Journal of
Business and Strategic Management
(JBSM)

Organizational Alignment and Service Delivery in The Teachers Service Commission, Kenya



Journal of Business and Strategic Management

ISSN: 2520-0402 (online)

Vol. 11, Issue No. 6, pp. 79 - 102, 2026

www.carijournals.org

Organizational Alignment and Service Delivery in The Teachers Service Commission, Kenya

v [1]Eva Muthoni Karoki, [2]Dr. Sr. Blandina Kori, [3]Dr. Rahab Lanoi

[1/2/3]School of Business and Economics, Catholic University of Eastern Africa

Accepted: 11th August, 2026, Received in Revised Form: 25th August, 2026, Published: 8th September, 2026

ABSTRACT

Purpose: The study sought to examine the influence of organizational, human resource, technological and process alignment influence service delivery within the Commission.

Methodology: This study adopted a descriptive research design to examine the influence of organizational alignment on service delivery in the Teachers Service Commission Kenya, targeting TSC Headquarters staff employees drawn from key functional departments, then determine sample size using Slovin's Formula. Data was collected using structured self-administered questionnaires. The collected data was coded and analyzed using SPSS version 26, where descriptive statistics summarized the study variables, while Pearson correlation and multiple linear regression analyses tested the relationships between study variables. Stratified random sampling was used to select a representative sample of 218 respondents from the selected departments of the Commission.

Findings: The findings demonstrate that cultural alignment, human resource alignment, technological alignment, and process alignment positively and significantly enhance service delivery within the Teachers Service Commission. A workplace culture founded on shared values, open communication, teamwork, and ethical conduct creates an environment that supports employees in achieving organizational objectives. The effective human resource practices, including strategic recruitment, staff development, and workforce planning, strengthen employees' capacity to deliver quality services. The study also established that appropriate use of technology enhances operational efficiency by supporting decision-making, improving information management, and facilitating timely service delivery, while well-aligned organizational processes promote consistency, coordination, and continuous improvement in service provision.

Unique Contribution to Theory Practice and Policy: Based on these findings, the Commission should strengthen employee recognition programmes, invest in continuous staff development, modernize its ICT systems, and regularly review operational processes to improve efficiency. Sustained attention to these areas will help enhance organizational performance (timeliness, complaint resolution, customer satisfaction and accessibility of services in the Commission.

Key Words: *Organizational Alignment, Human Resource Alignment, Service Delivery*

Journal of Business and Strategic Management
ISSN: 2520-0402 (online)
Vol. 11, Issue No. 6, pp. 79 - 102, 2026
www.carijournals.org

1. Background of the Study

Organizational alignment is the synchronization of an organization internal operations, departmental workflows and strategic goals to ensure all employees pull in the same direction (Chiwawa & Wissink, 2024). It connects an organization vision to the daily tasks of individual contributors. When successfully implemented, it eliminates siloed work and minimizes the duplication of efforts (Gasela, 2021). Achieving this requires a cohesive blend of vertical leadership and horizontal cross-departmental collaboration. By establishing clear, measurable key performance indicators (KPIs) and fostering transparent communication, organizations empower workers to self-govern and make independent, value-driven decisions. Ultimately, this shared purpose drives higher efficiency, stronger employee engagement, and sustained service delivery (Maina, 2025). Organizational alignment in the public sector ensure that a government's overarching policy goals are seamlessly integrated with its day-to-day operations (Maina, 2025).

In the organization, when departments are fully aligned, they break down bureaucratic silos to deliver responsive, transparent, and coherent public services, directly elevating overall citizen satisfaction and trust (Waithaka et al., 2025). Conversely, poor alignment such as overlapping roles and fragmented processes creates operational bottlenecks that severely disrupt service delivery. To overcome these challenges, governments emphasize cultural, human resource, technological and processes to optimize the alignment of their internal processes with overarching policy goals (Dlamini & Majola, 2026). The cultural alignment in the public sector ensure that a government's overarching policy goals are seamlessly integrated with its day-to-day operations (Maina, 2025). Strategically aligning structures and processes facilitates a "whole-of-government" approach. This ensures disparate departments (such as health, public works and finance) coordinate effectively, minimizing policy conflicts and streamlining complex projects.

The human resource alignment links an organizations strategic vision directly to operational work processes (Planting et al., 2020). By removing overlapping bureaucratic layers and establishing clear roles, governments reduce delays, prevent the waste of taxpayer funds, and accelerate service delivery (Duhamel et al., 2021). Since the citizens expect consistent, reliable access to essential services, technologically aligning organizational structures with resource allocation ensures that funds, human capital and technology are channeled exactly where they are most needed to fulfill citizen demands (Luciano & Wiedenhoff, 2020). Thus, organizational alignment through unified leadership and flexible structures can pivot more easily. It creates an environment that empowers decision-makers at all levels executive, managerial, and operational to address citizen needs proactively rather than waiting for top-down approval (Gede & Huluka, 2023).

Statement of the Research Problem

Effective service delivery in public institutions is reflected in the ability to provide timely, accessible, responsive, satisfactory, and quality services to stakeholders. For the Teachers Service Commission (TSC), effective service delivery requires the timely processing of teacher-related services, efficient resolution of complaints, equitable accessibility of services, stakeholder satisfaction, and consistent service quality. Achieving these outcomes requires the alignment of organizational culture, human resources, technology, and internal processes with the Commission's strategic objectives. Where these organizational elements are poorly aligned,

service delivery may be characterized by delays, unresolved complaints, barriers to service access, stakeholder dissatisfaction, and inconsistent service quality.

Despite ongoing public sector reforms and investments in digital transformation, performance management, and institutional capacity, the TSC continues to experience gaps in key dimensions of service delivery. Regarding timeliness, delays in processing disciplinary cases and other teacher-management services remain a concern. Recent performance information indicates that only 84% of disciplinary cases were concluded within the expected three-month period, meaning that 16% were not resolved within the prescribed timeframe. Although an 84% achievement demonstrates substantial progress, the failure to meet the established target indicates a continuing timeliness gap, particularly because delays in disciplinary and administrative decisions may affect teachers' careers, welfare, and institutional efficiency.

Challenges are also evident in complaint resolution and service accessibility. Given the Commission's responsibility for managing more than 390,000 teachers serving in over 32,000 public schools across the country, effective mechanisms are required to receive, process, track, and resolve complaints consistently and within reasonable timelines. Teachers located across different regions require equitable access to services relating to recruitment, deployment, transfers, promotions, disciplinary matters, payroll administration, and professional development. Although the Commission has increasingly adopted digital platforms and decentralized service structures, differences in technological capacity, process integration, employee competencies, and coordination may affect the ease with which stakeholders access services and obtain satisfactory resolution of their concerns.

