there is disagreement.	4.07	0.86	1
Deficiency in information flow is a major factor that leads to conflict and disagreement between employees and management.	3.98	1.20	2
I avoid disagreement with my colleagues to prevent clashes.	3.76	0.99	3
Overlapping task mostly results in conflict between superiors and subordinates	3.64	0.99	4
Threat was never used by my Institution to influence my decision	3.34	0.29	5
Combining work responsibilities and further studies simultaneously is a recipe for conflict of interest.	3.19	0.27	6
This institution has a laid-down procedure for conflict resolution.	3.06	1.00	7
I understand the laid down procedure of conflict resolution in this institution.	2.99	1.05	8
This institution proposes middle grounds for breaking deadlocks between employees and management.	2.91	1.07	9
Grand Mean	3.44	1.08	

Source: Researcher's Computation (2021)

According to the results of Table 10, 7 of the 9 assertions are evaluated and kept since they received means above the stated threshold (3). These items are deemed significant because they obtained extremely high ratings ranging from 3.06 to 4.07. However, *“Instead of jumping to a conclusion, I try to figure out why there is disagreement”*, *“Deficiency in information flow is a major factor that leads to conflict and disagreement between employees and management”*, *“I avoid disagreement with my colleagues to prevent clashes”*, and *“Overlapping task mostly results in conflict between superiors and subordinates”* are the top four of the statements that received reasonably high scores above the grand mean (3.44), and are thus regarded as critical conflict management culture practices.

For instance, the statement, *“Instead of jumping to a conclusion, I try to figure out why there is disagreement”* ranks very high because employees want to portray the fact that they analyze situations before drawing conclusion. In other words, they want to say that if a remark or the attitude of a superior is not good enough, there must be something that is causing that reaction which they try to find out in order to improve the working relationship and their job performance. If this is not done, it could generate into serious conflict between the employees and their superiors in an organization.

In summary, the important conflict management culture practices of the two institution are delving deep into issues before jumping to conclusions, flow of information leading to conflict management between employees and management, avoidance of conflict with others, managing conflict between superiors and subordinates, not using threat to influence decisions.

Employee Performance

Employee performance construct in this study is measured or reflected by 9 statements. The result is presented in Table 11.

Table 11: Employee Performance

Statements	Mean	SD	Ranking
I execute my job assignment effectively with little or no supervision	4.59	0.72	1
Task assigned are completed within the stipulated deadlines.	4.42	0.66	2
My job responsibilities match with my job skills.	4.38	0.72	3
Assigned tasks challenge me to be proactive in my performance.	4.35	0.80	4
This position has provided me the opportunity to acquire new knowledge about my job.	4.13	0.95	5
My work assignments are clearly explained to me.	3.98	0.96	6
I receive feedback from my supervisor on my job performance.	3.74	1.15	7
Job performance evaluation is based on a fair system of performance standards in this institution.	3.70	1.03	8
The work environment is conducive for my job delivery.	3.62	1.15	9
Grand Mean	4.10	0.90	

Source: Researcher's Computation (2021)

According to Table 11, all 9 statements are maintained since they received mean scores above the set criterion (3). The ratings for these statements ranged from 3.31 to 4.11. But these statements, "*I execute my job assignment effectively with little or no supervision*", "*Task assigned are completed within the stipulated deadlines*", "*My job responsibilities match with my job skills*", "*Assigned tasks challenge me to be proactive in my*

performance”, and *“This position has provided me the opportunity to acquire new knowledge about my job”*, are considered the top five because they recorded significantly high means above the grand mean (4.10) and are thus regarded as key employee performance statements. For instance, the statement, *“I execute my job assignment effectively with little or no supervision”* ranks very high without doubt due to the fact that employees want to prove their capability and independence in the performance of an assigned task. Also, the grand mean (4.10) is more than the established yardstick. This indicates that the employees are committed to their assigned duties.

In summary, the study revealed that the important employee performance statements are, working with little or no supervision, timely completion of assigned task, job responsibilities congruency with skills, and provision of opportunity to acquire new knowledge.

From the results presented on the output of employees, it seems the culture of the organization has consequences on performance of the employees of the two media institutions. However, to ascertain this assertion, test of hypotheses was carried out. These hypotheses testing was based on the 4 hypotheses guiding the study. Thus, we are interested in testing whether reward and compensation culture, staff development and training culture, leadership culture and conflict management culture have statistically significant effects on performance of employees. This is presented below.

Relationship between Organizational Culture and Employee Performance

In this study, Reward and Compensation Culture (RCC), Training and Development Culture (TDC), Leadership Culture (LEC) and Conflict

Management Culture (CMC) are used as independent variables. Employee Performance (EP) on the other hand is used as the dependent variable. Employees were provided with statements to rate on a 5-point Likert scale under each construct. The study considered the link between the factors of concern as a rule of thumb. This was done to determine whether or not the independent variables were multicollinear.

Multicollinearity occurs when two or more independent variables are interrelated and when the correlations between the variables are above 0.50. Before moving on to the final modeling, it was necessary to tackle the multicollinearity problem. One method of addressing such issues is to eliminate the factors that are generating the issue. This is more likely to occur if the model is used just for prediction. However, none of the variables was eliminated or transformed because in the current study, the researcher was primarily interested in finding the relationship between the variables, other than predictive abilities of the variables. The relationships between the variables were predicted to be modest. Table 12 presented the results as follows:

Table 12: Correlation Analysis

Variables	EMP	RCC	TDC	LEC
RCC	0.31			
p-value	(0.00)			
TDC	0.43	0.62		
p-value	(0.00)	(0.00)		
LEC	0.55	0.62	0.58	
p-value	(0.00)	(0.00)	(0.00)	
CMC	0.58	0.42	0.45	0.50
p-value	(0.00)	(0.00)	(0.00)	(0.00)

Source: Researcher's Computation (2021)

It was discovered that both the independent and dependent variables exhibit substantial correlations. This implies that modeling the link between them is feasible. The independent variables have a weak but substantial association. However, none of the variables were eliminated because the researcher was primarily interested in researching the correlations between organizational culture and employee performance, rather than using the model to predict outcomes.

