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Abstract

Purpose: Corporate artefacts are those things that are visible, obvious expressions, manifestations and processes of culture in an organization. They give implicit cues to users about the meaning of the place and norms expectation for behaviour in a place. They are an essential ingredient for superior organizational performance and have been linked to school performance. The purpose of the study was to examine the influence of corporate artefacts on customer satisfaction in public secondary schools in Nairobi County, Kenya. These artefacts such as practices and process, logo, mission and vision etc are important communication elements that customers use to create meanings of messages in an organization like a school.

Materials and Methods: This study used a mixed research design with a population study of 3588 students. It included both boys and girls from 12 public secondary schools in Nairobi City County. The students ages ranged from 14 years to 21 years and were in Form 2 to Form 4. Stratified random sampling was used to sample the population and respondents were then calculated proportionately according to the actual sizes in the schools. A sample size of 369 respondents was selected with 296 respondents responding to the questionnaires and 11 principals or their deputies interviewed. Quantitative data collection was done through questionnaires while qualitative data was collected using interview guides. Descriptive and inferential statistics were used to analyse quantitative data. Analysed data was then presented using graphs, tables and charts. Qualitative data was analysed thematically and presented in a narrative form. Inferential statistics used were descriptive, correlation, regression and ANOVA analysis.

Findings: The findings of the study indicated that students in public secondary schools also referred to as customers were satisfied with the visible structures that

existed in their schools that included the logo, the vision and mission. Additionally, the students were satisfied with the processes in the schools that included the teacher students interactions that influenced the learning environment. The teacher student interaction is a critical process in learning because it helps teachers create a classroom environment that is helpful to learning as well as meeting student's educational and emotional needs which then impact on the student's performance, role clarity and behaviour conformity. From the interview findings, the teachers agreed that they have good teacher-student interactions that help to improve learning and students are encouraged to participate in class activities. However, the students were dissatisfied with the technological systems in their schools. This study revealed that technology is a challenge in most schools and has limited access to academic resources which affect their performance and ultimately their satisfaction. This study concludes that corporate artefacts had a positive influence on customer satisfaction in public secondary schools in Nairobi County.

Unique Contribution to the theory, practice and Policy: This study was guided by Edgar Schein Model. The study confirmed the critical role that corporate artefacts have on customer satisfaction in public secondary schools. The study recommends that schools management should device a curriculum to educate customers gain an understanding of the meaning of corporate artefacts in organizational settings such as schools. In addition, the findings from this study should provide a guide to policy makers in education and other areas to create policies that will highlight the importance of artefacts in organizations. Successful implementation of such policies should be emphasised.

Keywords: *Corporate Artefacts, Customer Satisfaction, Organization, Influence*

1.0 INTRODUCTION

Corporate artefacts are important elements of communication culture in any organization. Indeed, Schein (2004) postulates that communication culture is made up of three distinctive levels i.e. Artefacts and behaviours, which are visible and tangible elements in an organization; espoused values and beliefs which are rules of behaviour that help to guide how employees behave in any given situation and underlying assumptions that are usually unconscious taken for granted thoughts and perceptions that influence how things are done in the organization.

Indeed, Du Toit (2003) noted that artefacts are those things that are visible, obvious expressions and manifestations of culture in an organization. They are the physical and social environment in the organization. Further, artefacts are tangible and audible demonstrations of behaviour supported by organizational norms, values, patterns and assumptions. Specific aspects of artefacts in a school include visible and audible behaviour patterns, logos, motto, mission and vision, art, technology, rules, systems and procedures among others.

On the other hand, customer satisfaction refers to an organization's ability to attract and retain customers and to improve customer relationship over time (Ambro' & Praprotnik, 2008). In this case satisfaction of students in public schools in Nairobi County. Further, according to Hassan (2008) customer satisfaction particularly happens when a customer is satisfied with an organization's services and products. Satisfaction is a function of relative level of expectations and perceives performance. The expectation may go as far as before the students even enter higher education (Palacio, Meneses and Perez, 2002). In addition, Carey, Cambiano and Devore (2002) believe that satisfaction in a school context, actually covers issues of students' perception in performance. This is especially crucial in public schools.

