

ORGANIZATIONAL FACTORS AFFECTING EMPLOYEE PERFORMANCE AT THE  
COLLEGE OF COMPUTING AND INFORMATION SCIENCES (CoCIS), MAKERERE  
UNIVERSITY, KAMPALA - UGANDA

By

Ronah Tugume Arinanye

MAY15/EMBA/0527U

A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND MANAGEMENT IN  
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF AN EXECUTIVE  
MASTER'S DEGREE IN BUSINESS ADMINISTRATION (HUMAN RESOURCE  
MANAGEMENT AND DEVELOPMENT OPTION) OF UGANDA TECHNOLOGY AND  
MANAGEMENT UNIVERSITY

SEPTEMBER 2015

## DECLARATION

I, RONAH TUGUME ARINANYE, do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Sign.....

Date.....

## **APPROVAL**

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

Signature .....

**Professor Benon C. Basheka (PhD, FCIPS)**

Date: .....

## **ACKNOWLEDGEMENTS**

I wish to acknowledge all those persons who in one way or the other assisted me to complete this study. The list is too long to allow individual acknowledgement. My special appreciation goes to my supervisor, Professor Benon Basheka for his personal commitment and effort to speedily read and comment on my drafts, plus all my other lecturers on Executive Masters in Business Administration (Human Resource Management & Development).

My gratitude is also extended to all my colleagues in office at UTAMU, for their professional advice and support. Special thanks are extended to my course-mates with whom I undertook this course, for their support, encouragement and academic ideas. Their input during our interactions, discussions and friendship contributed greatly to the completion of this piece of work.

However, nothing substantial could have been achieved without the understanding and encouragement of my entire family and friends. I wish to thank my children- David Junior, Victoria & Elijah – together with my husband, David, who had to withstand my late-comings and not giving them enough time while I was undertaking this research. I cannot forget my precious mother, Mrs. Grace Tugume, who made me feel so special and drove me into continued search for excellence.

Above all, I give Honour and Glory back to God the Almighty who gave me the wisdom and strength to carry out all the required tasks of the study.

**MAY GOD BLESS YOU ALL**

## **DEDICATION**

I dedicate this work to God the Almighty and to my children – David Ntambi Ssesanga, Victoria Faith Nassozi and Elijah Davis Kakembo, and my lovely husband, David Kakembo.

## TABLE OF CONTENTS

<b>DECLARATION .....</b>	<b>ii</b>
<b>APPROVAL .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF FIGURES AND TABLES.....</b>	<b>x</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xi</b>
<b>ABSTRACT.....</b>	<b>xii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.1    Introduction.....	1
1.2    Background to the study .....	2
1.2.1    Historical background.....	2
1.2.2    Theoretical Background.....	6
1.2.3    Conceptual Background.....	8
1.2.4    Contextual background .....	10
1.3    Statement of the Problem.....	12
1.4    Purpose of the study.....	13
1.5    Specific objectives .....	13
1.6    Research questions.....	14
1.7    Hypotheses of the study .....	14
1.8    Conceptual framework.....	14
1.9    Significance of the study.....	16

1.10	Justification of the study .....	16
1.11	Scope of the study.....	17
1.11.1	Content scope.....	17
1.11.2	Time scope.....	17
1.11.3	Geographical scope.....	17
1.12	Operational definitions of key terms and concepts .....	17
<b>CHAPTER TWO .....</b>		<b>19</b>
<b>LITERATURE REVIEW .....</b>		<b>19</b>
2.1	Introduction.....	19
2.2	Theoretical review .....	19
2.3	Effect of Organizational Culture on Employee Performance .....	21
2.4	The effect of Organizational Communication on Employee Performance .....	26
2.5	The effect of Organizational Commitment and Employee Performance.....	31
2.6	Summary of the Literature review .....	35
<b>CHAPTER THREE.....</b>		<b>37</b>
<b>METHODOLOGY .....</b>		<b>37</b>
3.1	Introduction.....	37
3.2	Research design .....	37
3.3	Study population.....	38
3.4	Determination of sample size and selection.....	38
3.5	Sampling Techniques and Procedure.....	39
3.6	Data Collection methods and instruments .....	39
3.7	Data Collection instruments.....	40
3.7.1	Questionnaire Method.....	40
3.7.2	Interview Method.....	40
3.7.3	Focus Group Discussions.....	41

3.8	Validity and Reliability.....	41
3.8.1	Validity of instruments .....	41
3.8.2	Reliability of instruments.....	42
3.9	Procedures of data collection.....	43
3.10	Data Analysis.....	44
3.10.1	Quantitative data analysis .....	44
3.10.2	Qualitative data analysis .....	44
3.11	Measurement of variables.....	45
3.12	Ethical Considerations .....	45
<b>CHAPTER FOUR</b>	<b>.....</b>	<b>46</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS</b>	<b>.....</b>	<b>46</b>
4.1	Introduction.....	46
4.2	Response Rates of respondents.....	46
4.3	Background Information of the Respondents .....	47
4.4	Organizational factors affecting employee performance at CoCIS. ....	48
4.4.1	The Influence of Organizational Culture on Employee Performance at CoCIS .....	48
4.4.2	The Influence of Organizational Communication on Employee Performance at CoCIS .....	55
4.4.3	The Influence of Organizational Commitment on Employee Performance at CoCIS .....	60
4.4.4	Employee Performance.....	64
<b>CHAPTER FIVE</b>	<b>.....</b>	<b>66</b>
<b>SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>.....</b>	<b>66</b>
5.1	Introduction.....	66
5.2	Summary of Findings.....	66
5.2.1	Organizational Culture and Employee Performance at CoCIS.....	66
5.2.2	Organizational Communication and Employee Performance at CoCIS .....	67
5.2.3	Organizational Commitment and Employee Performance at CoCIS.....	68

5.3	Discussion of Findings.....	69
5.3.1	Organizational Culture and Employee Performance at CoCIS.....	69
5.3.2	Organizational Communication and Employee Performance at CoCIS .....	70
5.3.3	Organizational Commitment and Employee Performance at CoCIS.....	72
5.4	Conclusions.....	73
5.4.1	Organizational Culture and Employee Performance at CoCIS.....	73
5.4.2	Organizational Communication and Employee Performance at CoCIS .....	73
5.4.3	Organizational Commitment and Employee Performance at CoCIS.....	74
5.5	Recommendations.....	74
5.5.1	Organizational Culture and Employee Performance at CoCIS.....	74
5.5.2	Organizational Communication and Employee Performance at CoCIS .....	75
5.5.3	Organizational Commitment and Employee Performance at CoCIS.....	76
5.6	Limitations of the study .....	76
5.7	Contributions of the study.....	77
5.8	Recommendations for Further Research.....	77
	<b>REFERENCES .....</b>	<b>78</b>
	<b>APPENDIX I: CERTIFICATE OF PROOF THAT DISSERTATION HAS BEEN EDITED .....</b>	<b>91</b>
	<b>APPENDIX II: QUESTIONNAIRE .....</b>	<b>92</b>
	<b>APPENDIX III: INTERVIEW GUIDE .....</b>	<b>97</b>
	<b>APPENDIX IV: FOCUS GROUP DISCUSSION GUIDE.....</b>	<b>98</b>
	<b>APPENDIX V: KREJCIE &amp; MORGAN TABLE FOR DETERMINING SAMPLE SIZE.....</b>	<b>99</b>
	<b>APPENDIX VI: SUMMARY ITEM STATISTICS FOR THE RELIABILITY COEFFICIENT ....</b>	<b>100</b>

## LIST OF FIGURES AND TABLES

Figure 1: Conceptual framework .....	15
Table 1: Research respondents by category and sample .....	38
Table 2: Presents the response rates to the study.....	46
Table 3: Showing the background information of the respondents .....	47
Table 4: Showing the results of how Organizational Culture influence Employee Performance ....	49
Table 5: Relationship between Organizational Culture and Employee performance .....	53
Table 6: Regression Analysis showing the influence of organizational culture on employee performance .....	54
Table 7: Shows results of how Organizational Communication influences employee Performance	55
Table 8: Relationship between Organizational Communication and Employee performance.....	58
Table 9: Regression Analysis showing the influence of organizational communication on employee performance .....	59
Table 10: Shows results how Organizational Commitment influences Employee Performance .....	60
Table 11: Relationship between Organizational Commitment and Employee performance .....	63
Table 12: Regression Analysis showing the influence of organizational commitment on employee performance .....	63
Table 13: Results showing the respondents' opinion on employee performance .....	64

## **LIST OF ABBREVIATIONS**

EASLIS: East African School of Library and Information Sciences

CoCIS: College of Computing and Information Sciences

ICT: Information Communications Technology

NCHE: National Council for Higher Education

SCIT: School of Computing and Informatics Technology

SPSS: Scientific Package for Social Sciences

UTAMU: Uganda Technology And Management University

EMBA: Executive Masters in Business Administration

HR: Human Resources

HE: Higher Education

UCU: Uganda Christian University

UMU: Uganda Martyrs University

## ABSTRACT

The study investigated the organizational factors that influence the performance of employees at the College of Computing and Information Sciences (COCIS), Makerere University, Kampala. The objectives of the study were: to examine how organizational culture influences employee performance at COCIS, Makerere University; to establish the relationship between organizational communication and employee performance at COCIS, Makerere University; and to find out how organizational commitment influences performance of employees at COCIS, Makerere University. A descriptive survey research design was adopted using both quantitative and qualitative methods. The study targeted 109 respondents but 82 returned the survey questions, indicating a response rate of 75 per cent. Simple random sampling technique was used to select Academic Staff and Support Staff while purposive sampling was used to select the College Management Staff, and stratified sampling was used to select the Administrative Staff. Data analysis involved frequencies, percentages and inferential statistics such as correlations and the coefficient of determination. Findings revealed a positive relationship ( $r=0.278$ ,  $sig=0.011$ ) between organizational culture and employee performance; a significant positive relationship ( $r=0.310$ ,  $sig=0.005$ ) between organizational commitment and employee performance; and no significant relationship ( $r=0.048$ ,  $sig=0.667$ ) between organizational commitment and employee performance. It was therefore concluded that organizational culture and organizational communication positively affected the performance of employees at COCIS in one way or the other. The study recommends that the College management should build and improve on teamwork and develop the current leadership to maintain the culture; create opportunities for employees to interact with the managers of the college in order to improve on the communication; and encourage employee innovation, increase on their salaries, institute organizational loyalty programmes and reward long-serving employees.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This study investigated the influence of organizational factors on the performance of employees at the College of Computing and Information Sciences (COCIS), Makerere University. The organizational factors as the dependent variables consisted of organizational communication, organizational commitment and organizational culture, while the independent variable which was employee performance was measured in form of efficiency, quality, productivity and timeliness.

Employees are considered an important asset for good and effective performance in any organization. Indeed, Guest (1997), as cited by Armstrong (2009), stated that improved performance is achieved through the employees in the organization. Until the 1980s, performance was usually interpreted as the output of a combination of ability and motivation, given appropriate resources and hence motivating people became a key component of most management work (Torrington et al, 2008). In this respect, when the full potential of HR is unlocked, an organization can achieve unlimited output, efficiency and effectiveness. It is important, however, to note that not all employees are equal in their working; as they have different modes of working. Some employees have the highest capability regardless of the incentive, while others may have an occasional jump-start. Nonetheless, if all employees are handled effectively, the results can be greater productivity and increased employee morale (Truong, 2012).

This introductory chapter discusses the background, the statement of the problem, purpose of the study, the specific objectives of the study, research questions, hypotheses of the study, conceptual framework, the significance of the study, justification of the study, scope of the study, and

operational definitions of terms and concepts. The background, which is presented under four perspectives, is dealt with first before other issues are covered.

## **1.2 Background to the study**

### **1.2.1 Historical background**

Globally, there seems to be a performance crisis in public service, while there is need to produce more for less (Nabukeera, Ali and Raja, 2014). This problem strikes through poor, developing and developed countries and has raised the appetite for efficiency and the need for evaluation mechanisms to help assess the performance of government institutions or programmes that are quite inadequate in stakeholder expectations (Nabukeera, Ali & Raja, 2014). Salem (2003) stated that while it was clear by the 1980s that interest in Performance Management had moved from the ivory towers of academia to the corridors of government around the world, towards the end of the 1980s, many systems of Performance Management were born, adopted and implemented at many levels of the public sector and these were traced back to the use of cost benefit analysis in the 1960s; to management by objectives (MbO) in the 1960s and 1970s; and to output budgeting in the 1960s. Most of these initiatives, however, were regarded as experimental and some were only adopted as one-off exercises.

Following the liberalization of most economies in the 1980s and early 1990s, most organizations in developing countries experienced growing competition from multinationals (Karuhanga, 2010) and, with this trend, organizations were called upon to devise ways of becoming more responsive to customer expectations to compete favourably in the global village (Halachmi, 2002), as cited in Karuhanga (2010). Although there are economically developed nations lagging behind in terms of implementation (Ohemeng, 2009), active performance management has been identified by policy makers in many developing countries, under the current public sector modernization rubric, as a

‘strategic’ tool in efforts to enhance individual and organizational effectiveness, and hence improve service quality.

Within the context of education upon which this study was anchored, the United Kingdom (UK) has the second strongest higher education system in the world and its future economic strength depends on the growth and competitiveness driven by the world-leading universities (Universities UK, 2010). The strength of the UK higher education system has been underpinned by its flexibility and responsiveness within a fast-changing global environment, leading to innovation across all activities and ensuring effectiveness in operation and delivery. It is also worth noting that the UK higher education has been highly successful to date in sustaining its global standing with significantly less investment (both public and private) than its competitor countries. Within the context of a changing economic and funding environment across the UK, therefore, the focus on effectiveness, efficiency and value for money increases as it presents new challenges and opportunities for institutions (Universities UK, 2010). In the United Kingdom white paper on strong and prosperous communities, it is suggested that ‘alongside efficiency, service quality can be improved by using partnerships models’ boldly asserting a belief in ‘significant opportunities to improve the quality and efficiency of shared services by joint work’ (UK Government, 2006).