After assessing the correlations among the variables, investigating the connection between the variables was the next step. Table 13 displays the relevance of the factors in the multiple regression analysis.

Table 13: Regression Analysis

Model Parameters	B	Std. Error	t-statistics	p-values
Constant	1.66	0.26	6.39*	0.00
RCC	-0.17	0.07	-2.30**	0.02
TDC	0.12	0.07	1.73	0.09
LEC	0.29	0.06	4.55*	0.00
CMC	0.47	0.08	5.63*	0.00
<i>R-Squared</i>	45.5%			

Source: Researcher's Computation (2021) *significant at 1%; **significant at 5%

All of the factors (RCC, TDC, LEC, and CMC) were found to have a substantial association with employee performance. This suggests that when media institutions enhance their RCC, TDC, LEC, and CMC operations, staff performance is predicted to improve, and vice versa. In the case of RCC, the situation is the polar opposite. Table 14 presents the Analysis of Variance (ANOVA) output which was used in assessing the implication of the overall model.

Table 14: ANOVA

Model	Sum of Squares	Df	Mean Square	F	p-value
Regression	26.49	4	6.62	30.45	0.00
Residual	31.75	146	0.22		
Total	58.24	150			

Source: Researcher's Computation (2021)

As previously stated, organizational culture components have a substantial association with employee performance, as seen by the ANOVA results ($F=30.45$ $df_1=4$; $df_2=146$; $p=0.00<0.05$). That is, the model's hypothesized connection is reasonable. An r-squared of 45.5% was reported to demonstrate the reasonableness of the claimed link. This also implies that when we witness a change in employee performance at these two media schools, approximately 46% of it can be attributed to changes in the RCC, TDC, LEC, and CMC procedures, with the remaining almost 54% owing to unknown causes. Now, the individual hypothesis has been tested in this section.

Hypothesis One

The focus was to examine the link between Reward and Compensation Culture (RCC) and employee output. The following hypothesis was formulated and put to test;

H₀₁: There is no statistically significant relationship between Reward and Compensation Culture and employee performance.

Table 13 demonstrates a significant, albeit negative, association between RCC and employee performance. As a result, the null hypothesis ($t = -2.30$ $p = 0.02 < 0.05$) is rejected because the p-value is less than 0.05, indicating a statistically significant relationship between RCC and employee performance.

In other words, the model's projected connection is fair. The negative association between RCC and employee performance means that, given the present status of media schools, extending or intensifying RCC activities or practices may result in a drop in employee performance. In other words, there is a negative association between incentive and compensation culture and employee performance.

Hypothesis Two

It was important to examine the relationship between Training and Development Culture (TDC) and employee performance. The under-listed hypothesis was formulated and tested;

H₀₂: There is no statistically significant relationship between Training and Development Culture and employee performance.

TDC and employee performance have a statistically insignificant relationship, according to Table 13. Thus, ($t = 1.73$; $p = 0.09 > 0.05$). We cannot reject the null hypothesis because the p-value is greater than 0.05, so we conclude that there is no statistically significant relationship between TDC and employee performance. That is, at 5%, the model's predicted link is impractical. Thus, there is a positive but statistically insignificant relationship between employee performance and the culture of training and development. The favorable results indicate that when the organizations in question strengthen or improve their overall training and development cultural practices, the performance of their employees is predicted to be high, and vice versa.

Hypothesis Three

The study sought to examine the relationship between Leadership Culture (LEC) and employee performance. The third hypothesis was postulated and tested as;

H₀₃: There is no statistically significant relationship between Leadership culture and employee performance.

Table 13 shows a statistically significant relationship between LEC and employee performance. As a result of this, (p-value = 0.00 < 0.05; t-value = 4.55), we reject the null hypothesis since the p-value is less than 0.05, indicating a statistically significant relationship between LEC and employee performance. That is, the predicted relationship is plausible. Thus, the relationship between leadership culture and employee performance is statistically significant and positive. This means that the organizations' leadership culture has a considerably a favorable effect or relationship on their overall performance. Thus, strengthening the activities of leaders in these organizations will result in higher performance; however, compromising on these will result in employees appearing to work but not actually doing so.

Hypothesis Four

In examining the relationship between Conflict Management Culture (CMC) and employee performance, the hypothesis below was formulated and tested. ;

H₀₄: There is no statistically significant relationship between Conflict Management Culture and employee performance.

CMC and employee performance have a statistically significant association, according to Table 13. As a result, we reject the null hypothesis (p-value =

0.00 < 0.05; t-value = 5.63), because the p-value is less than 0.05, showing a statistically significant association between Conflict Management Culture and employee performance. That is, the predicted relationship is fair. This simply implies that the conflict management cultures of the two public media-oriented tertiary institutions have a significant impact on how efficiently employees fulfill their duties.

Now, having studied the quantitative data, a negative association between reward and compensation culture and employee performance was discovered. Additionally, a positive but statistically insignificant association was observed between training and development culture and employee performance. As a result, the researcher returned to these organizations to interview a handful of the employees about some of these reward and pay packages, as well as training and development opportunities. This was to analyze these two factors in depth while keeping the study's design in mind. Because combining quantitative and qualitative methodologies in one research complements each other and allows for a more robust analysis, the sequential explanatory mixed design was adopted (Creswell, 2014; Denscombe, 2010).