Similarly, stakeholder satisfaction and service quality depend on the Commission's ability to provide services that are reliable, responsive, consistent, and aligned with teachers' needs. Performance gaps in core programmes raise concerns regarding the extent to which expected service standards are being achieved. For instance, only 92% of teachers were appraised against a target of 100%, enrolment in Teacher Professional Development programmes reached 30% against a target of 40%, while 60,642 teachers were trained on the Competency-Based Curriculum against a target of 90,000. These shortfalls represent achievement rates of approximately 92%, 75%, and 67% respectively. While some of these results demonstrate progress, the failure to achieve established targets indicates gaps in the consistency, responsiveness, and effectiveness of services provided to teachers. Such gaps may consequently affect stakeholder experiences and satisfaction with the Commission's services.

Existing studies have examined strategic management, organizational performance, and service delivery in different organizational contexts. Abdi (2021) investigated the implementation of County Annual Development Plans, Musyoka and Deya (2023) examined institutional dynamics influencing strategic plan implementation in public water agencies, Eng'airo (2024) focused on technology-driven performance evaluation and organizational outcomes, Maina (2025) examined strategic alignment and service delivery in insurance companies, while Waithaka et al. (2025) examined strategic alignment in Level Six hospitals. Although these studies have contributed to the understanding of organizational alignment and performance, they were conducted in contexts whose mandates, governance structures, stakeholders, and operational environments differ from

those of the Teachers Service Commission. Furthermore, limited empirical attention has been given to how cultural alignment, human resource alignment, technological alignment, and process alignment collectively influence specific service delivery outcomes, particularly timeliness, complaint resolution, accessibility, stakeholder satisfaction, and service quality within a constitutional commission.

Consequently, it remains unclear whether and to what extent the alignment of organizational culture, human resources, technology, and internal processes influences the identified dimensions of service delivery within the Teachers Service Commission. This represents an important empirical and contextual gap, particularly given the Commission's extensive mandate and the large number of teachers who depend on its services. The present study therefore seeks to address this gap by examining the influence of organizational alignment on service delivery in the Teachers Service Commission, Kenya, with specific attention to timeliness, complaint resolution, accessibility of services, stakeholder satisfaction, and service quality.

Research Objectives

i. To assess the influence of cultural alignment on service delivery in Teachers Service Commission, Kenya
ii. To determine the influence of human resource alignment on service delivery in Teachers Service Commission, Kenya
iii. To examine the effect of technological alignment on service delivery in Teachers Service Commission, Kenya
iv. To evaluate the effect of process alignment on service delivery in Teachers Service Commission, Kenya

2. Literature Review

Theoretical Review

General Systems Theory

General Systems Theory was developed by Ludwig von Bertalanffy (1950) to explain how organizations and other entities function as integrated systems comprising interdependent components. The theory emerged in response to approaches that examined organizational units in isolation rather than as interconnected parts of a larger whole. Bertalanffy argued that organizational effectiveness depends not only on the performance of individual components but also on the relationships and interactions among the various subsystems. Organizations are therefore viewed as open systems that continuously exchange information, resources, and feedback with their external environment (Baraldi, Corsi, & Esposito, 2021; Sankaran, 2023).

In the present study, General Systems Theory primarily anchors cultural alignment and process alignment. Cultural alignment reflects the shared values, norms, behaviors, accountability, customer orientation, and teamwork that influence how employees interact and work towards common organizational objectives. From a systems perspective, organizational culture provides a common behavioral foundation that facilitates interaction and coordination among different

organizational units. Where employees share organizational values and demonstrate accountability and teamwork, the different components of the organization are more likely to function cohesively.

The theory also anchors process alignment because organizational processes involve interconnected activities that often cut across departments and functional units. Process standardization, compliance with policies and procedures, interdepartmental coordination, and workflow integration require organizational units to operate as parts of an integrated system rather than as isolated departments. Within the Teachers Service Commission, services such as recruitment, promotion, transfer, disciplinary management, and other teacher-management functions may involve several interconnected units. Effective coordination of these processes is therefore expected to reduce duplication, minimize delays, improve complaint resolution, and enhance consistency in service delivery.

Dynamic Capabilities Theory

Dynamic Capabilities Theory was advanced by Teece, Pisano, and Shuen (1997) to explain how organizations develop, integrate, and reconfigure their internal resources and capabilities in response to changing environmental conditions. The theory developed from the Resource-Based View, which emphasizes the importance of organizational resources in achieving superior performance. Dynamic Capabilities Theory extends this argument by proposing that possessing valuable resources is insufficient unless an organization can continuously renew and deploy them in response to changing strategic requirements.

In this study, Dynamic Capabilities Theory primarily anchors human resource alignment. Employees constitute an important organizational capability whose knowledge, skills, competencies, and performance must continuously respond to changing institutional requirements. Human resource alignment involves ensuring that recruitment and selection, succession planning, performance management, and workforce planning support the strategic and operational requirements of the organization. These practices enable an organization to acquire, develop, deploy, and retain the human capabilities required to achieve its objectives.

The relevance of the theory to the Teachers Service Commission arises from the dynamic environment within which the Commission operates. Changes in education policy, curriculum reforms, digital transformation, stakeholder expectations, and teacher-management requirements create changing demands on the Commission's workforce. Strategic recruitment and selection enable the Commission to acquire appropriate competencies, while succession planning facilitates continuity in critical positions. Performance management helps align employee contributions with institutional objectives, whereas workforce planning enables the Commission to anticipate and respond to changing staffing requirements.

Strategic Alignment Theory

Strategic Alignment Theory is largely associated with Henderson and Venkatraman (1993), who developed the Strategic Alignment Model to explain the importance of achieving consistency between organizational strategy, information technology strategy, organizational infrastructure, and operational processes. The central proposition of the theory is that organizational effectiveness depends not only on the availability of resources and technologies but also on the extent to which

these resources are aligned with the organization's strategic direction. The theory is founded on two major principles strategic fit and functional integration. Strategic fit refers to the consistency between an organization's external strategic direction and its internal organizational arrangements. Functional integration concerns the coordination between organizational functions and technological capabilities in support of common objectives. The theory therefore proposes that technology should not operate independently of organizational strategy but should be designed and utilized to support operational and strategic priorities.

Within the Teachers Service Commission, technology supports various teacher-management and administrative functions. Effective technological alignment requires adequate ICT infrastructure to support service operations, appropriate data security and privacy mechanisms to protect sensitive information, adoption of relevant digital technologies to improve service delivery, and sufficient employee ICT competence to ensure that technological systems are effectively utilized. When these technological capabilities are aligned with the Commission's strategic objectives, they can contribute to faster processing of services, improved accessibility, more efficient complaint handling, and greater consistency in service delivery.

SERVQUAL Model

The SERVQUAL Model was developed by Parasuraman, Zeithaml, and Berry (1985) to explain and measure service quality from the perspective of service users. The model is based on the expectation-perception gap, which proposes that users evaluate services by comparing their expectations with their actual experiences. Service quality is considered satisfactory when actual service performance meets or exceeds expectations and unsatisfactory when performance falls below expectations.