Relatedly, Rozalia (2010) further observes that Schein's model is instinctive as it pictures organizations as icebergs, and it depicts artefacts as the elements that appear on the surface, like dress, furniture, technology, buildings, language among others but at the same time are not easy to interpret or understand and by themselves they do not mean much to the outside observer. One of the uses of artefacts in an organisation is that they give implicit cues to users about the meaning of the place and norms expectation for behaviour in an environment. Also, the way a group of people in an organization interpret the artefacts, forms the basis of organizational behaviour which ultimately influences the quality of services offered that ultimately impacts on their customer satisfaction.

Further, patterns and processes in an organization are also forms of artefacts (Schein, 2004). According to Glor (2001) organizational patterns and processes must be somewhat functional in order for the organizational system to get its day-to-day work done. In a school setting, teachers who are able to identify with these processes are able to adhere to rules and effectively perform their duties well. In this case, when teachers become effective in their role performance, they directly impact on the student positively and the opposite is also true.

From the symbolic perspective, an organisational environment can be regarded as a set of organisational symbols, which have an important role in the formation of organisational culture, identities and meanings (Lindahl, 2004). Organisational symbols, including physical space and its artefacts, reflect the underlying aspects of culture and represent values and assumptions (Schein, 2010). They enable people to communicate and share their frames of thought (Rafaeli & Worline, 2000). Therefore, viewed through symbolism, a rich set of messages is conveyed by the physical environment (Rafaeli & Vilnai-Yavetz, 2004).

In Africa, several studies have been done to demonstrate the relevance of effective use of artefacts as communication culture and how it influences performance which ultimately influences customer satisfaction. In a study done by Mwebaza (2010) in Masaka District, Uganda, that aimed at looking at how communication culture postulated through continuous assessment strategies influenced students' performance in final examinations. The study found that artefacts as part of the communication culture in the schools influenced the way teachers carried out their roles by shaping positive behaviour towards assessment strategies which then influenced performance. In addition, communication culture in the schools helped to define a system of doing things where learners would be motivated to work hard, and effectively enable evaluation of teaching methods (Ituma, 2012). This resulted to better teacher and student commitment. Eventually, use of such artefacts influenced the learners' performance in national examinations.

Further, in a study done that involved performances done in French in some selected secondary schools in Kenya, the study found that communication culture was strongly associated with performance. The research established that, developing a culture in studying French such as French co-curricular activities such as observing French days, music and drama festivals among others which are part of the rituals performed in the schools, improved students' scores in French. The study concluded that communication culture in form of rituals can be applied to all the other subjects in the schools and this would improve the mean scores in a significant manner (Mutua, 2014).

Nawelwa, Chanda, Sichinsambwe & Bupe (2016) observed that some aspects of TQM approach used in Zambian secondary schools that included the vision and mission statement helped in improving the processes and services in the organization thereby impacting on customer satisfaction. This was supported by Bartkus, Glassman, and McAfee (2006) who concluded that, mission and vision statements have a potential for influencing the organization's performance such as schools. Similarly, Achua and Lussier (2016) assert that organization mission statement plays a critical role in defining the purpose of an organization and helps to guide its functions.

Additionally, Cassar (2010) notes that an organization's vision statement helps to reflect members values and aspirations that ultimately impact on employees positively thereby influencing their behaviour to the customer and ultimately influencing customer satisfaction. The above research findings demonstrate the critical role that corporate artefacts in form of visible structures and processes have on customer satisfaction in organizations such as schools.

Problem Statement

According to Schein (2004) from the outset, the level of artefacts involves all the aspects that one sees, hears, and feels when one comes across a new group with a new culture to them. Therefore, such artefacts include all the physical products of the group, such as the architecture of its physical environment; its language; its technology and products; its artistic creations; its style, as embodied in clothing, manners of address, emotional displays, and myths and stories told about the organization; its published lists of values; its observable rituals and ceremonies; and so on. Further, Hatch and Cunliffe (2006) noted that artefacts and physical environment comprise a rich source of information on communication culture. Indeed, Martins & Terblanche (2003) observed that there is an indisputable relationship between artefacts and customer satisfaction. However, Schein (2004) noted that even though artefacts are conspicuous they are hard to decipher accurately and thus, people make incorrect inferences from symbols especially if they do not know how to connect them to underlying assumptions behind them. Therefore, this requires careful analysis of both the artefacts and the

communication messages therein. This is because the physical environment and its artefacts comprise a rich source of information about communication culture (Hatch & Cunliffe, 2006).