The results of the interview are presented thematically below;

The study found a strong but unfavorable association between the two factors in terms of rewards and compensation culture and employee performance. When the respondents were questioned more about some of these rewards and compensations, several bemoaned the lack of these plans in their organizations. Thus, they only rely on their monthly salaries. It was also found that these reward and compensations are not given out to employees on

regular basis. This could have accounted for the negative relationship observed between this variable and employee performance.

However, some of them also identified some reward and compensation packages, but reiterated that these were not normally provided by the institution but in their various departments only. Some of the packages identified were; overtime payment, bonuses, call-in allowance, citations, long service and retirement packages, best worker award, medical allowance, extra duty allowance, Christmas and end of service packages, among others. The few who attested to enjoying these packages stated that the packages normally motivate them to work harder for the good of their institutions on a whole. For instance, *Interviewee 1* stated that:

“Rewards and compensations instil some level of sense of belongingness and commitment in employees”.

Interviewee 4 indicated that:

“I think that in a way, it's able to motivate you to do better because you know that even though some of them are within work hours, which you would get your monthly pay for, it's a kind of extra income, so it helps you to just put in extra effort to do it”.

Furthermore, *Interviewee 6* shared this view:

“You know, naturally, as humans, if you feel that you are appreciated where you are, you tend to give off all your best. So, as rational as we are, it's going to affect performance if you know that whatever you are doing, somebody recognizes it and appreciates that, you want to put in much work. By so doing, your performance is improved”.

Also, Interviewee 9 mentioned:

“Well, if you work and your work is being appreciated and you are being rewarded, of course, you want to do more. This is because your employer is appreciating what you are doing. But then if you are doing something and nobody rewards you, you feel your work is not being appreciated, so you do what you like”.

Finally, Interviewee 12 explained the effect of rewards and compensations on his work and specifically mentioned that:

“....., I think that if every employee is being rewarded for, let's say, hard work, and I see that, particularly, it will lead me to work more.

Finally, some employees complained about their institution's poor reward and compensation programmes such as long service reward and end of service (Pension) packages, which might explain the unfavorable relationship between this variable and employee performance. For instance, Interviewee 10 stated;

“I don't know if there is any because like I said earlier, when I came to Nevada, I heard there was a long service award, so people who served for five years, 10 years, 15 years, etc. were given awards at a point in time.. But since then, nothing has been done in that line, so I don't think there is any compensation for employees”

Another employee (Interviewee 13) stated that;

Yeah. Reward and compensation? I would say yes. But for quite some time now it's been a little down. Most of these things are tied up to availability of funds.

Furthermore, regarding relationship between training and development culture and employee performance, a positive but statistically insignificant relationship was observed. In examining the causes of the insignificant relationship, a few employees were interviewed. It was observed that majority of the employees have not been going through training and development programmes organized by the institutions in question.

That is, the institutions do not normally organize such programmes. However, the employees sometimes attend minor ones at departmental levels. This could have as well explained the statistically insignificant relationship recorded between training and development culture and employee performance on a whole.

The major training and development programmes attended by these employees had been seminars and workshops, but these are normally organized as and when the need arises for them, and not regularly. The few employees who indicated their participation in such programmes at least once since joining their organizations explained some effects of the programmes on their lives in the institutions. For instance, *Interviewee 2* stated:

“It gives you more experience. Yeah, more experience and knowledge and understanding”.

Interviewee 4 further stated:

“Ok, so it helps you to know your work more. It helps you to know the current trends in the industry and how to serve your customers and students better. So I think that it does help us to do better works, and be better employees”.

Interviewee 8 also mentioned that:

“It increases the technical skills of the field, the knowledge and efficiency as well”.

Finally, Interviewee 10 also explained the effect of training and development programmes on his/her work and mentioned that:

Well, to some extent, it will influence the employee performance because if I were to acquire some knowledge and skill in my area of specialization, obviously, I will feel comfortable and confident working within my space. However, if I am deficient of knowledge of certain skills I need to acquire to be able to execute my work, obviously, that confidence wouldn't be there, so it may affect my performance in a way. You are not confident about your work, that kind of thing, but once you have the knowledge and skills, you'll be able to work effectively, and it may boost your confidence”.

Finally, the institutions lack frequent training and development programmes for workers to enhance their work and efficiency on the job, which may account for the statistically negligible link found between training and development culture and overall employee performance.

Discussions

The discussions of findings are based on the four hypotheses guiding the study. The discussions are presented below;

Reward and Compensation Culture and Employee Performance

In terms of the relationship between reward and pay culture and employee performance, the study found a significant relationship between the two factors, though negative. The findings in this regard is contrary to those of

the studies reviewed on the phenomenon. The following studies (Paais, & Pattiruhu, 2020; Alias, Nokman, Ismail, Koe, & Othman, 2018; Fakhar, Iqbal, & Gulzar, 2014; Nyamubarwa, 2013; Eshun & Duah, 2011; Ngobeni & Bezuidenhout, 2011) were looked at with respect to the relationship between reward and compensation culture and employee performance.

Work motivation (reward and compensation), for example, has a favorable and substantial impact on employee performance according to Paais and Pattiruhu's (2020) this results in the role of motivation, leadership, and organizational culture on employee satisfaction and performance. Another research, Alias, Nokman, Ismail, Koe, and Othman (2018), revealed that salary, recognition, empowerment, and work-life balance all had a positive and significant influence on job satisfaction, with empowerment being the strongest predictor.

Furthermore, Nyamubarwa (2013)'s study which explored the aspirations of academic librarians in Zimbabwe to change jobs discovered that academic librarians' intents to leave are impacted by factors such as salary and working conditions, job performance, career progression, work environment, job satisfaction, supervisory style, promotion opportunities, and employee devotion.

Additionally, the study by Ngobeni and Bezuidenhout (2011) which investigated the levels of employee engagement on labour turnover at Tshwane University of Technology discovered that employees' loyalty to the firm is influenced by their income level. Finally, Fakhar, Iqbal, and Gulzar (2014) revealed that organizational culture (such as providing good customer service, taking calculated risks, and using effective communication and

incentive systems.) has a positive influence on employee performance in the organization.