In England, decisions made by the current government effect a radical change in the funding model for higher education. Within this changing environment, institutions are already reviewing their effectiveness and how more efficient operation can support this, but there is scope for greater progress to be made in order to deliver high-quality teaching and research, rather than simply to find mechanisms for short-term cost savings (Universities UK, 2010).

Much as there is limited research on Performance Management Indicators (PMI) in developing countries, with 95 per cent of empirical research focused on “institutional theory” in the developed

world compared to only 5 per cent in the developing country in the past two decades (De Waal, 2007), the application of performance management in organizations in the developing countries is steadily increasing, especially in Africa (Elzinga et al, 2009; De Waal, 2007). In Malaysia, employee performance is considered as the measures of the quality of human capital which was held by the organization and is a key thrust in the Ninth Malaysia Plan (Fauzilah et al, 2011).

According to Churchill, Ford and Walker (1987: 147 ), as cited in Fauzilah et al (2011), the determinants of employee performance are personal, organizational, environmental, motivation, skill level, aptitudes and role perceptions. To the Malawi state government, employee job performance is very important because it will reflect the government performance by designing employee performance standards in order to measure the performance of organizations. The quality of employees is the important influence on performance (Fauzilah et al, 2011) and it is believed that this employee is the “backbone” of the state government services with imperative role of ensuring that government policies and programmes in the new era of national development are implemented effectively and efficiently.

In Nigeria, employee performance of executing agencies or public enterprises is limited to budget monitoring and annual performance evaluation; however, experts are of the view that there is no link between employee performance and financial data (Pollitt and Bouckaert, 2004). In South Africa, for example, recent developments in the way employees are managed in organizations have brought about the need to seriously consider employees as major stakeholders in organizations (Tchapchet et al, 2014).

At a time when employees in other parts of the world are regarded as the main source of competitive advantage, South Africa is still enmeshed in a labour crisis typified by industrial actions. Voss and

Gruber (2006) asserted that in order for public HE institutions to provide services of good quality to the students (who are the customers of public HE institutions), the employees should be knowledgeable, well-organized, encouraging, helpful, caring to students' needs, approachable, experienced, friendly and should have good communication skills. Rendering services of good quality will help improve the productivity (that is more graduates) of public HE.

In Kenya, most companies have started adopting the use of the BSC (Balanced Score Card) as a way of improving employee performance (Malinga, 2004). In Ethiopia, there is growing interest in the use of the BSC in more firms with support from government (Tessema, 2005). In Uganda, public universities and other tertiary institutions have faced significant employee performance challenges during recent years Kagaari et al, (2013). These institutions have found themselves in an increasingly competitive environment where there are fewer traditional students available to attend them (Ford, 1990), as cited in Kagaari et al (2013).

Until 1987, Uganda had only one public university with about 10,000 students (Okwakol, 2009). Currently, there are 6 public and 31 private universities with a total of over 300,000 students (NCHE, 2014). Since 2006, institutions of higher learning have grown from 148 to 187 in 2011, representing a growth of 26 per cent in that period (NCHE, 2014). In the period 2010/11, the number of registered universities increased from 29 to 34, representing an increase of 30 per cent. In 2006, there was one "Other Degree Awarding Institution", Uganda Management Institute. Since 2006, a second one, Team Institute of Business Management, has been licensed. By 2010, there were three university colleges: two private (Burham affiliated to UCU and Kisubi Brothers University College, affiliated to UMU) and one public (College of Health Sciences, Makerere).

In 2011, NCHE approved the eight established Constituent Colleges of Makerere University. Overall, the private sector owns 73 per cent and the public only 27 per cent of higher education institutions. In fact, there has been no growth in absolute terms in government ownership of institutions. It is not only the demand for university education that has increased but this has been accompanied by a number of performance challenges (Karuhanga, 2010). In Uganda, employee performance standards are being set out in various public institutions using the results oriented and quality management principles (Olum, 2004). The time, quantity, quality, customer satisfaction, response rates, stakeholder participation, outcomes, outputs and other methods of assessment of performance are being popularized. However, many government officers resent the idea of performance measurement because they have not learnt it properly or lack commitment and training.

Finally, performance measurement in Uganda is being emphasized through quality controls as well as the implementation of Results Oriented Management (ROM) through monthly, quarterly and annual reports to various key monitoring and supervision institutions of the government (Olum, 2004).

### **1.2.2 Theoretical Background**

This study was modelled on the theory of Taylor's Scientific Management authored by Frederick Taylor in 1909. Frederick Taylor and his associates were the first people to study the work process scientifically. They studied how work was performed, and they looked at how this affected worker productivity. Taylor's philosophy focused on the belief that making people work as hard as they could was not as efficient as optimizing the way the work was done. In 1909, Taylor published "The Principles of Scientific Management" in which he proposed that by optimizing and simplifying jobs, productivity would increase. He also advanced the idea that workers and managers needed to cooperate with one another. This was very different from the way work was typically done in businesses beforehand. There was no standardization, and a worker's main motivation was often

continued employment, so there was no incentive to work as quickly or as efficiently as possible (Taylor, 1911).

Taking what he learned from these workplace experiments, Taylor developed four principles of scientific management simply known as "Taylorism" and these are: replace working by "rule of thumb" or simple habit and common sense, and instead use the scientific method to study work and determine the most efficient way to perform specific tasks, rather than simply assign workers to just any job; match workers to their jobs based on capability and motivation; and train them to work at maximum efficiency; monitor worker performance; and provide instructions and supervision to ensure that they are using the most efficient ways of working; allocate the work between managers and workers so that the managers spend their time planning and training; allowing the workers to perform their tasks efficiently. The relevance of this theory to the research study is that it provides a way to study workplace efficiency, timeliness and productivity; and it encourages the idea of systematic organizational design (Taylor, 1996).

Beyond the scientific theories, there are other sets of theories that have been developed to explain employee performance. Maslow's needs hierarchy theory was developed in the 1940s to show how needs are arranged in a hierarchy whereby people are motivated to fulfil a higher need as a lower one becomes gratified. It states that most employees work hard to ensure that their needs are met, hence increased performance. Employees are motivated by various needs, so the management should try and understand employees' needs and fulfil them to avoid poor performance in their organizations.

Maslow classified the hierarchy of needs as follows: physiological needs, belongingness needs, esteem needs and safety needs. Hodgets and Hedgar (2008) assert that the psychological drive that directs a person towards an objective is motivation. Kinicki and Williams (2008) argue that people

have certain needs that motivate them to perform specific behaviours for which they receive rewards that give feedback and satisfy the original need.

When employees are able to perform a certain task with the required skills, managers should motivate them to ensure that the performance keeps on improving from one level to another. Price (2007) asserts that even when skilled employees may be aware of the implications that are invisible to the managers, they should consider employee's views and opinions important for the sustainability of the organization. Managers and organizations, therefore, can use the theory of Maslow's hierarchy of needs as a framework to develop benefit packages that are meaningful to and resonate with their employees (Sandri and Bowen, 2011), thus increasing motivation, productivity and overall organization's revenues. A motivated workforce, therefore, will be inspired to be more creative, productive and loyal, leading to increased employee performance.

### **1.2.3 Conceptual Background**

In this study, the main concepts were employee performance as the dependent variable and organizational factors as independent variables. Each of these concepts has been conceptualized differently by different authors and they had specific application contexts in the study. Employee performance has been defined by various scholars. Armstrong and Baron (1998) defined it as "A strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors".

According to Mathis and Jackson (2009: 119), performance is associated with quality of output and timeliness of output, presence /attendance on the job, efficiency of the work completed and effectiveness of work completed. The Business Dictionary (2010, online), however, defines performance as an accomplishment of a given task measured against pre-set standards of accuracy,

completeness, cost and speed. Employee performance is normally looked at in terms of outcomes. It can, however, also be looked at in terms of behaviour (Armstrong, 2000).

Kenney et al (1992) state that employees' performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance -- for example, using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992), as cited in Nassazi (2013) and briefly explained hereafter. *Efficiency* is the ability to produce the desired outcomes by using as minimal resources as possible while *effectiveness* is the ability of employees to meet the desired objectives or target (Stoner, 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner et al, 1995). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002).

Meyer and Allen (1990) define *commitment* as the employees' feelings of obligation to stay with the organization. Pioneers (Meyer and Allen 1990) of organizational commitment suggest three types of organizational commitment that are: *affective commitment* which measures an employee's emotional attachment to, identification with, and involvement in the organization, *normative commitment* reflects pressures on an employee to remain with an organization resulting from organizational obligations, and *continuance commitment* which refers to commitment associated with the costs that employees perceive are related to leaving the organization.

Awadh and Saad (2013) define *culture* as a mixture of values, sets, beliefs, communications and explanation of behaviour that provides guidance to people. The different attributes of culture have been arranged on the basis of norms and attitudes which help in differentiating one firm from another (Forehand and von Gilmer, 1964). The process of thinking helps in establishing one member from

another on the basis of cognitive thinking (Hofstede, 1980), as cited in Tameemi et al (2014). The success guidance based upon different values and norms that make culture effective (Schein, 1990) and the set of *beliefs, behaviours, norms* and *values* help in making culture most effective (Kotter and Heskett, 1992), as cited in Tameemi et al (2014).

*Communication* is the process by which information is exchanged between a sender and a receiver (Johns, 1988) as cited in Owusu-Boateng and Jeduah (2014). It involves passing of a message from a sender on the one hand, to a receiver on the other, through a medium. This medium could be through a telephone call, a paper; as in a letter or a memo and any other desired means. Types of interpersonal communication include: *oral communication* -- that is sending messages or information by word of mouth; *written communication* -- which involves sending information that is written; and *non-verbal communication* -- in which information does not constitute words but other non-verbal means such as body language (Steers, 1991), as cited in Femi (2014).

Robson et al (2006), as cited in Femi (2014) define *communication* as a process that enables groups or partners to learn from each other and to coordinate their tasks, helping the group to develop and maintain a viable relationship. In the social constructionist approach, organizational communication can be defined as the way language is used to create different kinds of social structures, such as relationships, teams and networks.

#### **1.2.4 Contextual background**

The study was contextualized within the evolving trends of Makerere University, more especially the start of the collegiate system of governance. In 2009, Makerere University initiated a reformation process (Niyitegeka and Glitho, 2012) that was two-pronged, involving: review of academic programmes and structures; and administrative reforms. In 2010, the University transformed itself

into a collegiate university with eight constituent colleges from the twenty-one faculties, institutes and schools that were merged to form eight constituent colleges. As such, the School of Computing and Informatics Technology (SCIT) merged with the East African School of Library and Information Sciences (EASLIS) to form the College of Computing and Information Sciences (CoCIS). CoCIS ([www.cis.mak.ac.ug](http://www.cis.mak.ac.ug)) is made up of two schools, that is the School of Computing and Informatics Technology and the East Africa School of Library and Information Sciences (Niyitegeka and Glitho, 2012).

The College of Computing and Information Sciences (CoCIS) was established and gazetted under the Ugandan laws in the *Uganda Gazette* of Friday, 30<sup>th</sup> December 2011 Vol, CIV No.76; by Statutory Instrument No. 68 in accordance with section 29(1) of the Universities and Other Tertiary Institutions Act, 2001 (Niyitegeka and Glitho, 2012). CoCIS is one of the largest computing and ICT training, information science, research and consultancy colleges in Africa. The College has Academic, Administrative and Support staff, whose terms of employment are either on permanent or contract basis. The Vision for CoCIS is to be the leader in Computing and Information Sciences, Education, Research and Services internationally, and the Mission is to provide first class teaching, research and services in Computing and Information Sciences responsive to national and international needs.

It is worth noting that the performance of employees in this college has been deteriorating since 2012. The *quality* of customer care services among staff members has attracted several complaints from different stakeholders. In terms of *efficiency*, over the past two years, there has been delay in marking and submitting of students' examination results for processing and publishing (25<sup>th</sup> SCIT School Board Minutes, September 2014). At the same time, the form of communication used to communicate to students and staff takes time to deliver the message -- for example, writing letters instead of sending emails has delayed certain activities because few people read what is on a hard

copy. Regarding *timeliness*, the registration process, issuing of examination permits, and clearing students for exams and graduation have always gone beyond the set deadlines which was not the case before. In terms of *productivity*, the degree of openness and competition among staff members is low due to misallocation of resources such as allowances that enable employees achieve more dynamic performance (College Academic Board Minutes, November 2014).

### **1.3 Statement of the Problem**

Human resources are the most vital resources of any organization (Armstrong, 2009). The College of Computing and Information Sciences (CoCIS) in its efforts to remain the centre of excellence has endeavoured to ensure its employees perform their duties by supplying the necessary opportunities, infrastructure and funds to ensure delivery of quality services to its clients. In spite of the College management's efforts to reward the employees for better services to University clients, the employees did not exhibit strong signs of well rewarded workers as specifically reflected by high labour turnover, employees taking on part-time jobs as a means of topping up their basic salary as seen from the number of lecturers teaching in two or more universities, late-coming, lack of commitment to the job, dodging lectures which consequently results into poor performance of both employees and students (SCIT School Board Minutes, September 2014).

In 2014, College students demonstrated for not being taught for two weeks because lecturers had not been paid their allowances (*New Vision*, November 04, 2014). Several issues were reported to be affecting performance of staff. A few studies done by different scholars have identified managers' attitude, organizational culture, personal problems, job content, financial rewards, communication, norms and standards used at work as some of the factors affecting employee performance (Saeed et al, 2013; Zahargier and Balasundaram, 2011; Nassazi, 2013; and Amari, 2014). However, no study has been conducted on the combined effect of organizational culture, organizational communication

and organizational commitment in influencing employees towards the attainment of the College's performance goals and objectives which are essential to management. This is despite the three factors being recognized as central drivers of employee performance (Mohammed and Abukar, 2013; Femi, 2014; and Ahmad et al, 2014).

The researcher felt that if nothing was done to avoid this situation, the College would lose its position as a centre of excellence and Makerere University would lose its position as a leading institution of higher learning in the region. This raised the researcher's curiosity and hence the need to establish the effect of the combined organizational factors on the performance of employees at CoCIS.