Objectives of the study

The objective of this study was to determine the influence of corporate artefacts on customer satisfaction in public secondary schools in Nairobi City County.

Research Hypothesis

H₀₁: There is no significant influence of corporate artefacts on customer satisfaction in public secondary schools in Nairobi City County.

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Various types of research have been done especially in other non-academic environments to examine how artefacts influence customer satisfaction. An example of such a study was a case study done by Shalene and Philip (2009) that involved two salons in Central London. The study investigated the understanding of aesthetics on service encounters through an analysis of interrelationships between the human and non-human elements present in work spaces. The study concluded that in order to make sense of how particular work spaces are able to generate specific forms of aesthetic identity or pathos, there is a need to move beyond the duality of human and non-human artefact, and to recognize and attend to the multi-faceted relationality that exists in and between elements such as spatial and architectural environments and material artefacts (Shalene & Philip, 2009). What is more, material, architectural and spatial designs operate as a media of meaning construction for both the employees and clients (Dale & Burrell, 2008; Halford, 2004). Effective organizational architecture and spatial design act as totemic symbols orientating employees towards a universal goal to the physical embodiment of the organization's history.

Similarly, Elias et al. (2017) carried out a study whose purpose was to explore the role of artefacts and routines in sustaining organizational excellence. They used an extensive literature review to develop the context of the paper that focused on how organizations use big data for organizational intelligence excellence and resilience. The study used thematic literature review method to study the role and impacts of routines, processes and artefacts and how they affect organizational change, policies, structures and performance. The study found out that although many traditional management practices retain their validity, knowledge management must give a clearer view of the existing connection between firm level competitive advantages in open economies. Elias et al. (2017) study made a first attempt to study the linkages of organizational routines and artefacts as a cycle where in knowledge acquisition and learning, competencies form and enhance an organization's intelligence leading to robust competitiveness and sustainable entrepreneurship.

In addition, Elias et al. (2017) noted that information management architecture which forms part of an organization's artefacts and routines brings about improved information processing distribution of communication technologies which bring about new digital dimensions that culminate to innovations a key aspect in communication culture. The improvement of these technologies allows real time access to information. Such transparency expands global learning, integration with the environment as well as local responsiveness. The artefacts and routines help to improve on communication quality approaches with stakeholders and customers in particular. Unfortunately, the fore runner to this improvement is only achievable when the standardization of the operations and processes are accomplished through an organization's communication culture (Elias et al., 2017).

Schein's Model of Organizational Culture (SMOC)

Schein's model of communication culture was first introduced by Edgar H. Schein (1984) and is one of the most popular organizational culture models that is dominant and unavoidable when answering the question of institutional efficiency and development of any modern corporate. According to Schein, "communication culture are the patterns of shared tacit assumptions learned by a group as it tries to solve its problems of external adaptation and internal integration and which has worked well enough to be considered valid and therefore, may be taught to new members as the correct way to perceive, think and feel in relation to the problems". Further Schein observes that communication culture can be divided majorly into several key levels. These include artefacts, espoused beliefs and basic assumptions.

Artefacts comprise of the visible structures and processes in the organization which include; mission and vision, schools logo and motto, tools, buildings, art, technology and language etc while espoused values are the strategies, goals and philosophies, basic assumptions are the unconscious taken for granted beliefs, thoughts and perceptions and have to do with how people relate to one another and their environment in the organization. The model further postulates that organizations do not adopt this culture in a single day but learn from past experiences and start practicing it every day thus forming a communication culture in the work place. This culture helps to create rules and procedures that are consistent and are able to promote common behavioural norms that bring about change to respond to external environments. In addition, meaning is created among the members by shaping behaviours and attitudes thereby fostering performance and ultimately impacting on the customer.

3.0 MATERIALS AND METHODOLOGY

This study used a mixed research design with a population study of 3588 students. The study population included boys and girls from 12 public secondary schools and 12 principals or deputy principals in Nairobi City County. The students ages ranged from 14 years to 21 years and were in Form 2 to Form 4. Probability sampling technique which involved stratified sampling and simple random sampling technique was used.