As perceived from the discussions so far, findings from the current study is differs from the preceding ones. In the current study surprisingly, the results means that improvement in reward and compensation activities by the institutions rather impedes performance of the employees. This could have accounted for the absence of such packages in the institutions. For instance, when the employees were interviewed on some of these reward and compensation practices, they lamented the poor nature and absence of these schemes in their organizations.

It was also found that these reward and compensations are not given out to employees on regular basis. This may as well have accounted for the negative relationship observed between this variable and employee performance. It can also be argued that management might have felt no effect of the reward and compensations they grant and that could have resulted in the management not ensuring that reward and compensations are made priorities. Thus, the institutions involved do not place a high value on these reward and compensations, even though others consider them as one of the most potent instruments for increasing productivity.

In public media-oriented tertiary institutions, the notion of promotions, pension packages, and salary (including bonuses), as well as the payment of healthcare costs, are all done differently. The reward and compensation cultures of the institutions were established and executed in such a way that they (employees) were unsatisfied with them, resulting in a shift in behavior which affected their performance.

Training and Development Culture and the Performance of employees

With reference to the link between training and development culture and employee performance, the study found that there is a positive but statistically insignificant association between the two variables. However, the literature reviewed on these variables supported a contrary view to the current study's findings.

For instance, Wulnye, Aikins and Abdul-Fatawu (2018) concluded that training and development has a beneficial influence on the performance of employees and can transfer the information and skills acquired in their work environment. It is a well-known truth that training and development improves skills, knowledge, attitudes and skills, and hence, the performance and productivity of workers in companies (Sal & Raja, 2016).

According Hafeez and Akbar (2015)'s study findings, employee training does not only improve individual efficiency and effectiveness in their tasks, but it also improves the efficiency of the firms in which they work. Also, Dabale, Jagero, and Nyauchi (2014) discovered that training reduced the amount of time it took employees to learn new skills, whether they were starting a new career, transferring, or being promoted. They also revealed that training increased overall organizational performance.

Furthermore, Sultana, Irum, Ahmed, and Mehmood (2012)'s work revealed that training increased employees' skills and competences and that, training programmes accounted for 50% of the variance in employee performance. In support of this view, Shouvik and Hisam (2018) also stated that the benefits of training are spread through employees' careers and help

them in career advancement by making them ready to take up greater responsibilities in the future.

Regular teacher training programmes, according to researchers Rahman, Jumani, Akhter, Christhi, & Ajmal, (2011), give professional knowledge, abilities, talents, and competences required for a successful career. This study further stated that via training programmes, teachers' personalities are molded, their attitudes are appropriately molded, their working habits are reformed, and their personalities are properly developed.

The deliberations so far implied that in other jurisdictions, training and development of employees have great impact on performance. However, in this study, even though a positive relationship was observed, unlike reward and compensation which recorded a negative relationship, training and development programmes by the institutions was found not to have significant effect on the employees performance. It was discovered during the interview session that the institutions do not normally organize such programmes for employees.

However, the employees sometimes attend minor ones at departmental levels. Thus, the institutions do not have regular training and development programmes for employees. This could have accounted for the statistical insignificant relationship observed between training and development culture and employee performance. This also means that training and development culture in the public media-oriented tertiary institutions have not been successful.

Leadership Culture and Employee Performance

The study showed a favorable and statistically significant association between the two factors in terms of leadership culture and employee performance. Several studies were conducted about the relationship between leadership culture and the performance of employees. Some of these research discovered favorable associations (Paais & Pattiruhu, 2020; Olang, 2017; Indriani & Waluyo, 2012; Cheng-Kang & Chuan-Yin, 2011; Salman, 2011; Cools, 2010), while others did not (Paais & Pattiruhu, 2020; Olang, 2017; Indriani & Waluyo, 2012; Cheng-Kang & Chuan (e.g., Owusu, 2019).

Mensah (2019) revealed that organizational culture possess the power to affect the performance of the organization either in a favorable or bad way. However, some others also found no link at all between the two factors (Nansi, Eka, Atim & Siti, 2019; Fitriasari & Mauludin, 2018; Omira, 2015). Specifically, from the literature, studies on the relationship between the two variables portrays an unclear picture of employee perceptions of the impact leadership culture has on employee behavior and performance. This necessitated the conduct of this research in order to identify answers to these challenges so that suitable leadership for subordinates impacts their performance, notably by offering job satisfaction, allowing employees to feel more safe and protected while completing their jobs.

Many factors, both internal and external, influence leaders' behavior. In this regard, the findings of the current study is in line with the findings of the other studies outlined earlier also indicated that leadership has a positive and significant effect on improving employee performance. This also implies that the employees hoped to be satisfied with the leadership cultures in their

organizations, which they feel has a significant impact on how they perform. This highlights the crucial role that leaders play in every organizational context. An organization's growth cannot be discussed without mentioning its leadership cultural practices in general.

Conflict Management Culture and Employee Performance

The study found a positive and statistically significant relationship between conflict management culture and employee performance, and this is in line with the findings of the following studies (Olang, 2017; Tedla, 2016; Pavlakis, Kaitelidou, Theodorou, Galanis, Sourtzi, & Siskou, 2011). Olang (2017) found that tactics, continuous performance monitoring systems, and the frequency of task conflicts all have an impact on organizational performance.