In the present study, the SERVQUAL Model anchors service delivery, which is the dependent variable. Service delivery within the Teachers Service Commission is measured through timeliness, complaint resolution, stakeholder satisfaction, accessibility of services, and quality of services. Timeliness reflects the responsiveness of the Commission in processing and providing services within established or reasonable periods. Complaint resolution captures the ability to respond effectively to stakeholder concerns and grievances. Stakeholder satisfaction reflects users' overall evaluation of their service experiences, while accessibility concerns the ease with which stakeholders can obtain services. Quality of services reflects the reliability, consistency, and effectiveness of services provided.

The SERVQUAL Model is relevant because teachers and other stakeholders evaluate the Commission based on their experiences when seeking services. Delays, unresolved complaints, limited accessibility, inconsistent service standards, or poor service experiences may negatively affect stakeholder satisfaction. Conversely, services that are timely, accessible, responsive, and reliable are likely to improve stakeholders' perceptions of the Commission. The model therefore provides an appropriate theoretical foundation for explaining and assessing the dependent variable of service delivery.

Journal of Business and Strategic Management
ISSN: 2520-0402 (online)
Vol. 11, Issue No. 6, pp. 79 - 102, 2026
www.carijournals.org

Conceptual Framework

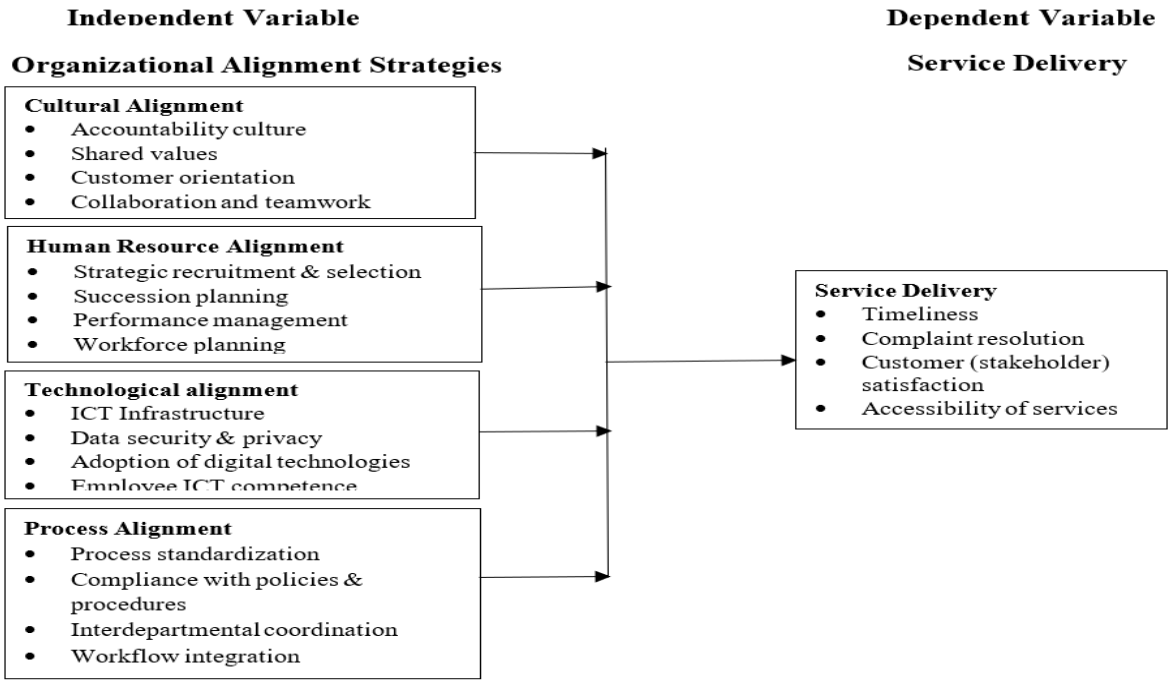


Figure 1: Conceptual Framework

3. Methodology

The study adopted a descriptive research design. The target population for this study comprised of 480 employees drawn from 1,006 total secretariat employees Teachers Service Commission (TSC) Headquarters in Nairobi. The sample size of 218 respondents was determined by use of the Slovin's Formula. The data for this research was gathered via a self-administered questionnaire. Upon completion of data collection, the completed questionnaires were checked for completeness, coded, and assigned unique identification numbers to facilitate data entry and minimize errors. The coded data were entered into the Statistical Package for the Social Sciences (SPSS) version 26 for data cleaning, processing, and analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were generated to summarize the respondents' demographic characteristics and describe the study variables. Inferential statistics were used to examine the relationships between the study variables and test the study hypotheses. Pearson's correlation analysis was performed to determine the direction and strength of the relationship between organizational alignment strategies and service delivery, while multiple linear regression analysis was conducted to establish the influence of cultural alignment, human resource alignment, technological alignment, and process alignment on service delivery. The multiple regression model was specified as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: **Y** = Service Delivery (Dependent Variable), β_0 = Constant (Intercept), β_1–β_4 = Regression Coefficients, X_1 = Cultural Alignment, X_2 = Human Resource Alignment, X_3 = Technological Alignment, X_4 = Process Alignment and ε = Error Term

4. Results

Response Rate

A total of 218 questionnaires were distributed to the selected respondents, of which 179 were duly completed and returned, representing a response rate of 82.1%. The remaining 39 questionnaires were either not returned or were incomplete, resulting in a non-response rate of 17.9%. According to Mugenda and Mugenda (2013), a response rate of over 70% is considered excellent for survey research. Therefore, the achieved response rate was considered adequate to support reliable data analysis and interpretation. The high response rate minimized the likelihood of non-response bias and enhanced the credibility and representativeness of the study findings.

Descriptive Statistics

Cultural Alignment and Service Delivery

The first objective of the study was to assess the influence of cultural alignment on service delivery within the Teachers Service Commission (TSC). Respondents evaluated a series of statements describing different aspects of organizational culture. Their responses are summarized in Table 1.