Stratified random sampling ensured adequate representation from sub samples. In stratified random sampling the researcher first defined the population which was the total of form two to form four students. A list of the population was gotten from class registers which was provided by the class teachers. A sub sample of the respondents was then calculated proportionately according to the sizes of the population in the different schools. Stratified sampling ensured adequate representation from sub samples. The next step was aimed at getting the actual number of respondents from each class in the selected schools. From each of the schools, the study proportion was multiplied by the total number of respondents in the class. It was then divided by the population in the school. Class registers were then used as the sampling frame where respondents were selected using simple random sampling technique. The boys and girls selected using this technique represented both the class and school. A sample size of 369 respondents was selected with 296 respondents responding to the questionnaires.

The study also used non-probability sampling technique that involved purposive sampling to select 12 principals or their deputies. 11 principals or their deputies were interviewed. Purposive sampling technique helps in the identification and selection of individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). This study used questionnaires and interview guides as research instruments. Analysed data was then triangulated. Descriptive and inferential statistics were used to analyse quantitative data. Analysed data was then presented using

graphs, tables and charts. Qualitative data was analysed thematically and presented in a narrative form. Inferential statistics used were descriptive, correlation, regression and ANOVA analysis.

4.0 RESULTS AND DISCUSSIONS

Quantitative data for this study was collected from boys and girls from 12 public secondary schools in Kasarani Sub-county, Nairobi County. Out of the 369 questionnaires issued, 296 questionnaires were successfully filled and returned and later analyzed. Qualitative data was collected from the 12 the principals or deputy principals from the public secondary schools. An 80.22% response rate was realized which is above the fifty percent considered as adequate for data analysis and reporting.

Corporate Artefacts and Customer Satisfaction

The respondents were requested to indicate their level of agreement on various statements relating to corporate artefacts and customer satisfaction in public secondary schools in Nairobi County. Corporate artefacts were represented by visible structures and processes. The results were depicted in Table 1. The findings showed the respondents’ responses on the statement on the influence of corporate artefacts on customer satisfaction.

Table 1: Influence of Corporate Artefacts on Customer Satisfaction

	1	2	3	4	5	Mean	Std. Deviation
I am satisfied with the way our logo communicates the school mission and vision	3.0	4.4	12.2	25.7	54.7	4.247	1.030
I am satisfied with the message in the school motto	2.0	0.7	6.4	27.0	63.9	4.500	0.815
I am satisfied with the teacher-student class interactions in my school that influence learning	7.1	15.9	17.6	30.7	28.7	3.581	0.252
Am satisfied with the technological systems used in my school	3.0	8.4	19.3	22.6	46.6	2.014	0.129

The findings on visible structures indicated that the students agreed that they were satisfied with the way their logo communicates the school vision. This is shown by a mean of 4.247. Further the students strongly agreed that they are satisfied with the message in the school motto. This is shown by a mean of 4.500. Nawelwa et al. (2016) argued that the mission statement and the vision statement on the school logo help in empowering teachers and students to take action on quality relationships hence facilitating achievement of the school goals.

On the processes, as shown by a mean of 3.581 the students agreed that they were satisfied with the teacher-student class interactions in their school that influenced learning. Nevertheless, the students disagreed with the statement indicating that “Am satisfied with the technological systems used in my school”. This is shown by a mean of 2.014. According to Elias et al. (2017), information management architecture which forms part of an organization’s artefacts and routines brings about improved information processing distribution of communication technologies which bring about new digital dimensions that culminate to innovations a key aspect in communication culture. The improvement of these technologies allows real time access to information. Such transparency expands global learning, integration with the environment as well as local responsiveness

From the interview schedules the following are excerpts from the principals or their deputy principals on the use of corporate artefacts in communication and the customer satisfaction:

Principal 1: *Yes, we have a school logo. Our logo states “Beyond Academics”, and just like the logo states, we teach our students not only how to excel in academia but also on other life issues. We also have a school vision that helps both our students and teachers “to strive towards the mark”. This vision is very important because it helps the teachers to give their best towards student performance”*