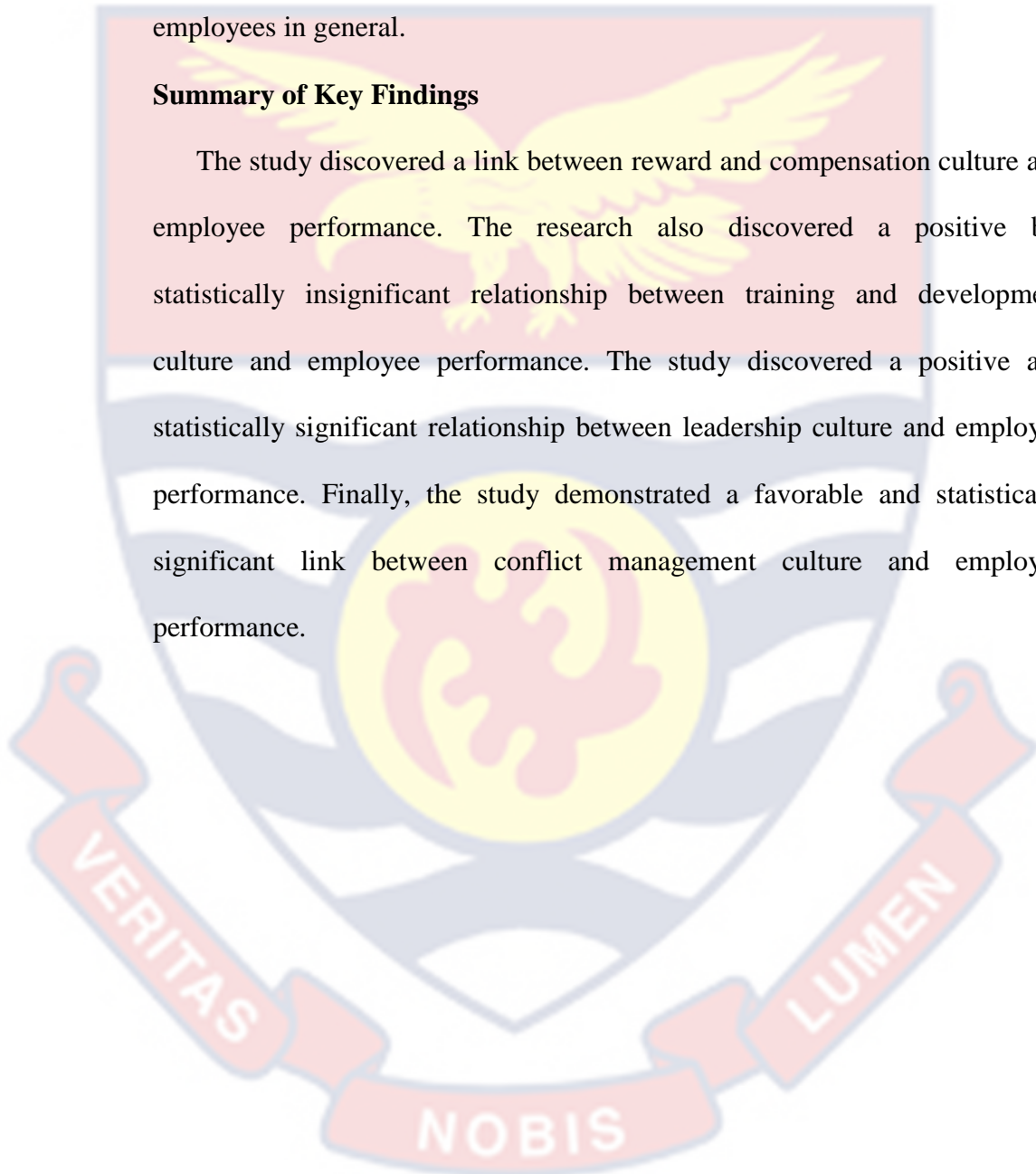
Also, the results of Tedla (2016) and Pavlakis, Kaitelidou, Theodorou, Galanis, Sourtzi, and Siskou (2011) supported the current result. From the findings and discussions, positive relationship was found between the two variables (both in this study, and the previous ones reviewed for the study). In this study, a positive and statistically significant relationship was found. This means that in Ghana's public media-oriented tertiary institutions, institutional disputes are well-handled.

It is also an indication that the workers have a clear knowledge of the institutions' conflict management policy and the processes involved in resolving disputes, and appeared to be satisfied with the conflict-management procedures utilized by these institutions. Even though industrial strikes by employees have become a last choice for them to get their bosses' attention and have their complaints addressed, it was observed that the problems have been addressed at fundamental levels when it comes to these two public

media-oriented institutions, leading to harmonious coexistence among employees and management, resulting in the a better performance of the employees as a whole. This study has added to the extant literature on the relationship between conflict management culture and performance of employees in general.

Summary of Key Findings

The study discovered a link between reward and compensation culture and employee performance. The research also discovered a positive but statistically insignificant relationship between training and development culture and employee performance. The study discovered a positive and statistically significant relationship between leadership culture and employee performance. Finally, the study demonstrated a favorable and statistically significant link between conflict management culture and employee performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to examine the influence of organizational culture on employee performance in order to increase productivity at Ghana's public media-oriented tertiary institutions. This chapter is the last of a series of five chapters which includes the summary of findings, conclusions, recommendations, as well as suggestions for further studies. This study aimed at investigating the impact of reward and compensation culture, staff training and development culture, leadership culture, and conflict management culture on employee performance. The following research hypotheses guided the study:

1. H_{01} : There is no statistically significant relationship between employee performance and reward and compensation culture.
2. H_{02} : There is no statistically significant relationship between employee performance and training and development culture.
3. H_{03} : The relationship between leadership culture and employee performance is not statistically significant.
4. H_{04} : There is no statistically significant relationship between conflict management culture and employee performance.