Table 1: Descriptive Statistics for Cultural Alignment

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev.
Organizational values guide employees' day-to-day decisions.	2.2	5.0	11.7	45.3	35.8	4.08	0.89
Employees are committed to providing quality services to stakeholders.	1.7	4.5	10.1	46.9	36.8	4.13	0.85
The Commission recognizes and rewards behaviours that support its strategic objectives.	6.1	10.6	18.4	39.1	25.7	3.68	1.12
Employees readily embrace organizational changes and new initiatives.	4.5	8.9	16.2	43.0	27.4	3.80	1.03
The Commission promotes open communication regarding organizational priorities.	3.4	7.8	14.0	44.1	30.7	3.91	0.96
Employees are encouraged to uphold integrity and accountability in their work.	1.1	3.9	8.4	47.5	39.1	4.20	0.78
Staff work collaboratively across departments to achieve organizational objectives.	3.9	6.7	14.5	45.8	29.1	3.90	0.94
Management demonstrates commitment to the Commission's core values.	2.8	7.3	15.1	43.6	31.3	3.93	0.93
The organizational culture supports the achievement of strategic goals.	2.2	5.6	13.4	46.4	32.4	4.01	0.88
Employees understand the Commission's mission and strategic objectives.	1.7	5.0	11.2	44.7	37.4	4.11	0.84
Composite Mean/Standard Deviation						3.98	0.92

The results indicate that most respondents agreed that organizational values shape employees' daily decisions, as reflected by a mean score of 4.08 (SD = 0.89). This pattern suggests that the Commission has established values that employees rely on when carrying out their responsibilities. Comparable observations were made by Metz, Ilieș, and Nistor (2020), who found that organizations with well-established shared values tend to strengthen employee commitment and improve service quality. Likewise, Kamuri et al. (2025) reported that value alignment contributes to better organizational performance within Kenyan public institutions. These findings suggest that reinforcing organizational values can promote consistency in employee behaviour and enhance service delivery.

Respondents also expressed positive views regarding employees' commitment to serving stakeholders, with a mean score of 4.13 and a standard deviation of 0.85. The findings imply that employees recognize service quality as a core organizational responsibility. This observation is consistent with Wangui and Kinyua (2025), who found that organizations characterized by strong cultural alignment generally achieve better service outcomes. Similar conclusions were reached by Metz et al. (2020), who associated customer-focused organizational cultures with improved organizational performance.

Opinions were less unanimous regarding the Commission's recognition and reward of behaviours that support strategic objectives. Although the statement recorded an overall mean of 3.68 (SD = 1.12), the relatively wider spread of responses indicates differing experiences among employees. This finding reflects the observations of Gasela (2022), who argued that public organizations often face challenges in aligning reward systems with strategic priorities. Mapungwana, Nyanga, and Kayambazinthu (2025) similarly noted that inadequate recognition mechanisms can weaken employee motivation and reduce organizational effectiveness. These findings suggest that strengthening employee recognition systems could reinforce behaviours that support the Commission's strategic objectives.

The respondents generally agreed that employees are willing to embrace organizational change, recording a mean score of 3.80 and a standard deviation of 1.03. While the overall perception was favourable, the variation in responses suggests that adaptation to change is not uniform across all employees. This finding is consistent with Mapungwana et al. (2025), who observed that supportive workplace cultures improve employees' willingness to accept organizational change. Similarly, Chtourou and Romdhane (2020) reported that organizations with adaptive cultures are more successful in implementing strategic initiatives.

The study further found that respondents perceived communication of organizational priorities positively (Mean = 3.91, SD = 0.96). This suggests that employees are generally kept informed about the Commission's strategic direction. Comparable findings were reported by Kamuri et al. (2025) and Wangui and Kinyua (2025), who identified effective internal communication as an important element of cultural alignment and organizational performance.

The strongest agreement was recorded on the statement that employees are encouraged to uphold integrity and accountability in their work (Mean = 4.20, SD = 0.78). The finding indicates that ethical conduct is widely regarded as a defining feature of the Commission's culture. This supports

the conclusions of Metz et al. (2020) and Kamuri et al. (2025), who found that organizations promoting integrity and accountability are more likely to achieve sustained improvements in service delivery.

Overall, the composite mean of 3.98 and a standard deviation of 0.92 indicate that respondents viewed cultural alignment positively. Taken together, the findings suggest that shared values, ethical leadership, teamwork, communication, and employee commitment provide a supportive environment for effective service delivery. Nevertheless, the comparatively lower rating on employee recognition points to an area where the Commission could strengthen its organizational culture to better support the achievement of strategic objectives.

Human Resource Alignment and Service Delivery

The second objective of the study was to examine the influence of human resource alignment on service delivery in the Teachers Service Commission (TSC). Respondents were asked to indicate their level of agreement with statements relating to human resource alignment. The findings are presented in Table 2.

Table 2: Human Resource Alignment

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev.
The Commission recruits employees whose competencies match its strategic objectives.	2.2	5.0	13.4	46.9	32.5	4.02	0.91
Employees receive adequate training to support the implementation of organizational strategies.	2.8	6.1	15.1	45.3	30.7	3.95	0.95
Performance appraisal systems are aligned with the Commission's strategic goals.	4.5	8.4	17.3	42.5	27.4	3.80	1.02
Employees readily embrace organizational changes and new initiatives.	4.5	8.9	16.2	43.0	27.4	3.80	1.03
The Commission promotes open communication regarding organizational priorities.	3.4	7.8	14.0	44.1	30.7	3.91	0.96
Staff possess the skills and knowledge required to deliver quality services.	1.7	3.9	10.6	46.9	36.9	4.13	0.82
The Commission provides opportunities for leadership development.	3.9	7.8	15.6	42.5	30.2	3.87	0.98
Outstanding employee performance is recognized and rewarded.	6.7	10.1	18.4	38.5	26.3	3.68	1.14
Employees are motivated to contribute toward achieving the Commission's strategic objectives.	2.8	5.6	14.0	44.7	32.9	3.99	0.90
Staff are involved in decisions that affect their work and service delivery.	4.5	7.8	16.2	42.5	29.1	3.84	0.99
The Commission has effective plans for developing future leaders.	4.5	8.9	16.8	41.9	27.9	3.80	1.01
Human resource planning ensures that the Commission has adequate and competent staff to deliver services efficiently.	2.2	5.6	12.8	46.4	33.0	4.02	0.89
Composite Mean/Standard Deviation						**3.90**	**0.97**

The findings in Table 2 indicate that respondents generally perceived human resource alignment positively, as reflected by a composite mean of 3.90 and a standard deviation of 0.97. The highest-rated statement was that staff possess the skills and knowledge required to deliver quality services (Mean = 4.13, SD = 0.82). This suggests that employees considered the Commission to have a competent workforce capable of supporting effective service delivery. The finding is consistent with Wangui and Kinyua (2025), who reported that employee competencies and continuous skills development contribute significantly to organizational performance. Similarly, Kamuri et al. (2025) observed that aligning employee capabilities with organizational objectives strengthens institutional effectiveness.

Respondents also agreed that the Commission recruits employees whose competencies match its strategic objectives (Mean = 4.02, SD = 0.91) and that human resource planning ensures the availability of competent staff (Mean = 4.02, SD = 0.89). These findings suggest that strategic recruitment and workforce planning support the achievement of organizational goals. Comparable findings were reported by Chtourou and Romdhane (2020), who concluded that aligning human resource practices with organizational strategy enhances implementation and overall performance.