#### **1.4 Purpose of the study**

The purpose of this study was to examine the organizational factors that affect the performance of employees working at the College of Computing and Information Sciences (CoCIS), Makerere University.

#### **1.5 Specific objectives**

The objectives of this study were to:

- i. Examine how organizational culture influences employee performance at CoCIS, Makerere University;
- ii. Establish the relationship between organizational communication and employee performance at CoCIS, Makerere University;
- iii. Find out how organizational commitment influences performance of employees at CoCIS, Makerere University.

## **1.6 Research questions**

- i. How organizational culture influenced performance of employees working at CoCIS, Makerere University?
- ii. What was the relationship between organizational communication and the performance of employees working at CoCIS, Makerere University?
- iii. How organizational commitment influenced performance of employees at CoCIS, Makerere University?

## **1.7 Hypotheses of the study**

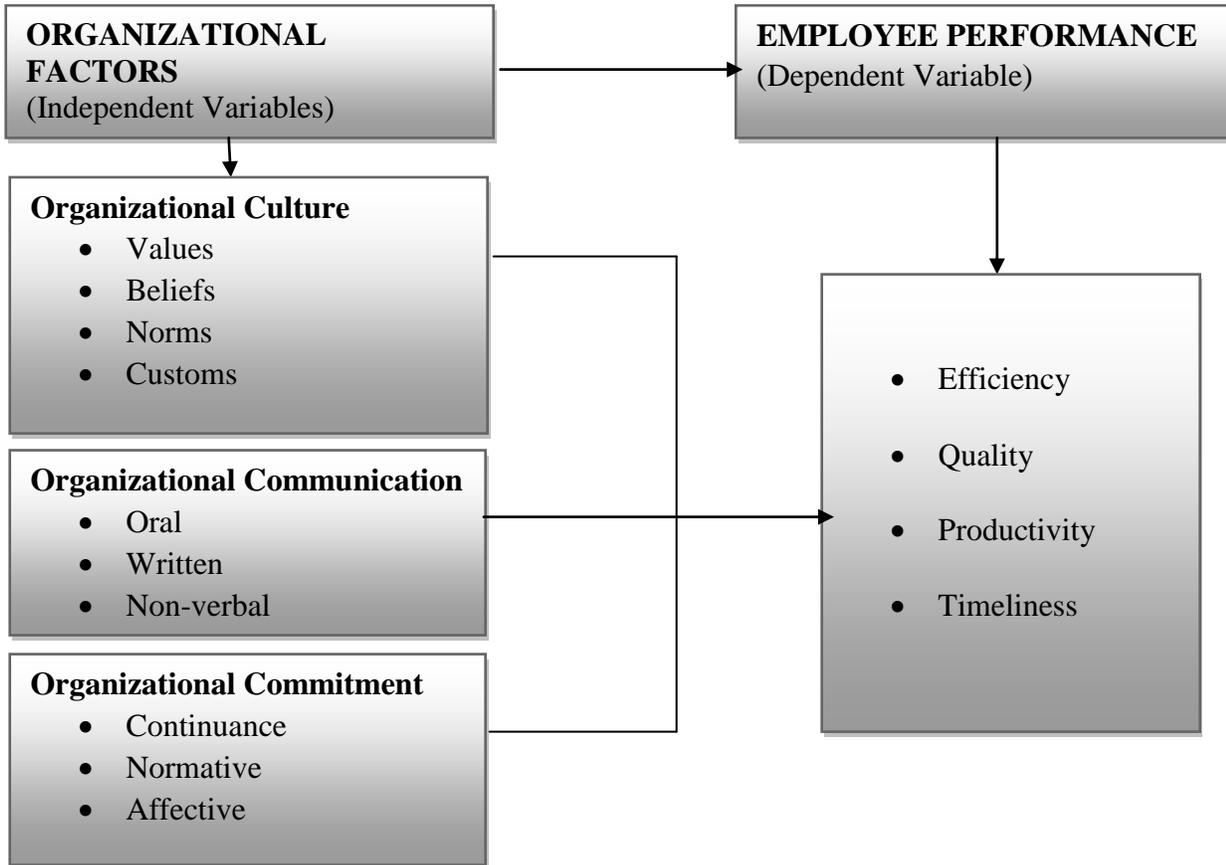
The study was to test the hypotheses that:

- i. Organizational culture has a significant positive influence on performance of employees.
- ii. There is a significant positive relationship between organizational communication and performance of employees.
- iii. Organizational commitment has a significant positive influence on performance of employees.

## **1.8 Conceptual framework**

Conceptual framework is defined as an interconnected set of ideas (theories) about how a particular phenomenon functions or is related to its parts (Svinicki, 2010). The main purpose of conceptual framework was to clarify concepts and purpose relationships among the variables in the study, provide a context for interpreting the study findings and explain observations. It illustrated the relationship between organizational factors and employee performance. Organizational factors were the independent variable conceptualized by the organizational communication, organizational culture and organizational commitment. Employee performance, the dependent variable in this study, was conceptualized by efficiency, quality, productivity and timeliness (Nassazi, 2013).

**Figure 1: Conceptual framework**



*Source: (Adapted from Allen and Meyer (1990), Owusu-Boateng (2014), Awadh and Saad (2013), Nassazi (2013) and modified by the researcher).*

In the conceptual framework depicted in Figure 1 above, Organizational factors, the independent variable (IV), was hypothesized to influence employee performance. The framework portrayed that organizational culture, organizational communication and organizational commitment directly affected employee performance. On the other hand, employee performance as the dependent variable (DV) as depicted in Figure 1 above, was measured in terms of efficiency, quality, productivity and timeliness. Where efficiency is the ability to produce the desired outcomes by using as minimal resources as possible, effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of output to that of input (Stoner et al, 1995) and

Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002). Therefore, the conceptual framework portrayed the relationship between organizational factors (IV) and employee performance (DV) in Figure 1 above. Employee performance was measured in terms of results that an organization achieves in relation to its objectives. In principle, it was measured at the output, outcome or impact level. Performance therefore was measured by the results (output/outcomes) that an organization produces as recommended by Kusek, Rist et al (2005).

### **1.9 Significance of the study**

This study was considered beneficial to University policy makers whereby valuable information on the extent to which organizational factors such as organizational culture, organizational communication and organizational commitment affected the performance of employees working at CoCIS, Makerere University. Secondly, the study was to benefit the College employees by improving on their performance towards their clients (students and other stakeholders of the university). Finally, the study was to benefit and help the future researchers as their guide and also hopefully bridge some gaps that the previous researchers left as far as factors affecting employee performance in public institutions is concerned.

### **1.10 Justification of the study**

Considering the rate at which CoCIS is growing both locally and internationally, there was need for the University management and other University policy makers to be informed about the challenges affecting the performance of college employees in order to think of the solution together. Since this College came into existence in 2010, there has been an increasing desire for it to be the best college from both within and outside the University.

However, as a college like any other, it is affected by a series of factors limiting its success and these range from organizational commitment, organizational culture and organizational communication. This means that, unless the factors affecting employee performance of this college are assessed, the likelihood of being the best college would be jeopardized.

The College of Computing and Information Sciences was particularly chosen because of the challenges it was experiencing both internally and externally. The researcher therefore wished to establish the relationship between organizational factors and employee performance at CoCIS, Makerere University.

## **1.11 Scope of the study**

### **1.11.1 Content scope**

In terms of content scope, this study was to specifically seek to determine the relationship between organizational culture and employee performance, organizational commitment and employee performance, and organizational communication and employee performance at the College of Computing and Information Sciences (CoCIS), Makerere University.

### **1.11.2 Time scope**

The period between 2012 and 2015 was considered for this study; this being the period during which the College of Computing and Information Sciences (CoCIS) faced major challenges in terms of performance.

### **1.11.3 Geographical scope**

The study population was drawn from the College of Computing and Information Sciences (CoCIS), Makerere University main branch in Kampala, Uganda.

## **1.12 Operational definitions of key terms and concepts**

For the purpose of this study, the following terms were defined as follows:

**Employee performance** refers to measures that could be taken into consideration when measuring an employee's performance, for example his / her productivity, efficiency, effectiveness, and quality.

**Organizational communication** refers to exchange of information and ideas within the organization.

**Organizational culture** refers to the collection of traditions, values, beliefs, policies, and attitudes that create a persistent environment for everything one does and thinks in an organization.

**Organizational commitment** referred to the strength of the feeling of responsibility that an employee has towards the mission of the organization.

**Validity** referred to the appropriateness of an instrument in measuring whatever it is intended to measure.

**Reliability** refers to the level of internal consistency or stability of the measuring device over time.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews appropriate literature from referenced books, journals, magazines, newspapers, reports, dissertations and other publications. It examines how organizational culture, organizational commitment and organizational communication influences employee performance. This chapter is arranged under sub-sections that include the theoretical review, the literature review based on each of the themes derived from the objectives and then ends with a summary of literature review.

#### **2.2 Theoretical review**

This study was further guided by Control theory that has multiple applications in understanding workplace dynamics related to cultural, commitment and communication influences. What is advanced within this theory is the need for managers to ensure that employees have specific and challenging goals to deliver better performance. Ambiguous goals such as “do your best” or “try harder” provide no good comparative standard and direct feedback (Campion & Lord, 1982), cited in Femi, 2013). Without any specific standard and clear feedback, an employee will not be able to recognize errors and will not engage in behaviour changes that improve performance. Theoretical statements by Lord and Hanges (1987), Carver and Scheier (1981), as cited in Femi (2013), further support the role of Control theory in explaining employee performance. They, for instance, suggest that supervision in the workplace can be analyzed as a control system made up of supervisors and subordinates.

Similarly, the Management by Objectives (MBO) programmes can utilize Control Theory “to describe and organize the feedback loop between managers, their subordinates, and the tasks they are

accomplishing as a team” (PSU, 2011). Within the theory, however, emphasis is given more to the notion of how people continually will seek feedback through arrangements such as weekly check-ins, and team meetings(PSU, 2011). The Control theory has also been used in human resource management where control of behaviour, output and input are critical in influencing work behaviour and performance. Specifically, in support of the role of the theory in human resource management, Snell (1992) argues that the major benefit with output control is its capacity to provide for lower-level employee considerations, while still promoting encouragement and obligation among employees and in turn leading to higher performance.

Further, the theory allows lower-level employees' the ability to change their behaviour and engage in the occasion, and bypass any hazards which may come up (Femi, 2013). The relevance of this theory to the research study is that it explains the importance of feedback on workers' performance and also centres on feedback as a determinant of behaviour. This theory also relates to the role of feedback on employees' performance -- when people receive feedback on their behaviour, they are aware of the difference between their actual performance and expected performance for them to take corrective action where necessary (Ikemefuna, 2012). Thus in this study, feedback mechanism is conceptualized as an essential aspect in performance management.

Goal theory also guided this study. The theory proposes that human beings are more motivated to act when there is a reward at the end of the performance of a task or behaviour. The goal theory proposes that a reward at the end of a task acts as a motivation for the performance of that said task (PSU, 2014). The reward, however, should be clearly stated. The end state can be the reward itself. It is proposed that to have an efficient goal, three components must exist: proximity, difficulty, specificity and feedback (Femi, 2013). An ideal goal is a goal where the time between the reaching out and the end state is close. Further, it should be moderate in difficulty, neither too easy to present some

challenge, nor too difficult, so that success can be possible. The theory also underscores the specificity of the goal. The individual must understand what is expected out of him, to start out for the goal. A specific goal gives direction of focus to that specific goal and away from distractions. Feedback is necessary for measuring progress towards the goal and makes it possible to know whether the level of efforts is adequate and in proper direction or needs corrections (Wanjala & Kimutai, 2015)

The relevance of this theory to the research study can be attributed to the works of (Locke & Latham, 2002; Locke & Latham, 2006) that highlights four mechanisms that connect goals to performance outcomes. First, goals direct attention to priorities; that is when specific goals are set for workers, it drives their attention to priorities of achieving the goals. Second, they stimulate effort, whereby goals set are attached to specific reward system that stimulates workers to work better and effectively. Third, they challenge people to bring their knowledge and skills to bear and increase their chances of success. Fourth, the more challenging the goal, the more people will draw on their full range of skills. You also need to find some citations to offer support for the arguments here.

### **2.3 Effect of Organizational Culture on Employee Performance**

The culture of the organization should be developed to support continuous improvement in employees' performance so that employees are able to identify with the values, norms and artifacts of the organization, hence the need for organizational culture (Ojo, 2009). It is through this process that employees learn about the organizational culture and decide whether they can cope with it or not, meaning that an organization is a learning environment. It makes employees understand that organizational culture makes employees perform better, hence understanding more of performance as the extent to which an individual is carrying out an assignment or task (Cascio, 2006).

For two decades, many scholars have studied the nature and scope of organizational culture and those who have worked on the employees' participation in the organizational success agree that there is a significant influence of culture and organizational success. For instance, Fakhar, Zahid and Muhammad (2013), found out that the implementation of a good rewarding system and continuous motivation encourages the employee to do best to target achievements of the organization, instead of giving more focus on structures and policies.

Earlier studies indicated a relationship between organizational culture and employees' performance. Magee (2002), as cited in Agwu (2014), argued that organizational culture is inherently connected to organizational practices which in turn influence employees' performance but Hellriegel and Slocum (2009) contend that organizational culture can enhance employees' performance if what sustains it can be understood. Thus, the culture of an organization acquaints employees with the organization's history as well as current methods of operation that guide employees on expected and acceptable future organizational behaviours and norms. Ferris et al (1998) assert that effective human resource system is based on supporting values that create a positive impact on employees' attitudes and behaviours which in turn influence their performance but from numerous "surveys on culture", it has been claimed that employee performance can be improved by developing and creating certain kinds of organizational cultures (Sackman and Bertelsman, 2006).