In all, 166 employees were used in the study. However, 151 of the questionnaire administered were filled and successfully returned. This corresponded to a response rate of 90.96 percent. This response rate is acceptable because according to Mugenda and Mugenda (2003), a 50 percent response rate is appropriate, a 60 percent response rate is good, and a response

rate of more than 70 percent is considered extremely high. The response rate of 90.96 percent in the current study is considered very high and acceptable. The questionnaires were physically verified for completeness and accuracy of completion, as well as missing answers, before being coded for imputing into the Statistical Programme for Social Sciences (SPSS) software package for processing. Also, 16 workers were interviewed using an interview guide.

Frequencies, percentages, averages, standard deviations, multiple regression analysis were used to analyze the quantitative data. For the qualitative data, thematic analysis was used. The summary of findings is as presented below.

Summary of Findings

Love for one's job, thorough grasp of the requirements for promotion, regular promotions for qualified personnel, and fair remuneration were among the significant reward and compensation culture practices identified by the research. In the two public media-oriented institutions, there was also a statistically significant link between reward and compensation culture and employee performance. However, reward and compensation culture has a negative relationship with employee performance, which means that in the current condition of the public media-oriented institutions, growing or strengthening their reward and compensation culture activities or practices might result in a decrease in employee performance.

Employee encouragement to pursue further studies to upgrade themselves in order to improve performance, newly hired staff being required to attend orientation programmes in these institution, and employee satisfaction with career development progress were all important staff

development and training culture practices, according to the study. There was also no link between training and development culture and employee performance.

Supervisor-employee relationships, successful teamwork ethics, supervisors mentoring subordinates, and supervisors responding to any adverse conditions are all vital leadership cultural practices of the organization. A statistically significant relationship between leadership culture and employee performance was also discovered. As a result, the claimed association is reasonable.

Finally, the important conflict management culture practices of the two institution are delving deep into issues before jumping to conclusions, flow of information leading to conflict management between employees and management, avoidance of conflict with others, managing conflict between superiors and subordinates, not using threat to influence decisions. That is, the expected link is reasonable. This is because a positive and statistically significant correlation has been identified between conflict management culture and employee performance.

Conclusions

The following conclusions were reached based on the findings of the study:

Since there is a link between reward and compensation culture and employee performance, it is important to understand the needs of the employees so that it can be properly addressed. When employees are involved in designing policies on rewards and compensation it ensures a smooth implementation and enhance employee performance. Rewards and compensation culture have been proven

to be a valuable tool for enhancing employee performance and, as a result achieving organizational objectives.

Even though the study recorded a favorable but statistically insignificant relationship between training and development culture and employee performance, organizations should prioritize training and development to increase their effectiveness, as staff development and training are essential for success. Organizations that prioritize training and development are benefiting from it, because employee development and training are essential for an organization's success. Organizations should train and develop their personnel to increase their effectiveness.

There exist significant relationship between leadership culture and employee performance. However, without effective leadership most employees won't feel inspired to achieve their objectives or work as effectively as they should. These institutions must continue to strengthen their leadership culture as it has significant effect on the performance of employees. Performance, for instance, is greatly influenced by leadership trust. Employee performance will suffer over time because they may not trust their boss.

Finally, the study recorded statistically significant relationship between conflict management culture and employee performance. These institutions have good conflict management practices which are designed, communicated and enforced, for employees to understand resulting in significant improvement in their performance. It is therefore critical to make the effort to minimize conflict in our institutions specifically, to foster an atmosphere where destructive conflict is less likely to start in the first place.

Recommendations

Based on the summary of findings and conclusions, the following recommendations were made;

1. According to the findings, organizational culture has a considerable impact on employee performance. As a result, the management-employee relationship should be developed and enhanced since it plays an important role in enhancing the employee and the organization via appreciation and respect principles. Additionally, cooperation should be considered in order to improve employee happiness.
2. A favorable but statistically insignificant link between training and development culture and employee performance was discovered. As a result, management should encourage staff to participate in training and development programmes such as conferences, seminars, workshops, further studies and in-service training.
3. The study discovered a negative link between reward and compensation culture and employee performance. Despite the fact that reward and compensation are important in the short to medium term, institutions should be cautious of the types and forms of incentive and compensation packages they offer their staff. That is, motivation and financial incentives alone are insufficient; acknowledgment and opportunity for attaining distinct individual goals and desires must also be provided.

Suggestions for Further Studies

1. The study aimed to investigate the impact of organizational culture on employee performance at the public media-oriented institutions in the

Greater Accra Metropolitan Area. As a result, it is suggested that future studies on the issue is extended to include other public tertiary institutions in the Greater Accra region. This will aid in collecting data to generate better strategies and ideas to support institutions and policymakers by enhancing employee performance.

2. Similarly, further studies can be conducted on the influence of organizational culture on employee performance in private media-oriented tertiary institutions to find out if the situation. This will help gather holistic data on the subject to come out with strategies and ideas to support these tertiary institutions and policymakers in order to improve employee performance.
3. Also, a comparative study between the public and private media-oriented tertiary institutions on the subject matter may be conducted. This will help to create a balance, when it comes to the strategies and ideas needed to support both public and private media-oriented tertiary institutions to improve job performance of their employees.
4. Finally, additional research could concentrate on other aspects that influence employee performance, as the study's factors accounted for just 45.5 percent of the elements that influence employee success.

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APPENDICES**APPENDIX A: QUESTIONNAIRE FOR DATA COLLECTION****UNIVERSITY OF CAPE COAST****COLLEGE OF DISTANCE EDUCATION****QUESTIONNAIRE @2021**

Dear Respondent,

I am submitting this questionnaire to get information on your institution's organizational culture and its impact on employee performance. This questionnaire is intended for data gathering as part of the University of Cape Coast's Master of Philosophy Degree in Administration in Higher Education. This activity is solely academic in nature, and all information supplied will be kept strictly secret. You are respectfully invited to attentively read all questions/statements and react frankly to the best of your ability. You may rest confident that there is no correct or incorrect response. All responses will be accepted in good faith.