The study further established that employees are motivated to contribute towards achieving the Commission's strategic objectives (Mean = 3.99, SD = 0.90) and that they receive adequate training to support strategy implementation (Mean = 3.95, SD = 0.95). These results imply that the Commission invests in employee development and motivation to improve organizational performance. The findings agree with Metz, Ilieș, and Nistor (2020), who found that employee training and motivation improve service quality and organizational effectiveness. They also support the observations of Wangui and Kinyua (2025) that continuous capacity building enables employees to adapt to changing organizational demands.

The respondents further agreed that the Commission promotes open communication regarding organizational priorities (Mean = 3.91, SD = 0.96) and provides opportunities for leadership development (Mean = 3.87, SD = 0.98). These findings indicate that communication and leadership development are considered important components of human resource management. This is consistent with Kamuri et al. (2025), who emphasized that effective communication and leadership development strengthen employee commitment and improve organizational performance.

Moderate levels of agreement were recorded on staff involvement in decisions affecting their work (Mean = 3.84, SD = 0.99), the alignment of performance appraisal systems with strategic goals (Mean = 3.80, SD = 1.02), employees' readiness to embrace organizational change (Mean = 3.80, SD = 1.03), and succession planning for future leaders (Mean = 3.80, SD = 1.01). Although respondents generally viewed these practices positively, the relatively higher standard deviations indicate some variation in perceptions across employees. These findings are comparable to those of Gasela (2022), who argued that inconsistencies in performance management and leadership development can constrain strategy implementation in public organizations. Mapungwana, Nyanga, and Kayambazinthu (2025) similarly noted that employee participation and effective change management enhance organizational responsiveness and long-term performance.

The lowest mean score was recorded for the statement that outstanding employee performance is recognized and rewarded (Mean = 3.68, SD = 1.14). Although the overall response remained positive, the findings suggest that recognition and reward systems may not be applied consistently across the Commission. This observation supports the findings of Gasela (2022), who reported that weak reward systems reduce employee commitment to organizational objectives. It also aligns with Mapungwana et al. (2025), who found that recognizing employee performance strengthens motivation and improves service delivery.

Overall, the findings indicate that human resource alignment contributes positively to service delivery within the Teachers Service Commission. Strategic recruitment, staff development, workforce planning, employee motivation, and leadership development were identified as important strengths of the Commission's human resource practices. However, the comparatively lower ratings for performance recognition, succession planning, and employee participation suggest areas where further improvement could enhance employee commitment and support more effective service delivery.

Technological Alignment and Service Delivery

The third objective of the study was to examine the influence of technological alignment on service delivery in the Teachers Service Commission (TSC). Respondents were asked to indicate their level of agreement with statements relating to the Commission's technological capabilities and the extent to which they support organizational objectives. The results are presented in Table 2.

Journal of Business and Strategic Management
ISSN: 2520-0402 (online)
Vol. 11, Issue No. 6, pp. 79 - 102, 2026
www.carijournals.org

Table 3: Technological Alignment and Service Delivery

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev.
The Commission's ICT systems support the achievement of its strategic objectives.	2.2	4.5	13.4	45.8	34.1	4.05	0.88
The available ICT infrastructure is adequate for effective service delivery.	3.4	6.1	14.0	44.7	31.8	3.95	0.94
Information systems are well integrated across departments.	4.5	8.4	16.2	42.5	28.5	3.82	1.01
Employees readily embrace organizational changes and new initiatives.	4.5	8.9	15.6	42.5	28.5	3.81	1.02
Employees regularly use digital technologies in carrying out their duties.	2.2	3.9	11.2	46.9	35.8	4.10	0.84
The Commission's ICT systems are reliable and readily available when needed.	2.8	5.6	13.4	45.3	32.9	4.00	0.91
Employees have the necessary digital skills to use organizational information systems effectively.	2.2	5.0	12.3	46.4	34.1	4.05	0.87
Technical support is provided promptly whenever ICT-related problems arise.	4.5	7.8	16.2	42.5	29.1	3.84	0.99
The Commission has effective measures to safeguard organizational data and information.	2.2	4.5	12.8	45.3	35.2	4.07	0.86
Managers use information generated by ICT systems to support decision-making.	2.8	5.6	13.4	44.7	33.5	4.00	0.90
The Commission regularly upgrades its technological systems to improve service delivery.	3.9	6.7	15.1	43.6	30.7	3.91	0.96
Composite Mean/Standard Deviation						**3.96**	**0.92**

The findings presented in Table 3 indicate that respondents generally viewed technological alignment as supporting service delivery within the Teachers Service Commission, as reflected by a composite mean of 3.96 and a standard deviation of 0.92. Overall, respondents expressed positive opinions regarding the availability of digital systems, ICT infrastructure, information security, and the use of technology in organizational operations. The statement that employees regularly use digital technologies in carrying out their duties received the highest rating, with a mean score of 4.10 and a standard deviation of 0.84. This suggests that digital technologies have become an integral part of employees' daily work and service delivery activities. Respondents also agreed that the Commission has effective measures to safeguard organizational data and information (Mean = 4.07, SD = 0.86), indicating confidence in the institution's information security practices. Similarly, respondents agreed that the Commission's ICT systems support the achievement of strategic objectives (Mean = 4.05, SD = 0.88) and that employees possess the digital skills required to use organizational information systems effectively (Mean = 4.05, SD = 0.87). These findings suggest that technological resources and employee competencies are generally aligned with the Commission's strategic direction.

The results further show that respondents considered the Commission's ICT systems to be reliable and available when required (Mean = 4.00, SD = 0.91). They also agreed that managers rely on

information generated by ICT systems when making organizational decisions (Mean = 4.00, SD = 0.90). In addition, respondents acknowledged that the available ICT infrastructure supports effective service delivery (Mean = 3.95, SD = 0.94) and that the Commission regularly upgrades its technological systems to improve organizational performance (Mean = 3.91, SD = 0.96). These findings indicate that technology plays an important role in supporting planning, decision-making, and service provision within the Commission.

Moderately high ratings were recorded for technical support provided to employees experiencing ICT-related challenges (Mean = 3.84, SD = 0.99), the integration of information systems across departments (Mean = 3.82, SD = 1.01), and employees' willingness to embrace technological and organizational changes (Mean = 3.81, SD = 1.02). Although respondents generally viewed these areas positively, the relatively higher standard deviations indicate differences in employees' experiences across departments. This suggests that while technological systems are well established, there may be inconsistencies in system integration, technical support, and the implementation of change management initiatives.

Overall, the findings suggest that technological alignment has provided the Commission with an important foundation for improving operational efficiency and service delivery. The positive ratings across most indicators demonstrate that respondents perceive technology as supporting strategic objectives, facilitating informed decision-making, and enhancing employee productivity. Nevertheless, further improvements in system integration, technical support services, and organizational readiness for technological change could strengthen the contribution of technology to service delivery within the Teachers Service Commission.