Martin and Siehl (1990), cited in Agwu (2014), argue that organizational culture is theoretically related to performance and has a positive influence on it, as Bowen and Ostroff (1989) also observe that the role of culture involves nurturing, sustaining and enhancing employees' performance in organizations. Though Kopelmal et al (1990) observed that organizational culture aids coordination of assignments and minimizes inefficiency in resource utilization but in order to do this, the College of Computing and Information Sciences (CoCIS) employees require a supportive organizational

culture in order to attain their individual objectives. According to Furnham and Gunter (1993, cited in Luu (2010), organizational culture functions as the internal integration and coordination between an organization's operations and its employees whereby, if it fails to fulfil these functions to a satisfactory level, employees may be influenced negatively but if there is a positive culture, this supports adaptation and enhances employees' performance by motivating, shaping and channelling their behaviours towards the attainment of corporate objectives (Osibanjo and Adeniji, 2013). Therefore, to improve an organization's performance, there is need to have a clear sense of purpose and commitment towards its mission by reflecting its ultimate long-term objective which is accomplished by conducting integrated operational and behavioural activities.

In the current study, the researcher also views organizational culture as shared values, beliefs and norms that influence the way employees think, feel and behave in the workplace and also assumes that a positive organizational culture will enhance employees' performance as values shared by employees in the organization. Several academics and practitioners (Kotter and Heskett, 1992), cited in Agwu (2014), argue that the performance of an organization depends on the degree to which the values of its employees are widely shared. Similarly, it is generally argued that shared and strongly held values enable management to predict employees' reactions to certain strategic options and reducing these values may bring undesirable consequences (Ogbonna, 1993).

Aluko (2003) asserts that organizational culture is divided into two major aspects -- material and non-material cultures. The material aspects of culture include products of industry, technology, art, and are directly observable. The non-material aspects of culture consist of the knowledge, philosophy, morals, languages, motivation, attitudes, values, and norms shared and transmitted in a society like the College of Computing and Information Sciences (CoCIS). They are not visible or tangible but they are manifested through the psychological states and behaviour of the people.

Harris and Ogbonna (2000) assert that the evidence of a leadership-performance link is largely unreliable and considerably more research has empirically examined the organizational culture – performance relationship. They further stress that organizational culture is one of the most popular concepts in the fields of management and organizational theory. Similarly, Alvesson (1990) has argued that the academic acceptance of culture, without the usual squabbles and skepticism associated with new concepts, is a major indication of the perceived importance of the concept. This means the culture exhibited by the College staff has important implications for their performance.

Some other researchers have noted that treating culture as a unitary concept reduces its value as an analytic tool (Martin, 1992, as cited in Ogbonna and Harris (2000)). Yet culture cannot be equated to power and politics or climate because there is a disagreement by Legge (1994) and Ogbonna (1993) on whether organizational culture can be easily changed. But experience from the College of Computing and Information Sciences suggests that culture can change especially when the people who introduce that culture have left the organization. Some scholars (Denison, 1990; Ouchi, 1981), as cited in Uddin et al (2013), have argued that the performance of an organization is dependent on the degree to which the values of the culture are widely shared.

According to Scholz (1987), as cited by Tameemi et al (2014), claimed that organizational culture is linked to performance and is also founded on the perceived role that culture can play in generating the College's competitive advantage. But Ogbonna (1992) argues that some widely shared and strongly held values enable management to forecast employee reactions to certain strategic options, hence minimizing the scope for undesired consequences. In addition, Krefting and Frost (1985), also cited by Tameemi et al (2014), suggest that the way organizational culture creates competitive advantage is by defining the boundaries of the organization in a manner that facilitates individual interaction by limiting the scope of information processing to appropriate levels.

According to Awad and Saad (2013:172), the different values and beliefs based upon employee performance helps in organization association. They argue that the organization's culture helps in internalizing joint relationship that leads to manage effective organization processes. They also confirm that the productivity and culture of an organization helps in improving employee performance. In their study, they observe that strong impact of strong organization culture leads to increased productivity.

The norms and values of an organization like CoCIS are based upon different cultures' influence on work force management because, in an organization, a strong culture enables effective and efficient management of work force employees (Awad and Saad, 2013). In addition, Shazad et al (2013) assert that a strong culture within the organization leads to raise the employees' commitment towards achieving the goals of the organization on a common path because it is very helpful to increase the performance of the employees. They also contend that personal beliefs are different from the organizational values when an employee is entering in the organization, whereas in a strong culture, employees are on the common path towards achieving organizational goals, which provide the opportunity to the employees to grow and perform well in the organization.

In another study, Mohammad, Uddin, Huq and Saad (2013) on the impact of organizational culture on employee performance and productivity, the results showed positive association between a strong culture and performance improvement. It was therefore on the basis of this study, that organizational culture has a positive impact on the employees' job performance. Schein (1990), as cited in Ahiabor (2014), also states that an organization's norms and values have a strong effect on all those who are attached to the organization and, as considered by the scholar, norms are invisible. But if the

organization like College of Computing and Information Sciences want to improve the performance of the employees and profitability, norms are the first places to look at.

#### **2.4 The effect of Organizational Communication on Employee Performance**

Communication is considered an important ingredient in the work setting of the organization. Organizational communication is a way to develop a strong culture within the organization to achieve the set goals and objectives. In this regard, Scholfelder (1998), cited in Roos (2008), defines organizational communication as an approach in which everyone should participate to create an effective culture within the organization. This leads to sharing of knowledge, opinions and ideas which results into innovation, effective decision-making and also increase in the productivity of an organization. He also found in his study that managers spend 70-80 per cent of their daily time in communicating with others and if both the employees and managers' communication skills increase by 10 per cent, this would lead to 7 per cent increase in productivity.

According to Hellweg and Phillips (1982), cited in Mahdieh (2015), employee performance increases when there is communication within the organization and, besides other things, communication within the organization helps the employees to perform their tasks well, to have information about the duties they have to perform, and about the goals of the organization. They argue that existence of communication within the organization leads to effective decision-making.

In their study, Smidts, Pruyn and Riel (2001) define communication as a transaction. They argue that employees who are well informed about organizational activities as goals and objectives, new developments and achievements can enable the organization's members to develop such characteristics which differentiates it from other organizations hence improving on the performance of employees. They also found that communication climate is an important variable in the

relationship between organizational communication and employee performance; and where there is lack of communication, decision-making becomes difficult. According to them (Smidts, Pruyn and Riel, 2001), it is the foremost duty of the manager to pay serious attention towards the internal communication climate, by giving each employee opportunities to speak, get involved and listen and guide them to fulfil goals.

A study by Harshman and Harshman (1999) concludes that the structure of the organization is changing day by day as the environment is changing. The changing social and economic atmosphere in any country brings change in the work settings of any organization including the College of Computing and Information Sciences. Organizational communication is the critical function, and it affects the content and structure of any organization when these changes lead to change in formal and informal patterns of communication in the organization.

Previous researches show that there is a strong bond between communication and other organizational functions. More specifically, a study by Monge, Cozzens and Contractor (1992) shows that communication variables like information sharing and communication between group members lead to innovation in the organization. They found that communication variables have a strong effect on the organizational outcome which strengthens their arguments that the participative environment within the organization increases its productivity and also improves its performance and outcomes. Effective communication in the work setting of any organization promotes trust in the employees especially if they are getting involved in decision-making; or when they are empowered, this automatically increases their confidence level and definitely has a positive effect on the performance of the employees.

In another study, Dirks and Ferrin (2001), on the role of trust, their findings show that trust is an important element in the organizational settings as it positively relates to the attitudes, perceptions, behaviours and performance outcomes within the organizational settings. They found that trust is an essential building block in the functioning of an organization and directly relates to increased productivity, positive attitude of the employees, their good behaviors and more likely to the high level of cooperation between management and employees.

A study by Trinkka (2006), discovered that when managers in corporate “Developing Others” and “Communication” competencies with their staff, that there will be an increase in overall leadership effectiveness scores by 50-60 per cent by focusing on communication, he argues that employees are interested in learning communication skills to make a healthy and cooperative working environment. He proposes that a manager can play an important role in retaining employees and their performance. He also found out that those managers who discuss and communicate the performance standards with their employees, get more effective results and outcomes.

Another study at BigCo Company of USA (Kleinbaum, 2008) found that those leaders who follow the bureaucratic model in the company, results in restricted interaction patterns where the social interaction between employees is very low which indeed leads to low sharing (Kleinbaum, Stuart & Tushman, 2008). They go ahead and argue that social interaction is the core of any business and there should be a good interaction between the leaders and the employees. They further illustrate that women are more efficient and active at communication which is the opposite at the College of Computing and Information Sciences (CoCIS). They found in their research that women working at BigCo were more likely to bridge the communication in the company. They explain that the coordination between top management and the subordinates was very low which was common in many organizations here in Uganda and especially at CoCIS where this research was carried out and

this seems divergent in the world of information and technology, as communication and coordination are the two most important ingredients in the working of any organization.

In the previous studies conducted on organizational communication, some scholars suggest a visible relation between trust and communication. In relation to this, Yamaguchi (2009) proposes that there exists a strong relation between organizational communication and trust. He predicts that bad news, such as failure of proposals or low performance, may result in developing a bad perception of employees about their bosses, whereas good communication between superiors and employees leads to good results in the organization. Furthermore, he explains that good communication can change the attitude of employees for the desired results. Therefore, communication decreases the uncertainty while effective communication enhances the trust and increases job satisfaction, employees' commitment and their loyalty towards work. He also found that effective communication breaks the wall of misunderstanding and conflicts in an organization.

Gray and Larry (2005) suggest that a CEO (Chief Executive Officer) is the supreme head in the organization and he/she leads the employees and workers to achieve the goals. CEOs give directions and their behaviour sets the culture in the work setting on how to fulfil the objectives and achieve the vision and mission of an organization. They found that employees were most satisfied with those executives, most especially those who were good communicators. The way these executives communicate influences the employees' perceptions; therefore they explain that communication is not only information sharing but also creates a sense of understanding. All organizations are nothing without their people and success of these organizations is not possible until there is a balance between employees and the tasks they are assigned to do. Employees therefore can only be able to get full results when they are clear about their assigned tasks and duties, and when there is a relation

of trust and appreciation. The strong relation between management and employees results in many positive aspects in the organization.

According to Goris, Vaught and Pettit (2000), job performance and job satisfaction can be achieved only when there is a balanced relationship between employees' needs for growth and job characteristics. They found that high level of downward communication in organizations make employees feel dependent on their bosses, unlike when there is too much upward communication that employees sometimes assume that their superiors do not know how to perform their tasks and duties. They further argue that having excess of everything is dangerous in the same way as having excess of any communication direction in the organization because it creates trouble for workers. They further observe that if there is too much communication, employees start to compare themselves with their co-workers and this negatively affects their satisfaction and performance.

Dinsbach, Feij and de Vries (2007) found that there is a positive and strong relation between communication, job satisfaction and organizational identification. They talk about the discrimination between employees where they found that those employees who were treated unequally led to negative outcomes; whereas those employees who were treated equally were more satisfied and committed to their organization. They examined a positive relation between communication and job attitudes and outcomes and their study demonstrated that communication is the best way to know about the attitudes of employees. They explain that communication among people is essential to all organizations because when there is good public relations, there is increase in productivity, job satisfaction, positive attitude of employees towards their organization and also organizational identification.

## 2.5 The effect of Organizational Commitment and Employee Performance

According to Akintayo (2010: 2), organizational commitment is the degree to which employees feel devoted to their organization, while Ongori (2007) describes organizational commitment as an effective response to the whole organization and the degree of attachment or loyalty employees feel to the organization. Zheng (2010) described organizational commitment as simply employees' attitude towards the organization, whereas Allen and Meyer (1990) defined commitment as the employees feeling of obligation to stay with the organization. All these scholars (Akintayo, 2010; Ongori, 2007; Zheng, 2010; and Allen and Meyer, 1990) suggest three dimensions of organizational commitment as: *affective commitment* which measures an employee's emotional attachment to, identification with, and involvement in the organization; *normative commitment* which reflects pressures on an employee to remain with an organization resulting from organizational obligations; and *continuance commitment* that refers to commitment associated with the costs that employees perceive related to leaving the organization. Generally, organizational commitment is a broad term in the sense that employees' attitude encompasses various components as per the studies done by different scholars.

Commitment seems to be a crucial factor in improving performance of employees in an organization and this can be achieved by individuals with high levels of commitment because employees with low levels of commitment will do only enough without putting their hearts into it (Irefin and Mechanic, 2014). This category of employees seem to be more concerned with personal success than with the success of the organization as a whole and they mostly look at themselves as outsiders and not as long-term members of the organization and any attractive job offer elsewhere is very likely to result in their departure.

The relationship between organizational commitment and employees' performance has been studied by various scholars. Khan et al (2010) studied the impact of organizational commitment on employee job performance and revealed a positive relationship between organizational commitment and employees' job performance. He also found that job performance emerged as a major determinant of employee commitment and advised managers to pay special attention to antecedents of organizational commitment so as to increase employee performance and subsequently increase organizational productivity.

A study by Habib et al (2010) on the interdependency of job satisfaction and job performance investigated the effect of employee commitment and attitude towards work on performance using survey data collected from 310 employees of 15 advertising agencies of Islamabad (Pakistan) and found that employees having greater organizational commitment performed well and those with good attitude towards work were highly satisfied as compared to employees who were less motivated towards their work. On the same argument, Ali et al (2010) found that there was a positive relationship between corporate social responsibility and organizational commitment as well as between organizational commitment and employee performance; and hence both scholars (Habib, et al, 2010 and Ali, et al 2010) concluded that organizations could improve their performance through employees' commitment by engaging in social activities since such activities also included the welfare of employees and their families.

There are other numerous factors that have been found to inspire organizational commitment, for instance, Ongori (2007) opines that the degree to which employees are committed to their organization depends largely on job enrichment, employee empowerment and compensation, while Camilleri (2002) investigated some of the major antecedents that contribute to employees' performance in an organization and found that educational level, personality and position determined

an individual's level of commitment. His findings (Camilleri, 2002) further revealed that educational level and position are significantly stronger for the continuance and normative dimensions of commitment while personality is significantly stronger for the continuance and effective dimensions.