Principal 2: *Yes, our school logo reads “marching towards excellence”. This logo helps students to be focused on achieving their best in their examination performance and model the best behaviour that helps them to have good performance.*

Principal 3: *Yes, we have a school logo that says “quality education for improved livelihoods”. We believe as management that by having a logo with this kind of message then we are communicating to our students that here in this school we provide quality education and this education will go a long way in improving your wellbeing.*

When the principal or their deputies were asked whether their schools have a mission statement and vision statement, the following is what they said;

Principal 1: *Our school mission, is “to excel in providing knowledge and values for services and excellence in society” while our vision statement reads “to become a centre of academic excellence”*

Principal 2: *we have a school mission that states, “Our school is committed to a partnership with students, parents and community to provide each student with knowledge, skills and attitudes, to become a productive citizen in challenging technological and diverse worlds”. Our vision on the other hand states, “to be an oasis of knowledge and hope to the community within and without”*

Principal 3: *my school vision statement is” to provide a conducive environment where boys and girls will realise their fullest potential so that they can make positive contribution to the quality of life of the society. We ensure as a school that we maintain a good environment with good classrooms and other facilities that are conducive to learning therefore promoting student performance”*

Further interviews with the principals confirmed that processes that included student-teacher interactions influenced learning and performance in their schools. The following are excerpts from the principal/deputies regarding processes in the schools;

Principal 1: *I think our teachers and students have good interactions. In my opinion these interactions have impacted positively on the way we work and the way duties are carried out. I believe the interaction process has a great impact on performance.*

Principal 2: *Yes... teacher-student interaction is key to student performance. For students to perform well in their examinations, there is need to interact constantly with the teachers and I think that is what happens in our school. Good interactions also ensure that students are clear on what they are to do and their behaviour also improves because it is easy for a teacher to notice any behaviour change in a student.*

Principal 3: *teacher-student interaction is key to student performance. These interactions actually make learning easy. However, sometimes students are not cooperative enough and this affects their learning and performance.*

These findings were consistent with the findings of Rozalia (2010) and Glor (2001) who observed that there exists a relationship between corporate artefacts and customer satisfaction.

Inferential Analysis of Influence of Corporate Artefacts on Customer Satisfaction

The objective of this study was to determine the influence of corporate artefacts on customer satisfaction in public secondary schools in Nairobi County, Kenya. The study was done by formulating and testing the following hypothesis:

H₀₂: Corporate artefacts has no significant influence on customer satisfaction in public secondary schools in Nairobi County.

Correlation Analysis for Corporate Artefacts and Customer Satisfaction

The results showed that there exists a positive and significant correlation between corporate artefacts and customer satisfaction in public secondary schools in Nairobi County ($r=0.400$, $p\text{-value}=0.000$). The findings concur with Du Toit (2003) argument that corporate artefacts have a positive effect on customer satisfaction. According to Rozalia (2010) the performance of any organization is influenced by its corporate artefacts which include mission statement and vision statement.

Table 2: Correlation Analysis for Corporate Artefacts and Customer Satisfaction

		Customer Satisfaction	Corporate Artefacts
Customer Satisfaction	Pearson Correlation	1	.400**
	Sig. (2-tailed)		.000
	N	296	296
Corporate Artefacts	Pearson Correlation	.400**	1
	Sig. (2-tailed)	.000	
	N	296	296

Correlation is significant at 0.05 level.

The results from Table 2, showed that there exists a positive and significant correlation between corporate artefacts and customer satisfaction in public secondary schools in Nairobi County ($r=0.400$). This shows that there is a strong relationship between corporate artefacts and customer satisfaction.

Regression Model for Corporate Artefacts and Customer Satisfaction

The mathematical model used to represent the hypothesis below is shown as; Customer satisfaction = Corporate Artefacts.

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Table 2: Simple Linear Regression Results for the Influence of Corporate Artefacts on Customer Satisfaction

As indicated in Table 3, the r-squared for the relationship between corporate artefacts and customer satisfaction in public secondary schools in Nairobi County was 0.160. This shows that corporate artefacts can explain 16.0% of the customer satisfaction in public secondary schools in Nairobi County. This implies that 84.0% of the customer satisfaction in public secondary schools in Nairobi County is accounted for by other factors not considered in the model.