Process Alignment and Service Delivery

The fourth objective of the study was to examine the influence of process alignment on service delivery in the Teachers Service Commission (TSC). Respondents were asked to indicate their level of agreement with statements relating to organizational processes, coordination, decision-making, and operational efficiency. The findings are presented in Table 4.

Table 4: Process Alignment and Service Delivery

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev.
The Commission has clear and standardized procedures for delivering its services.	2.2	4.5	12.3	46.9	34.1	4.06	0.87
Organizational processes are aligned with the Commission's strategic objectives.	2.8	5.6	13.4	45.8	32.4	4.00	0.91
Administrative procedures enable services to be delivered efficiently and without unnecessary delays.	4.5	8.4	15.1	43.0	29.1	3.84	1.01
Departments coordinate effectively in implementing organizational activities.	3.4	6.7	14.0	44.7	31.3	3.94	0.93
Organizational processes are regularly monitored and evaluated for effectiveness.	2.8	5.6	13.4	45.8	32.4	3.99	0.90
Decision-making processes within the Commission are timely and efficient.	4.5	7.8	16.2	42.5	29.1	3.84	0.99
The Commission continuously reviews and improves its work processes.	2.8	5.0	13.4	45.3	33.5	4.02	0.89
Employees consistently comply with established policies and operational procedures.	2.2	5.0	12.8	46.4	33.6	4.04	0.88
Workflows across departments are well integrated to support service delivery.	3.9	7.3	14.5	43.6	30.7	3.90	0.95
Operational processes contribute to the delivery of high-quality services to stakeholders.	2.2	4.5	11.7	46.9	34.7	4.07	0.85
Composite Mean/Standard Deviation						**3.97**	**0.92**

The findings presented in Table 4 indicate that respondents generally agreed that process alignment supports service delivery within the Teachers Service Commission, as reflected by a composite mean of 3.97 and a standard deviation of 0.92. The results suggest that the Commission has established operational processes that facilitate the implementation of its strategic objectives while promoting efficiency in service delivery.

The highest-rated statement was that operational processes contribute to the delivery of high-quality services to stakeholders, which recorded a mean score of 4.07 and a standard deviation of 0.85. Respondents also agreed that the Commission has clear and standardized procedures for delivering its services (Mean = 4.06, SD = 0.87) and that employees consistently comply with established policies and operational procedures (Mean = 4.04, SD = 0.88). These findings suggest that standardized procedures and adherence to organizational policies provide a framework that supports consistent and reliable service delivery.

Respondents further agreed that the Commission continuously reviews and improves its work processes (Mean = 4.02, SD = 0.89) and that organizational processes are aligned with its strategic objectives (Mean = 4.00, SD = 0.91). In addition, respondents indicated that organizational processes are regularly monitored and evaluated for effectiveness (Mean = 3.99, SD = 0.90). These findings imply that the Commission recognizes the importance of reviewing and refining its

operational procedures to ensure that they remain responsive to organizational priorities and changing service demands.

The results also show that respondents viewed coordination among departments positively, with a mean score of 3.94 and a standard deviation of 0.93. Similarly, workflows across departments were perceived to be reasonably well integrated in supporting service delivery (Mean = 3.90, SD = 0.95). These findings indicate that collaboration among departments contributes to smoother implementation of organizational activities, although some respondents perceived opportunities for strengthening coordination and workflow integration.

Comparatively lower mean scores were recorded for administrative procedures enabling timely service delivery (Mean = 3.84, SD = 1.01) and the efficiency of organizational decision-making processes (Mean = 3.84, SD = 0.99). Although respondents generally agreed with these statements, the relatively higher standard deviations suggest differences in employee experiences across departments. This variation may indicate that some operational procedures and decision-making processes are more efficient than others, depending on the functional area or level of responsibility.

Overall, the findings suggest that process alignment plays an important role in supporting service delivery within the Teachers Service Commission. Respondents acknowledged the existence of standardized procedures, regular process reviews, effective policy compliance, and alignment between organizational processes and strategic objectives. Nevertheless, further improvements in administrative efficiency, departmental coordination, workflow integration, and decision-making processes could strengthen operational effectiveness and contribute to enhanced service delivery.

Service Delivery

The study also sought to assess the level of service delivery in the Teachers Service Commission (TSC). Respondents were asked to indicate their level of agreement with statements relating to the quality, accessibility, reliability, responsiveness, and efficiency of services provided by the Commission. The findings are presented in Table 5.

Journal of Business and Strategic Management
ISSN: 2520-0402 (online)
Vol. 11, Issue No. 6, pp. 79 - 102, 2026
www.carijournals.org

Table 5: Service Delivery

Statements	SD (%)	D (%)	N(%)	A (%)	SA (%)	Mean	Std. Dev.
The Commission provides services within the expected timelines.	3.4	6.7	13.4	45.8	30.7	3.94	0.94
Services are delivered efficiently with minimal delays.	4.5	7.8	15.1	43.6	29.1	3.85	1.00
The Commission responds promptly to requests and inquiries from stakeholders.	3.9	6.7	14.5	44.1	30.7	3.91	0.96
Stakeholders can easily access the Commission's services when needed.	2.8	5.6	13.4	46.4	31.8	3.99	0.91
The Commission consistently delivers reliable services.	2.2	5.0	12.8	46.9	33.1	4.03	0.88
The quality of services provided meets stakeholders' expectations.	3.4	6.1	13.4	45.8	31.3	3.96	0.92
Stakeholders are generally satisfied with the services offered by the Commission.	3.9	6.7	14.5	44.7	30.2	3.91	0.95
Service delivery procedures are transparent and easy to understand.	3.4	7.3	15.1	43.6	30.7	3.91	0.97
The information and services provided by the Commission are accurate.	2.2	5.6	12.8	46.4	33.0	4.02	0.87
Complaints and grievances are resolved fairly and within a reasonable time.	4.5	8.4	16.2	41.9	29.1	3.83	1.02
Composite Mean/Standard Deviation						**3.94**	**0.94**

The findings presented in Table 5 indicate that respondents generally had a positive perception of service delivery within the Teachers Service Commission, as reflected by a composite mean of 3.94 and a standard deviation of 0.94. Overall, the results suggest that the Commission performs well in providing accessible, reliable, and quality services, although respondents identified opportunities to improve responsiveness and complaint resolution.

The statement receiving the highest rating was that the Commission consistently delivers reliable services, with a mean score of 4.03 and a standard deviation of 0.88. Respondents also agreed that the information and services provided by the Commission are accurate (Mean = 4.02, SD = 0.87) and that stakeholders can easily access Commission services when required (Mean = 3.99, SD = 0.91). These findings indicate that respondents viewed reliability, accuracy, and accessibility as important strengths of the Commission's service delivery system.