The study of organizational commitment and employee performance has attracted many scholars including Dex and Smith (2001) cited in Irefin and Mechanic (2014) who investigated the determinants of the extent of employees' normative or affective commitment to their employer and found that access to some family-friendly policies such as child care and working from home, improved employees' commitment and performance in the private sector but not in the public sector. Their findings showed that organizations with a caring attitude had an important factor of increased employee commitment which could be determined by the organizational culture, especially towards their family welfare, or the company which they work for and not by the attitude of their employer or supervisor towards them.

In another study, Lo (2009) examined the relationship between leadership styles (focusing mainly on transformational and transactional leadership styles) and organizational commitment and found that transformational leaders are more able to bring in commitment in employees than transactional leaders and his findings indicated that transformational leaders have a more significant and stronger relationship with employee commitment, implying that leaders who give advice, support, and pay attention to the individual needs of their followers will enhance the level of commitment and performance to employees. Similarly, Avolio (2004) examined the linkage between transformational leadership and organizational commitment by focusing on psychological empowerment and structural distance and found that there is a positive association between transformational leadership and organizational commitment, revealing that psychological empowerment strengthened the relationship

between transformational leadership and organizational commitment, thus improving on the performance of employees.

In another study, Shastric et al (2010) examined the relationship between charismatic leadership and organizational commitment and found that charismatic leadership and job satisfaction have a strong effect on employee performance, indicating that people tend to perform better if their leader displays charismatic behaviour which makes them more committed to their organization. Since it was found that leaders' sensitivity to members' needs is related to employee performance, managers need to be clear about the goals and values of the organization in order to align them with the needs of the employees. This will help to reduce the high turnover rates being experienced at the College of Computing and Information Sciences (CoCIS) at Makere and in today's industrial world at large.

In some of the previous studies, for instance, Negin, Omid and Ahmad (2013) examined the impact of organizational commitment on employees' job performance and revealed that organizational commitment dimensions; affective, normative and continuance have positive and significant relationship with employees' job performance while Qaisar, Rehman and Suffyan (2012) also explored the effects of organizational commitment dimensions on employees' performance among Pakistan Police officers and indicated that organizational commitment dimensions jointly and independently predict employees' performance.

In addition, a study conducted by Chughtai and Zafar (2006) among university teachers of Pakistan concluded that organizational commitment dimensions have a positive and significant relationship with employee performance, whereas Suliman and Lles (2002) cited in Folorunso, Adewale and Abodunde (2014) explored the nature of organizational commitment and employees' job performance in three industrial units in Jordan and uncovered a positive relationship between

commitment (all the three dimensions) and job performance. However, Somers and Birnbaum, 1998) as cited in Memari, Mahdih and Marnani (2013) studied the relationship of work-related commitment and input on employee job performance. However, their findings suggested that career commitment is positively related to job performance but no relationship existed between organizational commitment and job performance. Both affective and normative commitments were found unrelated to job performance. In addition, Shore, Barksdale and Shore (1995), cited in Memari, Mahdih and Marnani (2013) found that affective commitment and job performance are positively correlated, while normative and continuance commitment are not positively related to employees' job performance.

Clarke (2006) also studied the commitment and employees' performance in UK-based healthcare units and found that commitment is likely to play a significant role specifically with performance outcomes. The researcher found that, statistically, both affective and normative forms of commitment have significant impact on employee performance. Affective commitment was positively related to employee performance. The finding that continuance commitment was negatively related to employee performance suggests that the relationship between commitment and performance within organizations is certainly not straightforward.

A study by Dixit and Bhati (2012) found that the Employees Commitment (Affective, Normative, Continuance) were significantly associated with sustained productivity in an Auto component industry. They reported that there were positive relationships between the three commitments (affective, continuance and normative commitment) and sustained productivity of the organization.

## **2.6 Summary of the Literature review**

Employee performance is one of the greatest challenges most managements face due to the competition in the world market. Some organizational managements have acknowledged the

importance of employees based on their contributions towards achieving organizational goals and objectives. Various measures have been put into consideration to avoid organizational collapse. The management cannot work without involvement of other organizational employees. Missions and visions are set to ensure that all employees work towards achieving similar goals. Employers acknowledge that their organizations will flourish if they can engage their employees, meaning that they will be motivated to give their very best to their employer (Foot and Hook, 2008).

From the literature reviewed, therefore, the researcher identified major gaps from the studies that showed a few authors have had little studies in this area of organizational factors and employee performance in public universities although a few were conducted in industries, factories, and schools. The fact that there is scanty literature in this area especially regarding the relationship between organizational factors and employee performance and particularly on how it impacted on the performance of employees in a given organization shows a big gap in most of the studies reviewed. It is against this background that the current researcher found it suitable to investigate the relationship between organizational factors and employee performance at the CoCIS not exceptional.

Building on these studies, the current researcher wished to bridge the gaps identified in these studies by putting more emphasis and focus on the critical role the factors play towards the improvement of employee performance at the CoCIS.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology for the study which includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection instruments, data quality control (validity and reliability), procedure of data collection, data analysis and measurement of research variables.

#### **3.2 Research design**

Orodho (2000) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It was the conceptual structure within which research was conducted. It constitutes the blueprint for collection, measurement and analysis of data (Kothari, 2003).

A descriptive survey research design was adopted in this study. This was because people's views and opinions were sought and described accordingly and established how organizational factors affected performance of employees. Both qualitative and quantitative methods were used because they supplement each other. The qualitative approach was mainly used to describe subjective assessments, analyses and interpretation of attitudes, opinions, and behaviours of the respondents as expressed verbatim from interviews and focus group discussions (Mugenda and Mugenda, 1999). The quantitative methods helped in generating numerical data, which was statistically manipulated to meet required objectives through descriptive statistics (frequencies and percentages) and inferential statistics, which tested hypotheses using correlations and coefficients of determination (Amin, 2005). This was because there was need to outlay some information statistically in order to bring out the

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

### 3.3 Study population

The study was done at Makerere University, College of Computing and Information Sciences (CoCIS). The actual population was 81 Academic staff, 23 Administrative staff, (15) Support staff and 6 members of the College management according to the College Strategic Plan (2011). They comprised 125 members from both the School of Computing and Informatics Technology (SCIT) and the East African School of Library and Information Sciences (EASLIS).

### 3.4 Determination of sample size and selection

A sample size of 109 respondents was determined using statistical tables of Krejcie and Morgan (1970), as cited by Amin (2005), and included various categories as specified in Table 1 below:

**Table 1: Research respondents by category and sample**

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

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

### **3.5 Sampling Techniques and Procedure**

*Purposive sampling* involved identifying and selecting individuals or groups of individuals that were knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). This sampling was used to select 6 College management members who were interviewed. The researcher chose this technique because the respondents were knowledgeable and had a long experience in College management matters.

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

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

### **3.6 Data Collection methods and instruments**

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

### **3.7 Data Collection instruments**

#### **3.7.1 Questionnaire Method**

A questionnaire is a data collection instrument used to gather data over a large sample or number of respondents (Kombo and Tromp, 2006). This structured questionnaire was developed following recommended guidelines by various scholars that include Kothari (2005), Sekaran and Bougie (2010) and Saunders et al (2009). The first section of the instrument addressed issues of demographic data, section two addressed organizational culture, section three addressed organizational leadership styles, section four addressed organizational communication and section five addressed employee performance. In each section, the respondents were given clear instructions on how to complete the item. The questionnaire was refined once the instrument was piloted.

#### **3.7.2 Interview Method**

An interview guide is a set of questions that the researcher asks during the interview (McNamara, 2009). The researcher designed an interview guide which was used during the interview of the key respondents - the College Management. The researcher posed questions intended to lead the respondents towards giving data to meet the study objectives and probed the respondents in order to seek clarification about responses provided. A structured interview guide was used for the College management to stimulate them into detailed discussion of organizational factors that affected employee performance.

Structured interviews are useful not only because they show excellent validity in meta-analytic research (Hunter and Schmitt, 1996), but also because they provide a chance to probe the answers of the management and understand precisely what they mean. Interviewing is a very useful approach for data collection because it allows the researcher to have control over the construction of the data and it

has the flexibility to allow issues that emerge during dialogue and discussion to be pursued (Charmaz, 2002).

### **3.7.3 Focus Group Discussions**

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

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

## **3.8 Validity and Reliability**

As observed by Vogt (2007), a number of studies have used this instrument and found both their reliability and validity values to be acceptable to the population being studied and in a different context thus recommended for testing the validity and reliability of the instruments.

### **3.8.1 Validity of instruments**

Vogt (2007: 117) defines validity as “the truth or accuracy of the research”. Saunders et al (2009) add that it is the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions. Validity tests were conducted for content, criterion and construct validity to test how well the instrument is representative, captures relationships between the variables as well as measure the concepts (Saunders et al, 2009; Vogt, 2007; and Sekaran & Bougie,

2010). This study utilized triangulation to ensure validity of research findings prior to the administration of the research instruments. This instrument was checked by experts including the supervisors of the researcher. Content validity ratio was used to calculate the Content Validity Index, using the formula below:

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

$$CVI = \frac{61}{82}$$

$$CVI = 0.74$$

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

### **3.8.2 Reliability of instruments**

Reliability is defined by Vogt (2007) as the consistency of either measurement or design to give the same conclusions if used at different times or by different scholars. The first step in ensuring reliability was by providing clear operational definitions of the variables under study. Thereafter, internal consistency was measured through internal consistency reliability (Sekaran & Bougie, 2010) as well as split-half reliability using Cronbach's alpha. If R<sup>2</sup> (Alpha) value equaled to 0.7 and above, then the instrument was considered satisfactory (Cronbach, 1951; and Sekaran & Bougie, 2010). After the data collection, reliability analysis was done and the findings for each of the variables are presented in Table 3.2 below.

**Table 3.2: Reliability of Statistics**

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

From Table 3.2 above, the overall reliability coefficient of the questionnaire was 0.88. Organizational Communication seemed to have had the most reliable items but, generally, all the items in the questionnaire were reliable. This implies that the instrument was reliable for use in data collection. A summary of the item statistics is attached in Appendix V.

### **3.9 Procedures of data collection**

The researcher sought approval from the School of Business and Management of Uganda Technology And Management University (UTAMU) to ensure that the ethical guidelines are followed throughout the data collection process.

At the onset of data collection, the researcher sought permission from the office of the Principal, CoCIS to help access the employees at their place of work. Each questionnaire contained an opening introductory letter requesting for the respondent's cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only and necessary corrective measures in the College.

### **3.10 Data Analysis**

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

#### **3.10.1 Quantitative data analysis**

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

#### **3.10.2 Qualitative data analysis**

All the qualitative data collected from open-ended questions and written comments from questionnaires, key informant interviews and focus group discussions was edited on a continuous basis to ensure completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories. Content analysis was the main method of analyzing the data collected to determine the adequacy of the information, credibility, usefulness and consistency (Mugenda & Mugenda, 1999). Data collected was categorized according to emerging variables from

each question in the interview guide and discussions. All data sources were triangulated during the analysis to increase validity, and at the end of it a report was written.

### **3.11 Measurement of variables**

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

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

### **3.12 Ethical Considerations**

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

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

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

The study examined the organizational factors influencing employee performance at CoCIS. This chapter presents and discusses the findings of the study. The chapter also presents the analysis and interpretation of results. The presentations are done according to the specific objectives and hypotheses. The first section presents the response rates. The second section presents the background information of the respondents. The third section presents descriptive and inferential statistical results along the three study objectives.

#### 4.2 Response Rates of respondents

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

**Table 2: Presents the response rates to the study**

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

According to Table 2 above, out of the 103 questionnaires administered, 82 were returned fully completed, giving a response rate of 79.6%. Out of 6 respondents targeted for interviews, all of them were actually interviewed, implying a response rate of 100%. The overall response rate of the respondents was thus 80%. With that high response rate of 80%, the findings of the study were representative of the actual population and could therefore be generalized, as observed by Sekaran (2003).

### 4.3 Background Information of the Respondents

Employees were asked about their level of education, work experience and age. This information was required to ensure that the sample that participated in the study have similar distribution of the respondents by characteristics to that of the population it was drawn from. This determines the accuracy and representatives of information drawn from the sample to the population. Findings regarding their level of education, work experience and age are presented in Table 3.

**Table 3: Showing the background information of the respondents**

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

*Source: Primary Data*

According to the results in Table 3, the majority 33(40.2%) of the respondents were educated up to Master's degree level, 24(29.3%) were educated up to Bachelor's degree level and 7 (8.5%) were educated up to PhD level. This shows that the majority of the study respondents were adequately educated. This practically implies that the college has adequately educated employees who are likely to perform better at their jobs.

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

The results in the table also show that an overwhelming majority -- 79 (96.3%) -- of the study respondents were below 56 years of age, while only 3 were above 56 years of age. This indicates that the majority of staff at CoCIS are in their most productive age group. Such employees are likely to perform better at their jobs.

#### **4.4 Organizational factors affecting employee performance at CoCIS.**

In this section, descriptive statistics were presented before testing hypotheses. The descriptive statistics used were frequencies and percentages, while the inferential statistics used were Pearson correlation and coefficient of determination.