Thank you for your willingness to participate in the study

INSTRUCTION

PLEASE TICK [] THE APPROPRIATE RESPONSE, AND PROVIDE

ANSWERS WHERE NECESSARY

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Sex :

(a) Male

(b) Female

2. Age:

(a) 20-30yrs

(b) 31-40yrs

(c) 41-50yrs

(d) 51-60yrs

3. Level of education:

(a) Below First Degree

(b) First Degree

(c) Post Graduate

(d) Others (*Please specify*).....

4. How long have you been working in this institution?

(a) 1-5yrs

(b) 6-10yrs

(c) 11-15yrs

(d) 16-20yrs

(e) 21 years and above

5. Which of these levels do you belong to?

- (a) Junior Staff []
- (b) Senior Staff []
- (c) Senior Member []

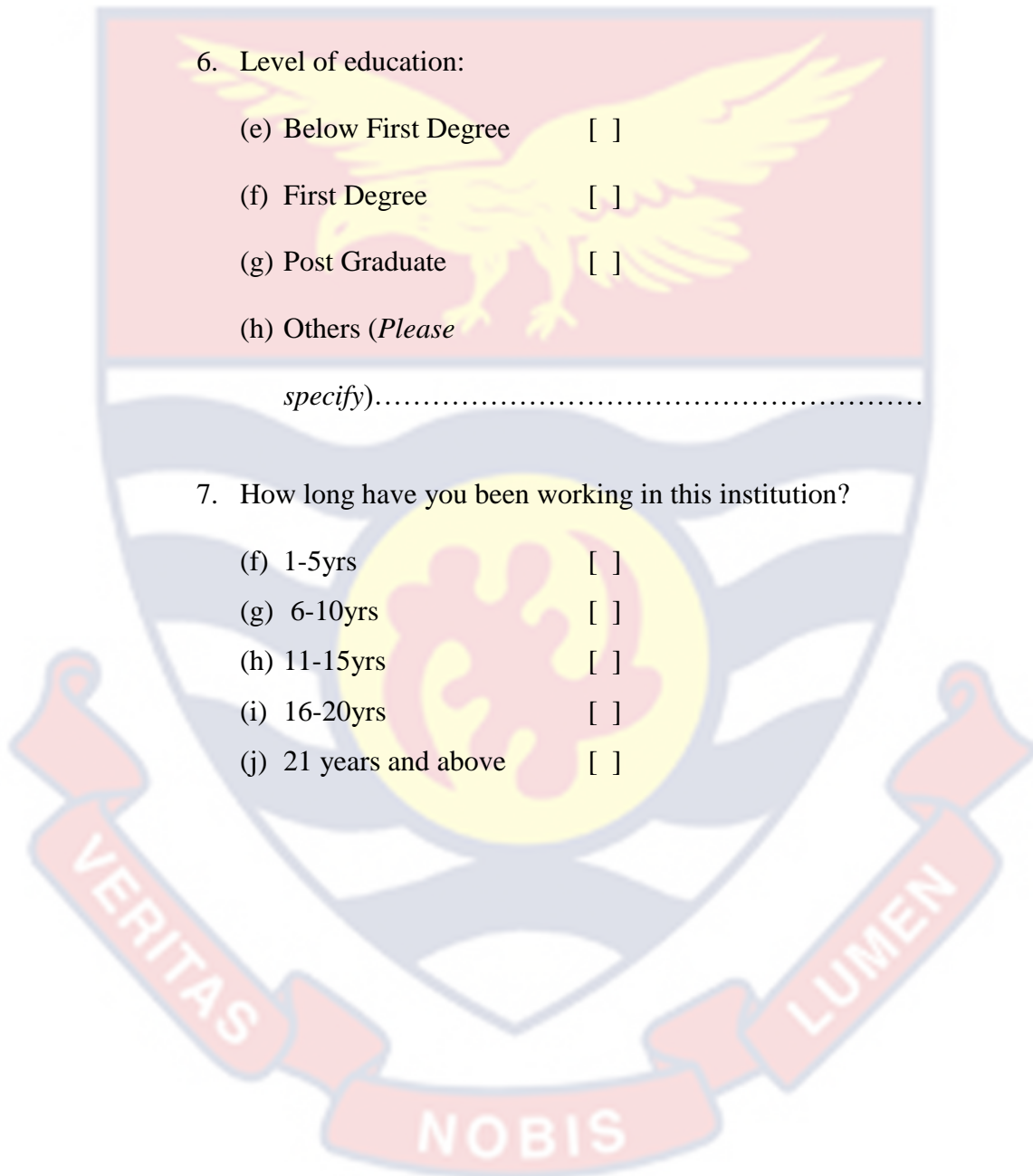
6. Level of education:

- (e) Below First Degree []
- (f) First Degree []
- (g) Post Graduate []
- (h) Others (*Please*

specify).....

7. How long have you been working in this institution?

- (f) 1-5yrs []
- (g) 6-10yrs []
- (h) 11-15yrs []
- (i) 16-20yrs []
- (j) 21 years and above []



SECTION B: REWARDS AND COMPENSATION

The following statements best describe how **Rewards and Compensation Culture** are implemented in an institution using the concept of promotion, salary (including bonuses and overtime), and pension packages in each under-listed statement. On a scale of 1-5, kindly tick [] by indicating your level of agreement with each statement. You may use the following to guide you: 5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD).