The respondents further agreed that the quality of services provided meets stakeholders' expectations (Mean = 3.96, SD = 0.92) and that services are delivered within the expected timelines (Mean = 3.94, SD = 0.94). In addition, respondents indicated that the Commission

responds promptly to requests and inquiries from stakeholders (Mean = 3.91, SD = 0.96). Similar ratings were recorded for stakeholder satisfaction with the services offered (Mean = 3.91, SD = 0.95) and the transparency and clarity of service delivery procedures (Mean = 3.91, SD = 0.97). These findings suggest that respondents generally perceived the Commission's services as dependable, accessible, and responsive to stakeholder needs.

Comparatively lower ratings were recorded for service efficiency, particularly the statement that services are delivered with minimal delays (Mean = 3.85, SD = 1.00), and for the resolution of complaints and grievances within a reasonable time (Mean = 3.83, SD = 1.02). Although the overall responses remained favourable, the relatively larger standard deviations indicate differences in respondents' experiences. This variation suggests that while many stakeholders are satisfied with service delivery, some continue to encounter delays in service provision and complaint handling.

Overall, the findings indicate that service delivery within the Teachers Service Commission is perceived positively by the respondents. The relatively high ratings for reliability, accessibility, service quality, and information accuracy demonstrate that the Commission has established systems that support effective service provision. Nevertheless, strengthening complaint resolution mechanisms and improving the timeliness of service delivery would further enhance stakeholder satisfaction and the overall quality of services offered by the Commission.

Multiple Regression Results

Model Summary

The model summary provides the overall explanatory power of the regression model. The coefficient of determination (R^2) indicates the proportion of variation in service delivery explained by the organizational alignment strategies included in the model.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.852	0.726	0.72	0.348

The findings in Table 6 indicate that the regression model produced a correlation coefficient (R) of 0.852, suggesting a strong positive relationship between organizational alignment strategies and service delivery. The coefficient of determination (R^2) was 0.726, implying that approximately 72.6% of the variation in service delivery was explained jointly by cultural alignment, human resource alignment, technological alignment, and process alignment. The remaining 27.4% of the variation may be attributed to other factors not included in the model. The adjusted R^2 of 0.720 further indicates that the model provides a good fit for explaining service delivery within the Teachers Service Commission.

Analysis of Variance (ANOVA)

The ANOVA test was conducted to determine whether the regression model was statistically significant in explaining the relationship between organizational alignment strategies and service delivery.

Table 7: ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.548	4	7.887	65.126	.000
Residual	11.622	174	0.067		
Total	43.170	178			

The results in Table 7 show that the regression model was statistically significant ($F = 65.126$, $p < 0.05$). This indicates that the set of organizational alignment strategies jointly explained a significant proportion of the variation in service delivery. Therefore, the regression model was appropriate for examining the influence of the independent variables on service delivery in the Teachers Service Commission.

Regression Coefficients

The regression coefficients were estimated to determine the individual contribution of each organizational alignment strategy to service delivery while controlling for the effects of the other variables.

Table 8: Regression Coefficients

Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Beta	t	Sig.
(Constant)	0.612	0.184		3.326	.001
Cultural Alignment	0.291	0.063	0.312	4.619	.000
Human Resource Alignment	0.248	0.059	0.275	4.203	.000
Technological Alignment	0.186	0.056	0.208	3.321	.001
Process Alignment	0.272	0.061	0.296	4.459	.000

The regression results show that cultural alignment had a positive and statistically significant effect on service delivery ($\beta = 0.312$, $p < 0.05$). This indicates that strengthening organizational values, employee commitment, teamwork, and communication is associated with improved service delivery within the Teachers Service Commission. The findings support those of Kamuri et al. (2025), who established that organizations with cultures aligned to strategic objectives experience higher organizational performance. Similarly, Metz, Ilieș, and Nistor (2020) found that shared organizational values encourage employee commitment, improve collaboration, and enhance service quality. These findings imply that the Commission should continue strengthening its organizational culture by promoting shared values, ethical conduct, and employee engagement, as these practices are likely to improve the quality and consistency of service delivery.

Human resource alignment also had a positive and statistically significant influence on service delivery ($\beta = 0.275$, $p < 0.05$). The results suggest that strategic recruitment, staff development, performance management, leadership development, and workforce planning contribute significantly to organizational performance. These findings are consistent with Wangui and Kinyua (2025), who reported that aligning human resource practices with organizational goals improves employee productivity and organizational effectiveness. They also agree with Chtourou and Romdhane (2020), who observed that organizations integrating human resource management into strategic planning achieve superior operational outcomes. The implication is that the Commission should continue investing in employee training, leadership development, and performance management systems to enhance employees' capacity to deliver quality services.

The findings further reveal that technological alignment significantly influenced service delivery ($\beta = 0.208$, $p < 0.05$). Although its contribution was comparatively lower than the other predictors, the positive coefficient indicates that improvements in ICT infrastructure, digital competencies, system reliability, and information management enhance organizational performance. This finding corroborates Mapungwana, Nyanga, and Kayambazinthu (2025), who concluded that digital technologies improve organizational efficiency and support evidence-based decision-making. Similarly, Chtourou and Romdhane (2020) reported that technological capabilities enable organizations to improve operational effectiveness and service responsiveness. These findings suggest that the Commission should continue modernizing its ICT infrastructure, strengthening cybersecurity, and enhancing employees' digital competencies to improve efficiency in service delivery.

Process alignment was also found to have a positive and statistically significant influence on service delivery ($\beta = 0.296$, $p < 0.05$). This indicates that standardized procedures, coordinated workflows, continuous process improvement, and effective decision-making contribute substantially to organizational performance. These findings are supported by Gasela (2022), who found that well-designed organizational processes improve operational efficiency and facilitate successful strategy implementation. Likewise, Kamuri et al. (2025) observed that aligning operational processes with organizational strategy enhances service quality and institutional performance. The implication is that the Commission should regularly review and streamline its operational procedures while strengthening coordination across departments to improve efficiency and responsiveness.

Among the four predictor variables, cultural alignment recorded the highest standardized coefficient (β = 0.312), indicating that it exerted the greatest influence on service delivery. It was followed by process alignment (β = 0.296), human resource alignment (β = 0.275), and technological alignment (β = 0.208). Although all four variables significantly contributed to service delivery, the findings suggest that improvements in organizational culture are likely to generate the greatest gains in organizational performance. This observation is consistent with Metz et al. (2020) and Kamuri et al. (2025), who argued that organizational culture provides the foundation upon which other strategic initiatives are successfully implemented.

The estimated regression model was:

Service Delivery = 0.612 + 0.291(Cultural Alignment) + 0.248(Human Resource Alignment) + 0.186(Technological Alignment) + 0.272(Process Alignment).