##### **4.4.1 The Influence of Organizational Culture on Employee Performance at CoCIS**

The first objective of the study was to examine the influence of organizational culture on employee performance at CoCIS. The employees were requested to respond to a number of statements

regarding the organizational culture in the college by indicating their agreement using a five-point Likert scale of SD=Strongly Disagreed, D=Disagreed, N – Not decided, A=Agreed and SA = Strongly Agreed as shown in Table 4. The responses are summarized in the table below;

**Table 4: Showing the results of how Organizational Culture influence Employee Performance**

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

There is little variation in style of dress among employees	2.94	7 (8.5%)	27 (33%)	19 (23%)	22 (27%)	7 (8.5%)
Employees are flexible and adaptable when changes are necessary	3.23	5 (6.1%)	21 (26%)	12 (15%)	38 (46%)	6 (7.3%)
Employees believe they can influence or affect their work place through their ideas and involvement	2.89	9 (11%)	25 (30.5)	21 (26%)	20 (24%)	7 (8.5%)
Individuals and teams have clearly defined goals that relate to the goals or mission of the College	3.38	4 (5%)	17 (21%)	18 (22%)	30 (37%)	13 (16%)
We constantly stretch our goals, to continuously improve	3.24	6 (7.3%)	14 (17%)	27 (33%)	24 (29%)	11 (13%)
Employees believe in teamwork, the "what's in it for us" approach rather than "what's in it for me".	3.22	6 (7.3%)	17 (21%)	21 (26%)	29 (35%)	9 (11%)
Employees know what is expected of them and understand their impact on other people, teams, and functions	2.91	6 (7.3%)	35 (43%)	9 (11%)	24 (29%)	8 (9.8%)
Managers at all levels work together as a team to achieve results for the College	3.15	3 (4%)	26 (32%)	16 (20%)	30 (37%)	7 (9%)

**Source: Primary Data**

To analyze the findings, employees who strongly disagreed and those who disagreed were combined into one category of who “opposed” the items. In addition, employees who strongly agreed and those who agreed were combined into another category of those who “concurred” with the items. Another category was that of those employees who neither agreed nor disagreed, “the undecided” with the items. Thus, the three categories of employees were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

The study findings in Table 4 show that the organizational culture at CoCIS is moderately positive (aggregate mean=3.16). A comparison on these items shows that the percentage of employees that opposed ranged from 17.1% to 50.3%, while the percentage of those that were not sure ranged from

4% to 32% and the percentage of those who concurred ranged from 22% to 78%. From these comparisons, it can be seen that the range of percentages of those that opposed and those that were not sure are lower compared to those who concurred. Thus from this analysis, the following is the interpretation.

The study respondents noted that they were always polite with each other (mean=3.73), meaning that staff members at the college respect each other. The respondents also moderately agreed that the employees in the College believed they must be honest in any situation by telling the truth always (mean= 3.02), meaning that honesty is valued at the college. This finding was reinforced by one key informant interviewee who noted that *“at the college we value honesty and integrity”* (Key informant interview). Honest employees are less likely to indulge in counter-productive work behaviour which may have a negative effect on both organizational and individual employee performance.

The respondents to the study also moderately agreed that their values were in line with the values of the college (mean= 3.07), they had a sense of the college’s mission (mean=2.91) and that the workers felt free to voice innovative suggestions to top management in this College (2.96). They also noted that the Departmental Heads frequently discussed with the workers their task requirements in order to cope well with the College's objectives (mean=3.45). This was reinforced by a key informant who noted that *“the college provides for innovative participation in decision making”*. The above findings show that the organizational culture at the college allows for employee participation in decision making. When employees feel that their decisions are valued by management, they are more likely to work towards achieving organizational goals and objectives since they feel that their decisions are valued.

According to the results in Table 4, the respondents noted that the employees showed a lot of concern of seeing that they completed their day's work (mean=3.68) and that they were expected to have more

individual responsibility for their job performance (mean=3.11). The above results show that the organizational culture at CoCIS encourages employee commitment towards work. Committed employees are therefore more likely to perform better than their less committed counterparts.

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

According to the results in Table 4, the study respondents noted that the employees at the college were flexible and adaptable to changes (mean= 3.23). This shows that the employees at CoCIS are flexible and adaptable. Workplace flexibility improves employee performance in that it has a positive effect on employee engagement, motivation and satisfaction; all are important ingredients for effective employee performance.

As can be seen in Table 4, the study respondents agreed that employees believed in teamwork (mean=3.22). They also noted that managers at all levels worked as a team to achieve results for the College (mean= 3.15). This means that the employees at the college believe in teamwork. A culture that fosters is likely to have improved performance in that teamwork can raise levels of morale, efficiency, expertise, the quality of customer service, initiative, learning, planning, and creativity. It can also produce more motivated members, more effective day-to-day performance, a sense of ownership, better end results and, ultimately, bigger profits.

The study respondents also noted that the employees knew what was expected of them and understood their impact on other people, teams, and functions (mean=2.91). One key informant

supported this finding when he confirmed that “*most of the employees at the college are aware of what is expected of them*”. This means that the workforce at CoCIS are aware of what is expected of them and how this expectation impacts on other people, functions and teams in the organization. Employees who know what is expected of them are likely to be more committed to their work.

#### 4.4.1.1 Testing the influence of Organizational Culture on Employee Performance

In order to determine the influence of organizational culture on employee performance at CoCIS, correlation and regression analysis were conducted. Pearson correlation coefficient ( $r$ ) was used to determine the strength of the relationship between organizational factors and employee performance at CoCIS. The coefficient of determination was used to determine the effect of organizational factors on employee performance. The significance of the coefficient ( $p$ ) was used to test the objective by comparing  $p$  to the critical significance level at 0.05. This procedure was applied in testing the other objectives and thus, a lengthy introduction is not repeated in the subsequent sections of the testing. The results are summarized in Tables 5 and 6.

**Table 5: Relationship between Organizational Culture and Employee performance**

		<b>Organizational Culture</b>	<b>Employee performance</b>
<b>Organizational Culture</b>	Pearson Correlation	1	.278*
	Sig. (2-tailed)		.011
	N	82	82
<b>Employee performance</b>	Pearson Correlation	.278*	1
	Sig. (2-tailed)	.011	
	N	82	82
*. Correlation is significant at the 0.05 level (2-tailed).			

According to the results in Table 5, organizational culture and employee performance were found to have a significant positive relationship ( $r=0.278$ ,  $p<0.05$ ). Thus, the hypothesis that stated that organizational culture would have a significant influence on employee performance is partially accepted. This means that organizational culture has a positive effect on employee performance at CoCIS. This practically implies that employee performance at CoCIS improves with a positive organizational culture.

In order to determine the extent to which organizational culture influences employee performance, the regression analysis was conducted. The results are summarized in the Table 6.

**Table 6: Regression Analysis showing the influence of organizational culture on employee performance**

R square=0.077, P=0.011		
	<b>Standardized Coefficients</b>	<b>Sig.</b>
	<b>Beta</b>	
Organizational Culture	0.278	0.011

*Source: Primary Data*

According to the results in the summarized Table 6, findings show that organizational culture significantly affects employee performance ( $r = .278$ ). This means that organizational culture is a significant determinant of employee performance at CoCIS. Since the correlation does imply a causal-effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient ( $r^2 = .077$ ), was computed and expressed as a percentage to determine the variance in employee performance at CoCIS due to organizational culture. Thus, findings show that organizational culture accounted for 7.7% variance in employee performance at CoCIS.

These findings were also subjected to a test of significance ( $p$ ) and it is shown that the significance of the correlation ( $p = .011$ ) is more than the recommended critical significance at 0.05. This means that

organizational culture has a positive significant effect on employee performance. This practically implies that employee performance at CoCIS improves with a positive organizational culture.

#### 4.4.2 The Influence of Organizational Communication on Employee Performance at CoCIS

The second objective of the study was to establish the relationship between organizational communication and employee performance. The respondents were asked to respond to a number of statements regarding organizational communication. The findings are summarized in Table 7.

**Table 7: Shows results of how Organizational Communication influences employee Performance**

Items	M	SD	D	N	A	SA
I get timely communication about the decisions of the different organs in this College	2.95	8 (9.8%)	28 (34%)	12(15%)	28(34%)	6 (7.3%)
There is open communication in this College	3.00	7 (8.5%)	27 (33%)	13(16%)	29(35%)	6 (7.3%)
My immediate supervisor often asks for opinions / suggestions on important issues relating to this College	2.68	14(17%)	28(34%)	17(21%)	16(20%)	7 (9%)
My immediate supervisor often gives me information/suggestions or feedback on important issues relating to this College	2.68	14(17%)	27(33%)	17(21%)	19(23%)	5 (6.1%)
This College has good cross unit communication	2.99	13(16%)	25(31%)	8 (10%)	22(27%)	14(17%)
We frequently meet as a department to receive communication from staff representatives of my department to the different organs of this College	2.82	9 (11%)	24(29%)	29(35%)	13(16%)	7 (9%)
I can communicate job frustrations to my supervisor	3.13	9 (11%)	27(33%)	11(13%)	14(17%)	21(26%)
Management keeps employees up-to-date on recent developments that relate to the College's welfare	2.87	9 (11%)	27(33%)	23(28%)	12(15%)	11(13%)

The College's communication motivates and stimulates an enthusiasm for meeting its goals	2.93	9 (11%)	29(35%)	13(16%)	21(26%)	10(12%)
The College's communication makes me identify with it or feel a vital part of it	2.99	9 (11%)	22(27%)	19(23%)	25(31%)	7 (9%)
Written directives and reports are always clear and concise	2.76	9 (11%)	30(37%)	20(24%)	18(22%)	5 (6.1%)
All College meetings are always well organized	2.57	18(22%)	28(34%)	12(15%)	19(23%)	5 (6.1%)
Conflicts are handled appropriately through proper communication channels	2.91	6 (7.3%)	30(37%)	16(20%)	25(31%)	5 (6.1%)
<b>Aggregate Mean</b>	<b>2.87</b>					

The study findings in Table 7 show that the organizational communication at CoCIS is moderately positive (aggregate mean =2.87). A comparison of these items shows that the percentage of employees that opposed ranged from 38% to 56%; the percentage of those that were not sure ranged from 10% to 35%; while the percentage of those who concurred ranged from 23% to 42.3%. From these comparisons, it can be seen that the range of percentages of those that concurred and those that were not sure are lower compared to those who opposed. Thus from this analysis, the following is the interpretation.

The results in Table 7 show that communication at CoCIS is moderately good (aggregated mean=2.87). According to the results above, the respondents reported that they got timely communication about the decisions of the different organs in this College (mean=2.95). This means that communication at CoCIS is fairly timely. Timely communication is beneficial to the organization in that employees can work in an efficient manner to accomplish work-related duties so there is both time to devote to clients and confidence in the abilities of the company itself. Secondly, good communication increases the company's capacity to expand.

The study respondents agreed that there was open communication in this College (mean=3.00). This means that there is open communication at CoCIS. This was reinforced by one key informant who noted that “*communication in the college is usually open through group internet and public memos*”. Open communication enhances employee performance. This is because frequent open communication builds increasing levels of trust between the organization and employees. As the trust grows stronger, it can result in good relations between the organization and employees which enhances cooperation, prevents or reduces labour unrest and increases individual employee responsibility and ownership for their own performance.

The study respondents moderately agreed that their immediate supervisors often asks for opinions / suggestions on important issues relating to this College (mean=2.68). This means that the supervisors at CoCIS consult their subordinates. This is likely to enhance a sense of feeling of importance among employees which is likely to enhance employee performance.

The respondents agreed that their immediate supervisors often give employees information/suggestions or feedback on important issues relating to this College (mean=2.68). This shows that supervisors at CoCIS give employees feedback. Providing feedback enhances performance in that if effective feedback is given to employees on their progress towards their goals, employee performance will improve. People need to know in a timely manner how they are doing, what is working, and what is not.

According to the study respondents, the staff at CoCIS can easily communicate job frustrations to their supervisors (mean= 3.13). This means that employees at CoCIS can easily communicate their job frustrations to their supervisors. When employees are allowed to communicate their frustrations, argumentative relations and counterproductive work behaviour is likely to reduce, leading to improved employee performance.

The study respondents agreed that the college’s communication motivates and stimulates enthusiasm for meeting goals (mean= 2.93). This means that the communication at the college stimulates and motivates employees to meet goals, hence improving employee performance.

The study respondents noted that conflicts are handled appropriately through proper communication channels (mean= 2.91). This means that at CoCIS, there is proper conflict management through proper communication channels. Conflict management improves working relations which in turn result into a conducive working environment and subsequent improved employee performance.

**4.4.2.1 Testing the Influence of Organizational Communication on Employee Performance**

In order to determine the influence of organizational communication on employee performance at CoCIS, correlation and regression analysis were conducted. The results are summarized in Tables 8 and 9 below.

**Table 8: Relationship between Organizational Communication and Employee performance**

		Organizational Communication	Employee performance
Organizational Communication	Pearson Correlation	1	.310**
	Sig. (2-tailed)		.005
	N	82	82
Employee performance	Pearson Correlation	.310**	1
	Sig. (2-tailed)	.005	
	N	82	82
**. Correlation is significant at the 0.01 level (2-tailed).			

According to the results in Table 8 above, organizational communication and employee performance were found to have a significant positive relationship (r=0.310, p<0.05). Thus, the hypothesis that stated that organizational communication would have a significant influence on

employee performance is accepted. This means that organizational communication has a positive effect on employee performance at CoCIS. This practically implies that employee performance at CoCIS improves with better organizational communication.

In order to determine the extent to which organizational communication influences employee performance, the regression analysis was conducted. The results are summarized in Table 9 below.

**Table 9: Regression Analysis showing the influence of organizational communication on employee performance**

R square=0.096, P=0.005		
	Standardized Coefficients	Sig.
	Beta	
Organizational Communication	0.310	0.005

*Source: Primary Data*

According to the results in the summarized Table 9 above, findings show that organizational communication significantly affects employee performance ( $r = .310$ ). This means that organizational communication is a significant determinant of employee performance at CoCIS. Since the correlation does imply causal-effect as stated in the second objective, the coefficient of determination, which is a square of the correlation coefficient ( $r^2 = .096$ ), was computed and expressed as a percentage to determine the variance in employee performance at CoCIS due to organizational communication. This means that 9.6% of the variation in employee performance at CoCIS is explained by organizational communication.

These findings were also subjected to a test of significance ( $p$ ) and it is shown that the significance of the correlation ( $p = .005$ ) is more than the recommended critical significance at 0.01. This means that organizational communication has a positive significant effect on employee performance. This

practically implies that employee performance at CoCIS improves with better organizational communication.

#### 4.4.3 The Influence of Organizational Commitment on Employee Performance at CoCIS

The third objective of this study was to find out how organizational commitment influences employee performance at CoCIS. The respondents were asked to respond to a number of statements regarding organizational commitment. The findings are summarized in Table 10 below.