S/N	Statement	SA	A	N	D	SD
1.	My remuneration in this institute is fair					
2.	Other bonuses and overtime benefits are paid to me accordingly					
3.	Bonuses and overtime that I am due are paid to me on time					
4.	The institute's rewards do not motivate me to perform, rather, I love my job					
5.	I fully understand the requirement for promotion in this institute					
6.	Promotions are done regularly for eligible staff					
7.	The institute has made provision for staff to benefit from compensation packages while in service					
8.	The institute has made provision for staff to benefit from compensation packages after retirement					
9.	I understand the Institute's procedure for paying compensation packages					

SECTION C: TRAINING AND DEVELOPMENT CULTURE

The following statements best describe how the *Culture of Staff Training and Development* are implemented in an institution under the concept of orientation, workshops, seminars, and further study packages in each under-listed statement. On a scale of 1-5, kindly tick [] by indicating your level of agreement with each statement. You may use the following to guide you: 5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD)

S/N	Statements	SA	A	N	D	SD
1.	My Institution gives high priority to the provision of appropriate training for staff to improve their performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Newly recruited staff must undergo orientation programmes in this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Orientation programmes conducted in the institute are fit for the purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The institution provides seminars/workshop opportunities to all staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I have been selected to participate in a seminar/workshop programme at least once in a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Employees are encouraged to pursue further studies to upgrade themselves to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I am satisfied with my career development progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: LEADERSHIP CULTURE

The following statements describe the *Leadership Culture* in an institution under the concept of creating a good working environment, driving change, and effective communication in each under-listed statement. On a scale of 1-5, kindly tick [√] by indicating your level of agreement with each statement. You may use the following to guide you: 5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD)

S/N	Statements	SA	A	N	D	SD
1.	My institution gives me the inspiration, motivation, and encouragement to perform					
2.	The relationship between my supervisor and I has a positive impact on my performance					
3.	My welfare is a priority to my Institution					
4.	My supervisor coaches me in my day to day activities					
5.	My supervisor prepares me to adapt to any challenging situation					
6.	Teamwork is encouraged in my Institution					
7.	Decision concerning employees are effectively communicated to them before it is implemented					

SECTION E: CONFLICT MANAGEMENT CULTURE

The following statements describe the Conflict Management Culture in an institution under the concept of job ambiguity, challenging working environment, disagreements, and threats in each under-listed statement. On a scale of 1-5, kindly tick [] by indicating your level of agreement with each statement. You may use the following to guide you: 5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD).

S/N	Statements	SA	A	N	D	SD
1.	Deficiency in information flow is a major factor that leads to conflict and disagreement between employees and management.					
2.	This institution has a laid-down procedure for conflict resolution.					
3.	I understand the laid down procedure of conflict resolution in this institution.					
4.	This institution proposes middle grounds for breaking deadlocks between employees and management.					
5.	I avoid disagreement with my colleagues to prevent clashes.					
6.	Instead of jumping to a conclusion, I try to figure out why there is disagreement.					
7.	Combining work responsibilities and further studies simultaneously is a recipe for conflict of interest.					
8	Threat was never used by my Institution to influence my decision					
9	Overlapping task mostly results in conflict between superiors and subordinates					

SECTION F: EMPLOYEE PERFORMANCE

The following statements describe the performance of employees due to organizational culture in an institution in each under-listed statement. On a scale of 1-5, kindly tick [✓] by indicating your level of agreement with each statement. You may use the following to guide you: 5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD).

S/N	Statement	SA	A	N	D	SD
1.	This position has provided me the opportunity to acquire new knowledge about my job.					
2.	The work environment is conducive to my job delivery.					
3.	My work assignments are clearly explained to me.					
4.	My job responsibilities match with my job skills.					
5.	I execute my job assignment effectively with little or no supervision					
6.	Task assigned are completed within the stipulated deadlines.					
7.	Assigned tasks challenge me to be proactive in my performance.					
8.	Job performance evaluation is based on a fair system of performance standards in this institution.					
9.	I receive feedback from my supervisor on my job performance.					

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX B: INTERVIEW GUIDE**UNIVERSITY OF CAPE COAST****COLLEGE OF DISTANCE EDUCATION****SECTION A: INTRODUCTION**

This interview is designed to gather information on your institution's organizational culture and how it affects your overall performance. This interview is purposefully arranged for data gathering as part of the University of Cape Coast's degree requirements. This activity is solely academic in nature, and all information supplied will be kept strictly secret. You are respectfully invited to seek clarification on any questions you do not fully comprehend. You also asked that you reply to the questions honestly and to the best of your ability. You may rest confident that there is no correct or incorrect response. All responses will be accepted in good faith. Before we begin the formal interview, I would want to ask you a few personal questions. These questions will only be used for statistical purposes in the study, and as previously indicated, your personal information will be kept anonymous.

SECTION B: BACKGROUND INFORMATION

1. In what category does your age fall?
2. How long have you worked for this organization?

**SECTION C: ORGANIZATION CULTURE AND EMPLOYEE
PERFORMANCE**

3. Does your organization (management) have in place any reward and compensation packages for employees?
4. What are some of the reward and compensation packages available to employees?
5. How often do you receive these reward and compensation packages available to employees?
6. To what extent does the reward and compensation package affect employee performance?
7. Does your organization (management) have in place any Training and development programmes for employees?
8. What are some of the training and development programmes available to employees?
9. How often do you undergo these training and development programmes provided to employees?
10. How does the training and development programmes influence employee performance?

INTERVIEWER: THANK YOU FOR YOUR TIME AND PATIENCE

APPENDIX C: RESPONSE RATE

Table 15: Response Rate

Institutions	Population	Sample	Response	Response Rate (%)
<i>NAFTI:</i>				
Senior Members	53	31	27	87.10
Senior staff	32	19	18	94.74
Junior staff	19	11	11	100.00
<i>Sub-Total</i>	104	61	56	91.80
<i>GIJ:</i>				
Senior Members	102	60	54	90.00
Senior staff	54	32	30	93.75
Junior staff	21	12	11	91.67
<i>Sub-Total</i>	177	105	95	90.48
Total	281	166	151	90.96%

Source: Researcher's Computation (2021)