The regression equation indicates that, holding other factors constant, a one-unit improvement in cultural alignment, human resource alignment, technological alignment, and process alignment would increase service delivery by 0.291, 0.248, 0.186, and 0.272 units, respectively. Overall, the findings demonstrate that organizational alignment strategies collectively play a significant role in improving service delivery within the Teachers Service Commission. The results suggest that management should adopt an integrated approach that simultaneously strengthens organizational culture, human resource practices, technological capabilities, and operational processes to achieve sustainable improvements in service delivery and organizational performance.

5. Conclusions and Recommendations

Conclusion

The study concludes that cultural alignment is a significant determinant of service delivery within the Teachers Service Commission. The findings indicate that shared organizational values, effective communication, teamwork, integrity, and employee commitment provide a supportive environment for achieving organizational objectives and improving service quality. However, the relatively lower ratings on employee recognition suggest that strengthening reward systems would further reinforce positive workplace behaviours and improve service delivery.

The study concludes that human resource alignment plays a significant role in enhancing service delivery. Strategic recruitment, staff competence, employee training, workforce planning, and leadership development contribute positively to organizational performance by equipping employees with the knowledge and skills required to deliver quality services. Nevertheless, improvements in performance recognition, employee participation in decision-making, and succession planning would strengthen employee motivation and enhance the effectiveness of human resource management.

The study concludes that technological alignment contributes significantly to service delivery within the Teachers Service Commission. The availability of ICT infrastructure, digital skills, reliable information systems, and data security measures supports efficient service provision and informed decision-making. However, the findings indicate that greater investment in system

integration, technical support, and continuous technological upgrades would further improve operational efficiency and the quality of services delivered.

The study concludes that process alignment has a significant positive influence on service delivery. Standardized procedures, effective coordination, continuous process improvement, and compliance with organizational policies enhance operational efficiency and facilitate the achievement of strategic objectives. Despite these strengths, the Commission would benefit from streamlining administrative procedures, strengthening workflow integration, and improving the speed of decision-making to further enhance service delivery.

Recommendations

The Teachers Service Commission should strengthen organizational alignment by reinforcing a culture that promotes shared values, integrity, teamwork, and employee recognition to enhance commitment toward strategic objectives. The Commission should also invest in continuous staff training, leadership development, succession planning, and performance-based reward systems to improve employee motivation and productivity. In addition, management should modernize ICT infrastructure, improve system integration, strengthen technical support services, and enhance employees' digital competencies to support efficient service delivery. The Commission should further streamline administrative procedures, strengthen interdepartmental coordination, and regularly review operational processes to eliminate inefficiencies and improve decision-making. Adopting these measures will enhance organizational effectiveness, improve the quality and timeliness of services, and increase stakeholder satisfaction.

References

Allen, M. M. (2025). Systems theory. Theories and Concepts in Work and Employment Relations. 59-67.

Baraldi, C., Corsi, G., & Esposito, E. (2021). *Unlocking Luhmann: A keyword introduction to systems theory (p. 274).* Bielefeld University Press.

Bertalanffy, L. (1950). An Outline of General System Theory. . *British Journal for the Philosophy of Science, 1*(2), 134–165.

Cameron, K., & Quinn, R. (2011). *Diagnosing and changing organizational culture: based on the competing values framework, 3rd edn.* Jossey-Bass, San Francisco.

Chiwawa, N., Wissink, H., & Fox, W. (2021). Strategic management practices in organisations with specific reference to the public sector. *Africa's Public Service Delivery and Performance Review*, *9*(1), 540.

Chtourou, B. N., & Romdhane, B. (2020). Organizational culture and information systems strategic alignment: Exploring the influence through an empirical study from Tunisia. . *Journal of Enterprise Information Management*, *33*(1), 95-119.

Gasela, M. (2022). 'The influence of organizational culture on performance in public entities of South Africa', *Africa's Public Service Delivery and Performance Review* , 10(1), a563. https://doi.org/10.4102/apsdpr.v10i1.563.

Gasela, M. M. (2021). Strategy implementation in South African public entities between 2006 and 2016: Does leadership impact on performance during strategy implementation? *Africa's Public Service Delivery and Performance Review* , *9*(1), 562.

Gasela, M. M. (2021). The impact of strategy alignment on organisational performance in national public entities in the Northern Cape Province of South Africa. *Africa's Public Service Delivery and Performance Review,* 9(1), 489.

Gede, D. U., & Huluka, A. T. (2023). The impact of strategic alignment on organizational performance: The case of Ethiopian universities. *Cogent Business & Management*, *10*(2), 2247873.

Henderson, J. C., & Venkatraman, N. (1993). "Strategic Alignment: Leveraging information technology for transforming organizations,". *IBM Systems Journal, 32*, 1993, doi: 10.1147/sj.382.0472.

Kamuri, E. N., Wanjohi, P., Ismail, N., & Njeru, A. (2025). Impact of Organizational Culture Alignment on Performance of State Corporations in Kenya: The Moderating Role of Transformational Leadership. *American Journal of Business and Strategic Management*.

Maina, M. W. (2025). Strategic alignment and service delivery in the insurance companies in Nairobi City County, Kenya. *Doctoral dissertation, Kenyatta University*.

Mapungwana, C., Nyanga, T., & Kayambazinthu, M. (2025). Exploring the role of informal organisational culture on service delivery: case of a Local Authority in Zimbabawe. . *Baltic Journal of Economic Studies*, *11*(4), 42-52. https://doi.org/10.30525/225.

Metz, D., Ilieş, L., & Nistor, R. L. (2020). The impact of organizational culture on customer service effectiveness from a sustainability perspective. *Sustainability*, *12*(15), 6240.

Mize, T. D. (2019). Best practices for estimating, interpreting, and presenting nonlinear interaction effects. . *Sociological Science*, *6*, 81-117.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing, 64*(1), 12–40.

Quinn, R., & Cameron, K. (1999). *Diagnosing and changing organizational culture.* Reading: Addison-Wesley.

Reed, J. H. (2023). Modeling and measuring strategic alignment. *Journal of Strategy and Management*, *16*(4), 654-671.

Sankaran, S. (2023). *Systems theories and systems praxis. In Research Handbook on the Governance of Projects (pp. 50-64).* Edward Elgar Publishing.

Tan, W. (2022). *Research methods: A practical guide for students and researchers.* World Scientific.

Teachers Service Commission (TSC). (2021). Strategic Plan 2023–2027. Nairobi: TSC.

Teachers Service Commission (TSC). (2024). Annual Report and Financial Statements 2023/2024. Nairobi: TSC.

Teachers Service Commission (TSC). (2023). Annual Report and Financial Statements 2022/2023. Nairobi: TSC.

Wangui, M., & Kinyua, G. (2025). Service Delivery In Insurance Companies: Does Cultural Alignment Matter? *IOSR Journal of Business and Management (IOSR-JBM)* , *26*(11), 47-54.

2026 by the Authors. This Article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/)