**Table 10: Shows results how Organizational Commitment influences Employee Performance**

Items	Mean	SD	D	N	A	SA
I would be happy to spend the rest of my career in this College	3.10	6 (7%)	20(24%)	23 (28%)	26 (32%)	7 (9%)
I enjoy discussing my College with people outside it	2.60	13(16%)	33(40%)	13(16%)	20(24%)	3(4%)
I really feel as if this College's problems are my own	3.05	9(11%)	19(23%)	18(22%)	31(38%)	5(6.1%)
I do feel like part of the family at my College	3.29	5(6.1%)	14(17%)	22(27%)	34(42%)	7(9%)
I do feel emotionally attached to this College	3.32	6(7%)	18(22%)	12(15%)	36(44%)	10(12%)
This College has a great deal of personal meaning for me	2.80	13(16%)	22(27%)	20(24%)	22(27%)	5(6.1%)
I do feel a strong sense of belonging to my College	3.27	9(11%)	15(18%)	12(15%)	37(45%)	9(11%)
Even if this College went down financially i will still be reluctant to change to another organization	3.32	5(6.1%)	21(26%)	14(17%)	27(33%)	15(18%)
The work i do is very important to me	3.82	2(2%)	10(12%)	10(12%)	39(48%)	21(26%)
It would take very little change in my present circumstances to cause me to leave this College	3.41	4(5%)	15(18%)	18(22%)	33(40%)	12(15%)
I find the work that i do full of meaning and purpose	3.84	1(1.2%)	10(12%)	13(16%)	35(43%)	23(28%)
One of the major reasons that i continue to work for this College	3.49	2(2.4%)	17(21%)	19(23%)	27(33%)	17(21%)

is that leaving would require considerable personal sacrifice because another organization may not match the overall benefits that i have here						
One of the few serious consequences of leaving my College is the scarcity of available alternatives	2.99	10(12%)	20(24%)	24(29%)	17(21%)	11(13%)
I would recommend a close friend to join this company	2.84	17(21%)	21(26%)	14(17%)	18(22%)	12(15%)

The study findings in Table 10 show that the organizational communication at CoCIS is moderately positive (aggregate mean = 3.21). A comparison on these items shows that the percentage of employees that opposed ranged from 13.2% to 56% while the percentage of those that were not sure ranged from 12% to 29% and the percentage of those who concurred ranged from 28% to 74%. From these comparisons, it can be seen that the range of percentages of those that opposed and those that were not sure are lower compared to those who concurred. Thus from this analysis, the following is the interpretation.

The results in Table 10 show that employees at CoCIS are moderately committed to the organization (mean= 3.21). This means that organizational commitment at CoCIS is neither high nor low. The study respondents noted that they would be happy to spend the rest of their lives in the college (mean= 3.10). They also noted that they enjoyed discussing the college with people outside it (mean= 3.05). The above findings show some level of employee commitment to the organization. This is likely to enhance employee performance.

The study respondents also noted that they felt like part of family at the college (mean= 3.29); they felt emotionally attached to the college (mean= 3.32); the College had a great deal of personal meaning for them (mean= 2.80); and that they felt a strong sense of belonging to the College (mean=

3.27). The above findings show that the employees at the college are committed to their organization. Organizational commitment is likely to enhance employee performance.

When asked to mention whether even if the college went down financially, they would be reluctant to change to another organization, the respondents agreed (mean= 3.32). This shows a high sense of commitment to the organization. The study respondents also noted that the work that they did was important to them (mean= 3.82); they found the work that they did to be full of meaning and purpose (mean= 3.84); and that they would not leave the college because leaving would require considerable personal sacrifice (mean= 3.49). The study respondents further reported that they would recommend their friend to join the organization (mean=2.84). The above findings show a high level of organizational commitment among the employees at CoCIS. Committed employees are more likely to perform better than their less committed counterparts in that it enhances employee ego involvement with the organization.

#### **4.4.3.1 Testing the influence of organizational commitment on employee performance**

In order to determine the influence of organizational commitment on employee performance at CoCIS, correlation and regression analysis were conducted. The results are summarized in Tables 11 and 12 below:

**Table 11: Relationship between Organizational Commitment and Employee performance**

		<b>Organizational Commitment</b>	<b>Employee performance</b>
<b>Organizational Commitment</b>	Pearson Correlation	1	.048
	Sig. (2-tailed)		.667
	N	82	82
<b>Employee performance</b>	Pearson Correlation	.048	1
	Sig. (2-tailed)	.667	
	N	82	82

According to the results in Table 11 above, organizational commitment and employee performance have no significant relationship ( $r = 0.048$ ,  $p < 0.05$ ). Thus, the hypothesis that stated that organizational commitment would have a significant influence on employee performance is not accepted. This means that organizational commitment has no effect on employee performance at CoCIS. This finding was reinforced by one key informant who observed that “*most employees have worked with the college for many years but their performance has not improved*”. This practically implies that organizational commitment has not affected the performance of employees at CoCIS.

In order to determine the magnitude of the influence of organizational commitment on employee performance, regression analysis was conducted. The results are summarized in Table 12 below.

**Table 12: Regression Analysis showing the influence of organizational commitment on employee performance**

R Square=0.002, P=0.667		
	Standardized Coefficients	Sig.
	Beta	
Organizational Commitment	0.002	0.667

*Source: Primary Data*

According to the results in the summarized Table 12 above, the coefficient of determination/  $r^2$  for organizational communication is 0.002. This means that 0.23% of the variation in employee performance at CoCIS is explained by organizational commitment.

The standardized beta coefficient of ( $\beta=0.002$ ,  $p<0.05$ ) means that organizational commitment is insignificantly related with employee performance at CoCIS. This means that organizational commitment has no significant effect on employee performance. This practically implies that employee performance at CoCIS cannot be improved by organizational commitment.

#### 4.4.4 Employee Performance

This sub-section presents the respondents’ opinion on employee performance at CoCIS. The results are summarized in Table 13 below.

**Table 13: Results showing the respondents’ opinion on employee performance**

Items	Mean	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I complete my work with in the time allocated	3.50	6(7.3%)	13(16%)	13(16%)	34(42%)	16(20%)
I work overtime to complete my tasks	3.15	12(15%)	20(24%)	8(10%)	28(34%)	14(17%)
The degree to which i do my work meets our customer's requirements	3.28	14(17%)	13(16%)	5(6%)	36(44%)	14(17%)
My performance is measured against the productivity	2.99	14(17%)	20(24%)	13(16%)	23(28%)	12(15%)
I attend to my work with speed and accuracy	3.15	12(15%)	17(21%)	10(12%)	33(40%)	10(12%)
My performance has continually improved	3.33	9(11%)	16(20%)	11(13%)	31(38%)	15(18%)
I take time to listen to my clients to ensure i attend to them effectively	3.45	7(9%)	18(22%)	3(4%)	39(48%)	15(18%)
I do my work effectively without complaining	3.48	10(12%)	15(18%)	3(4%)	34(42%)	20(24%)
I combine the available resources	3.43	12(15%)	12(15%)	6(7%)	33(40%)	19(23%)

very well to provide quality services						
I usually take time to follow up with clients to ensure that they are satisfied with my services	3.38	12(15%)	10(12%)	9(11%)	37(45%)	14(17%)
Employees report on duty early and leave very late	3.15	10(12%)	23(28%)	7(9%)	29(35%)	13(16%)
I record down a number of activities in my to do list before starting on the day's work	3.66	4(5%)	7(9%)	18(22%)	37(45%)	16(20%)
My job is in line with my interests, skills and attitudes.	3.91	3(4%)	6(7%)	9(11%)	41(50%)	23(28%)

According to the results in Table 13, the study respondents noted that they completed their work in the time allocated to them (mean=3.50); they worked overtime to complete tasks (mean= 3.15); they satisfied customers (mean= 3.28); and, they attend to work with speed and accuracy (mean= 3.15). This means that employee performance is moderate.

The study respondents noted that their performance had continually improved (mean=3.33); they did their work effectively without complaining (mean= 3.48); they combine the available resources very well to provide quality services (mean= 3.43); and that they report on duty early and leave very late (mean= 3.15). The respondents also agreed that their jobs were in line with line with their interests, skills and attitudes (mean= 3.91). The results show that employee performance at CoCIS is generally moderate.

## CHAPTER FIVE

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The study examined the organizational factors that affect the performance of employees working at the College of Computing and Information Sciences (CoCIS), Makerere University. The study specifically set out to: examine how organizational culture influences employee performance at CoCIS, Makerere University; establish the relationship between organizational communication and employee performance at CoCIS, Makerere University and to find out how organizational commitment influences performance of employees at CoCIS, Makerere University. This chapter presents the summary, discussion, conclusions and recommendations arising out of the study findings according to the objectives.

#### 5.2 Summary of Findings

##### 5.2.1 Organizational Culture and Employee Performance at CoCIS

The study tested the first hypothesis; “*organizational culture has a significant positive influence on performance of employees*” and it was accepted. This is because there was a moderately positive relationship ( $r=0.278$ ) between organizational culture and employee performance whereby an improvement in organizational culture increases on the performance of employees. The study found that the staff at the college respect each other, honesty is valued at the college and that staff values are in line with the values of the college. It was further established that staff have a sense of the college’s mission, the workers feel free to voice innovative suggestions to top management in this College and that the Departmental Heads frequently discuss with the workers their task requirements in order to cope well with the College's objectives.

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

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

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

### **5.2.2 Organizational Communication and Employee Performance at CoCIS**

The study tested the second hypothesis: *“There is a significant positive relationship between organizational communication and performance of employees”*, and it was accepted. This is because there was a strong significant positive relationship ( $r=0.310$ ) between organizational communication and employee performance, whereby an improvement in organizational communication improves on the performance on employees. The study respondents reported that they got timely communication about the decisions of the different organs of the College. The study respondents agreed that there was open communication in the College. The study respondents moderately agreed that their immediate supervisors often ask for opinions / suggestions on important issues relating to the

College. It was established that the immediate supervisors often give employees information/suggestions or feedback on important issues relating to the College.

According to the study respondents, organizational communication accounted for 9.6% variance in employee performance at CoCIS. This means that organizational communication has a positive effect on employee performance at CoCIS. The study respondents agreed that the college's communication motivates and stimulates enthusiasm for meeting goals. The study found that conflicts are handled appropriately through proper communication channels.

Therefore, organizational communication and employee performance were found to have a significant positive relationship.

### **5.2.3 Organizational Commitment and Employee Performance at CoCIS**

The study tested the second hypothesis: "*The organizational commitment has a significant positive influence on performance of employees*", and it was not accepted. This is because there was no significant relationship ( $r=0.048$ ) between organizational commitment and employee performance whereby an improvement in organizational commitment does not improve on the performance of employees.

According to the study respondents, organizational commitment accounted for 0.24% variance in employee performance at CoCIS. This implies that organizational commitment has no effect on employee performance at CoCIS. The study respondents indicated that they felt like part of family at the college; they felt emotionally attached to the college; the College had a great deal of personal meaning for them and that they felt a strong sense of belonging to the College.

The study respondents noted that the work that they did was important to them, they found the work that they did to be full of meaning and purpose and that they would not leave the college because

leaving would require considerable personal sacrifice. The employees at CoCIS further reported that they would recommend their friends to join the organization.

The study found that organizational commitment and employee performance were found not to have a significant relationship. This means that organizational commitment has no effect on employee performance at CoCIS.

### **5.3 Discussion of Findings**

#### **5.3.1 Organizational Culture and Employee Performance at CoCIS**

The study found a positive significant relationship between organizational culture and employee performance at CoCIS. This implies that employee performance in an organization can be increased with a change in organizational commitment. The findings of this study could be attributed to the fact that the employees have become a family and feel like the college has become part of them. Such a culture enhances employee performance and productivity. The study findings are in line with earlier scholars who found that a positive organizational culture enhances employee and organizational performance. The study findings according to Awadh and Saad (2013) found that good organizational culture enhances organizational performance. They found that the norms and values of organizations based upon different cultures influence workforce performance. Also, Ritchie (2010) observes that organizational culture is a motivational instrument which promotes the employees to perform smoothly and ensures better productivity which is a different case with CoCIS employees.

Organizational culture allows the employees to be acquainted with both the firm's history as well as current methods of operation and this specific detection endows the employees with guidance about expected and acceptable future organizational behaviours and norms (Hellriegel and Slocum 2009), as cited by Uddin et al (2013). In addition, Mohammad, Uddin, Huq and Saad (2013) did a study on the impact of organizational culture on employee performance and the results of this study showed

positive association between strong culture and performance improvement. They concluded that organizational culture has a positive impact on the employees' job performance which is different from the current study.

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

Bowen et al (2009) agrees that the role of culture is very vital in nurturing, sustaining and enhancing the performance of organizations. In addition to this, Kopelmal et al (1990) clarifies that cultural system of any organizations adds to the coordination of assignments and minimizes inefficiency hence improving on employee efforts and firm's resources. Just like in this study, Cross et al (2010) agree that individuals need a supportive organizational culture to help them reach individual objectives. Therefore, an organization is a consciously coordinated system where characteristics of individuals, groups and the organization interact with each other and effective interaction among them highly depends on organizational culture that shapes the individual performance as observed by Kozlowski and Klein (2010). The lack of effect of organizational culture on employee performance in this study therefore demonstrates the need to change the mindsets of the employees towards the culture of the College.

### **5.3.2 Organizational Communication and Employee Performance at CoCIS**

The study found a strong significant positive relationship between organizational communication and employee performance at CoCIS. This implies that employee performance at CoCIS improves with

better communication. The positive relationship between organizational communication and employee performance could be attributed to the fact that communication at the college is timely, open, participatory and gives feedback. Communication has a vital role in the failure or accomplishment of any organization; it is used for the purpose of resolving the contradictions in work organization so that such an organization may progress. People must come together, think together, work together, learn together and advance together. Human interaction allows man to forge new horizons and explore new possibilities. Thus, by meeting people, they can communicate in their own language.

Effective communication is needed for management to develop and sustain a competitive advantage for organizational performance and improvement (Aviolio et al, 1992 and Rowe, 2001), as cited by Femi (2014). Effective communication between leaders and employees is critically important for the potential success of a company. Leaders need to draw up strategies to improve communication that could lead to positive work consequences (Neves and Eisenberger, 2012). Improvements in supervisor-subordinate communication will assist organizations toward the goal of managing diversity by promoting equality and integration in the workplace.