Table 3: Regression Model Summary for Corporate Artefacts and Customer Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400 ^a	.160	.158	.54334

a. Predictors: (Constant), Visible Structures

ANOVA for Corporate Artefacts and Customer Satisfaction

As shown in Table 4, the F-calculated (56.157) was greater than the F-critical (3.84) and the p-value (0.000) was less than the significance level (0.05), which implies that the model is a good fit for the data and hence can be used to predict the effects of corporate artefacts on customer satisfaction in public secondary schools in Nairobi County.

Table 4: ANOVA for Corporate Artefacts and Customer Satisfaction

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16.579	1	16.579	56.157	.000 ^b
Residual	86.795	294	.295		
Total	103.374	295			

a. Dependent Variable: Customer Satisfaction

b. Predictors: (Constant), Visible Structures

From the results (Table 3) the regression model was;

$$Y = 2.793 + 0.310X_2$$

The findings, as depicted in Table 4, showed that customer satisfaction in public secondary schools in Nairobi County had an index of 2.793 when corporate artefact was held constant. In addition, the Beta coefficient was 0.310 for the relationship between corporate artefacts and customer satisfaction in public secondary schools in Nairobi County. This showed that a unit improvement in corporate artefacts would lead to a 0.310 improvement in customer satisfaction in public secondary schools in Nairobi County. The relationship was significant as the P-value (0.000) was less than the significance level (0.05). Therefore, the null hypothesis that “corporate artefacts have no significant effect on customer satisfaction in public secondary schools in Nairobi County” was rejected. These findings are in line with Rozalia (2010) findings that corporate artefacts have a positive effect on customer satisfaction. According to Glor (2001), organizational patterns and processes must be somewhat functional in order for the organizational system to get its day-to-day work done, or the organization and the pattern would not survive. In a school, teachers who are able to identify with these processes are able to adhere to rules and effectively perform their duties well, thus impacting on service delivery and ultimately customer satisfaction.

Model Summary for Corporate Artefacts and Customer Satisfaction

Table 5 showed the r-squared for the relationship between corporate artefacts and customer satisfaction in public secondary schools in Nairobi County was 0.160. This shows that corporate artefacts can explain 16.0% of the customer satisfaction in public secondary schools in Nairobi County. This implies that 84.0% of the customer satisfaction in public secondary schools in Nairobi County is accounted for by other factors not considered in the model.

Table 5: Model Summary for Corporate Artefacts and Customer Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400 ^a	.160	.158	.54334

a. Predictors: (Constant), Visible Structures

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion

This study concluded that corporate artefacts have an influence on customer satisfaction. In addition, the study confirms that corporate artefacts being the visible manifestations and processes that include the mission statements, logos, systems and procedures that exist in an organization form the basis of organizational behavior and though they give implicit cues to members about the meaning of the place and norms expectations they actually help to determine behavior in the workplace. Members who are able to identify with the mission statements, logos and the processes in the organization adhere to rules and guidelines and as a result they become effective in their role performance thus impacting on the customer positively. On the other hand, in order to ensure success, principals must endeavour to consistently model behaviour, give explanations when need be and demand from their members a new way of believing, acting and thinking.

Recommendations

This study had the following recommendations;

1. Recommendations offered to the ministry of education recognize the critical role that corporate artefacts have on the performance of both principals and other teachers in schools. Therefore, it is important that teachers are taken through a training programme that will impact them with the relevant skills to be able to interpret and translate their corporate artefacts in form of visible structures such as vision, mission and school logo to help them shape behavior and define roles. All teachers should be taken through induction programmes to help them adjust to new environments especially when they get transfers to new schools
2. A curriculum should be developed that will integrate aspects of corporate artefacts in their various forms and the effects they have on behavior, role clarity and performance. In addition, policy makers should ensure that such curriculum is successfully implemented.
3. Findings from this research observed that corporate artefacts have a significant influence on customer satisfaction and because they are linked to behavior, role clarity and performance, this has contributed to the growth in corporate theory. Therefore, stakeholders in education and other corporates should ensure that they construct an environment where it is easy to decipher and construct meanings that will contribute to positive behavior and role clarity and improved performance.

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