Desanctis and Fulk (1999) agree that effective communication succeeds when employees support the leader and the organization if there is a belief that employees' efforts will be rewarded. Leadership succeeds when initiating response or responding to change and leadership is inextricably linked to the credibility of those leading. Constituents will become willingly involved to the extent that they believe in those sponsoring the change. The association between employee satisfaction and job performance suggests that an important contributor to the employee's engagement within the organization is the leader-employee relationship.

Halis (2000) agrees that job satisfaction increases when superiors establish a courteous and continuous communication with subordinates; receive feedback according to the nature of the work performed, and when the participation of the employees to achieve organizational goals are maintained. Pettit et al (1997) also agrees that organizational communication significantly affects job satisfaction and an open, positive communication increases the satisfaction.

Chen et al (2006) agree that in organizations where organizational communication is more continuous and open, work commitment is higher. Leiter and Maslach (2008), who consider organizational communication in the form of communication networks, find that subordinates who show a similar degree of work commitment, tend to establish communication networks among themselves and that negative superior-subordinate relationship reduces work commitment seriously. The positive effect of organizational communication on employee performance in this study therefore demonstrates the need to enhance organizational communication if employee performance is to improve.

### **5.3.3 Organizational Commitment and Employee Performance at CoCIS**

The study found no significant relationship between organizational commitment and employee performance at CoCIS. This implies that employee performance at CoCIS does not improve by employee commitment. The relationship between organizational commitment and employee performance is there but very insignificant, meaning that if employees are continually motivated, there is a likelihood that they will perform better. It is revealed that the employees confirm that leadership styles should be improved to suit all categories of employees. For instance, both the contract and support staff employees should have representatives on each board so they are well represented. These findings indicate that the employees are willing to serve the College long enough as long as there is a good relationship between the managers and their subordinates. Brower,

Schoorman and Tan (2000) stated that effective managers do not work in isolation from their subordinates; instead they would prefer to work with their subordinates, and the nature of the relationship between the manager and subordinate has been acknowledged as complex, and interactive.

Committed employees of an organization demonstrate positive intentions to serve their organization and they usually find it hard to quit the organization (Robbins and Coulter, 2003), as cited by Ahmad et al (2014). With the current level of commitment at CoCIS, it is likely that employees may not want to quit the organization but want management to motivate them further in order to improve on their performance because, as we all know, a well satisfied employee develops highly affective commitment to his/her organization. Therefore the relationship between organizational commitment and employee performance in this study demonstrates the need to enhance motivation and a comprehensive performance appraisal if employee performance is to improve.

## **5.4 Conclusions**

### **5.4.1 Organizational Culture and Employee Performance at CoCIS**

As regards to the dimensions of organizational culture, it was concluded according to the hypothesis that organizational culture has a significant positive effect on employee performance. Employees are always polite to one another and find they are free to discuss with supervisors their task requirements in order to cope well with the College's objectives. Purposely, the current organizational culture motivates employees; promotes good performance; improves on employee/supervisor relations; demonstrates fair and equal treatment; and improve on teamwork; efficiency and effectiveness.

### **5.4.2 Organizational Communication and Employee Performance at CoCIS**

It was also concluded that there is a positive significant relationship between organizational communication and employee performance and it is realized that employees get timely

communication about the decisions of the different organs at CoCIS, thus confirming that there is open communication in the College. Employees are able to communicate their job frustrations to their supervisors, which motivates and stimulates their enthusiasm to meet the College's goals. Smooth communication within the College makes employees identify with it and also feel a vital part of it, hence improving on the way conflicts are handled within the communication brought about by improper communication channels.

#### **5.4.3 Organizational Commitment and Employee Performance at CoCIS**

It was also concluded that there is no significant relationship between organizational commitment and employee performance; and it was realized that the employees are part of the (CoCIS) family and feel emotionally attached to it. The employees also feel like even if the College went down financially, they would still be reluctant to change to another organization. However, the approach encourages commitment rather than the willingness to make a change and this affects performance. Nevertheless, it was concluded that organizational commitment has a relationship with employee performance at CoCIS but not significant.

### **5.5 Recommendations**

#### **5.5.1 Organizational Culture and Employee Performance at CoCIS**

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

- i. There is need to build and improve teamwork. Putting a team in place to connect with each other, not just on a work level, but also on a friendship level, is beneficial towards more effective teamwork in the future. Team-building exercises are an easy way to get the team on the same level, familiar with one another, and better at communicating in a variety of

environments. Planning out-of-office retreats and exercises for the team is also a great way to encourage better teamwork.

- ii. There is need for leadership development at the college. The creation of a great organizational culture demands the presence of good leaders -- those who know how to delegate, communicate and listen. Without a great leader in place, the team can lose sight of the importance of organized and effective teamwork. There is need to improve communication. Management should establish open lines of communication for all members and not just the managers and leaders in the organizational structure.

### **5.5.2 Organizational Communication and Employee Performance at CoCIS**

Management should create opportunities for more informal time for employees to interact with managers. Employees are often hesitant to interrupt their busy boss for small things such as information needs.

Managers who provide opportunities for casual work conversation actually help employees feel needed. Management should appoint a Communications Committee which will manage communication in the College. Management should also hold regular meetings to foster communication between management and employees at all levels.

There is need to communicate frequently. Most employees appreciate transparent management because it keeps them informed of executive decisions that may affect their jobs. Consistent corporate communication helps minimize negative rumours that would otherwise damage employee loyalty.

### **5.5.3 Organizational Commitment and Employee Performance at CoCIS**

There is need to encourage employee innovation. Many employees enjoy working in a cutting-edge environment that encourages creative ideas and personal innovations. Employees who feel that they are contributors to the company's strategic direction may feel greater ownership of their work, which often leads to enhanced commitment.

Management should take steps to retain employees. Let employees know their work is appreciated. This can be done through motivation -- for example, give them allowances like overtime for those who exceed their normal working hours; give them awards for better performance; grant them leave so that they can have some time to rest, especially for contract staff who are not entitled to leave; and also have a chance to participate in certain University activities like voting within the campus.

Management should institute company loyalty programmes. Management should visibly honour and promote employees who work hard and demonstrate commitment to the organization. Management should also institute tenure timetables rewarding the commitment of long-standing employees.

### **5.6 Limitations of the study**

The researcher faced difficulty in finding the College Management members in their offices since some of them would be gone for official duties. Another challenge was that only one college was subject to investigation; therefore the results of this research might not be conclusive in giving a general picture in all colleges at Makerere University. Further research is required to identify the extent of employee performance at Makerere University and the challenges each of the colleges faces in implementing performance management. Thirdly, the researcher felt that the interviews were subject to subjectivity as individuals may not have been fully open about some issues they felt were sensitive.

### **5.7 Contributions of the study**

The College management will be able to improve on its employee performance management systems which will assist in achieving competitive results and there will also be an opportunity of revising its employment policy to favour employees. Finally, the College management will know exactly what affects the employees' performance and the solutions they need to apply. After management has put all the recommendations into practice, the employee will be motivated, hardworking, more productive, happier and more concerned with customer satisfaction and ultimately, more profitable for the College. If the College starts recognizing and rewarding employees for their achievements, it will make them feel more appreciated and the employees will be willing to go an extra mile.

### **5.8 Recommendations for Further Research**

This study only focused on three factors that affect organizational performance at CoCIS and according to the findings, Organizational Culture takes up only 7.7%, organizational communication takes up 9.6% and organizational commitment takes up 0.24%, meaning that only 17.3% contributes to employee performance. This implies that there are other factors that affect employee performance at CoCIS other than organizational culture, organizational communication and organizational commitment. Therefore, future research should focus on these other factors which affect organizational performance like motivation of employees, leadership styles, working environment and organizational policies, among others. Secondly, since it was one college that was focused on, other researchers can do further research on other University colleges and find out what factors affect them as well.

## REFERENCES

- Ahmad, N. et al. (2014). Impact of Organizational Commitment and Employee Performance on the Employee Satisfaction. *International Journal of Learning, Teaching and Educational Research*. Vol. 1, No. 1, pp. 84-92.
- Akintayo, D. I. (2010). Work-family role conflict and organizational commitment among industrial workers in Nigeria Department of Human Resource Development, College of Human Resource Development and Lifelong Learning, Osun, State University, Okuku Campus, Nigeria. *Journal of Psychology and Counseling* Vol. 2(1), pp.1-8.
- Allen, N. J. and Meyer, J. P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization. *Journal of Occupational Psychology*, Vol. 63, pp. 1-18.
- Ali, I., Rehman, K., Ali, S.I., Yousaf, J. and Zia, M. (2010). Corporate Social Responsibility Influences, Employee Commitment and Organizational Performance. *African Journal of Business Management*. Vol 4(12), pp.2796-2801.
- Alsayed, A. K., Motaghi, M. H., Osman, I. B. (2012). The Relationship between Communication Satisfaction and Performance Indicators in Palestinian Governmental Organization. *International Journal of Scientific and Research Publications*, Volume 2, Issue 11, pp. 1-9.
- Aluko, M. A. (2003). The Impact of Culture on Organizational Performance in Selected Textile Firms in Nigeria. *Nordic Journal of African Studies*, 12(2), 164–179.
- Alvesson, M. (2002). *Understanding Organizational Culture*. London: Sage.
- Amari, S. (2014). The Relation Between Academic Education and Employees' Performance in Tehran Parsian Evin and Azadi Hotels. Unpublished master's thesis. Luleå University of Technology, Department of Business, Administration, Technology and Social Sciences.

- The American Association for Public Opinion Research (AAPOR) (2000), "Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys," Ann Arbor, Michigan: Author, <http://www.aapor.org/ethics/stddef.html> [Accessed 8-25-2015].
- Amin, E. M. (2005). *Social Science Research, Conception Methodology and Analysis*. University of Younde, Cameroon.
- Armstrong, M. (2009). *Human Resource Management Practice*. London: Kogan. Pages unlimited.
- Armstrong, M., & Baron, A. (1998). *Performance Management: The New Realities*. London: Institute of Personnel and Development.
- Awadh, M. A. & Saad, M. A. (2013). Impact of Organizational Culture on Employee Performance. *International review of Management and Business Research*. Vol. 2 Issue.1, pp 168-175.
- Biljana, D. (2004). Employee Commitment in Times of Radical Organisational Changes. *Economics and Organization*, 2, 2, 111-117.
- Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J.F. Gubrium & J.A. Holstein (Eds.), *Handbook of interview research: Context and Method*, (pp. 675–693). Thousand Oaks: Sage.
- Chen, J., Silverthorne, C. & Hung, J. (2006). Organization communication, job stress, organizational commitment, and job performance of accounting professionals in Taiwan and America, *Leadership & Organization Development Journal*, 27 (4), 242-249.
- Clarke, N. (2006). The relationships between network commitment, its antecedents and network performance, *Management Decision*, Vol. 44, No.9.
- Cooper, D. R. & Schindler, P. S. (2006). *Business Research Methods* (9<sup>th</sup> edition). USA: McGraw-Hill.

- Cresswell, J. W. & Plano Clark, V. L. (2011). *Designing and conducting mixed method research* (2nd ed.). Thousand Oaks, CA: Sage.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, Vol.16, pp; 297- 334.
- Deal, T. E. & Kennedy, A. (1982). *Corporate Culture: The Rites and Rituals of Corporate Life*. Reading: M.A: Addison Wesley.
- De Waal, A. A. (2007). Is performance management applicable in developing countries? The case of a Tanzanian college. *International Journal of Emerging Markets* Vol. 2 (1), 69-83.
- Denison, D. R. & Mishra, A. K. (1995). Toward a Theory of Organizational Culture and Effectiveness. *Organization Science*, 6(2), 204-223.
- Educational and Psychological Measurement*, 30, 607-610.
- Desanctis, G. & Fulk J. (eds.). (1999). *Shaping Organizational Form: Communication, Connection, and Community*. Thousand Oaks, CA: Sage Publications. Chapter 13 Organizational Communication 06.08.02.doc 14 06.08.02
- Ehtesham, U. M., Muhammad, T. M., & Muhammad, S. A. (2011). Relationship between Organizational Culture and Performance Management Practices: A Case of University in Pakistan. *Journal of Competitiveness*, Issue 4, /2011, pp 382-39; <http://www.savap.org.pk/journals/ARInt./Vol.4%286%29/2013%284.6-41%29.pdf>, (accessed on 7 March 2015).
- Elzinga, T., Albronda, B. and Kluijtmans, F. (2009). Behavioural factors influencing performance Management systems' use. *International Journal of Productivity and Performance Management*, Vol. 58 (6) 508-522.

- Fauzilah, et al., (2011). The Effect of Motivation on Job Performance of State Government Employees in Malaysia. *International Journal of Humanities and Social Science*, Vol. 1 No. 4; April 2011, pp. 147-154.
- Femi, A. F. (2014). The Impact of Communication on Workers' Performance in Selected Organizations in Lagos State, Nigeria. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 8, Ver. II (Aug. 2014), pp, 75-82. www.iosrjournals.org*
- Femi A. F., (2013). Perception of Performance Appraisal and Workers' Performance in Wema Bank Headquarters, LAGOS Omu- Aran, Kwara State, Nigeria. *Global Journal of Arts, Humanities and Social Sciences*, Vol.1, No.4, pp. 89 -101.
- Foot, M. & Hook, C. (2008). *Introducing Human Resource Management* (5<sup>th</sup> Edition). Pearson Education Limited: Prentice Hall.
- Fort, A. L. & Voltero, L. (2004), Factors affecting the performance of maternal health care providers in America, Human Resource for Health biomedical Central, 2004, available at <http://www.humanresources-helath.com/content/2/1/8>[accessed on March 71th, 2015].
- Frederick, W. Taylor. (1911). *The Principles of Scientific Management* (New York: Harper Bros., 1911): 5 – 29.
- Goris, J. R., (2007). Effects of Satisfaction with Communication on the Relationship between Individual-Job Congruence and Job Performance/Satisfaction. *Journal of Management Development*, vol. 26, pp. 737-752.
- Guest, D. E. (1997). Human resource management and industrial relations. *Journal of Management Studies* 24, 5, 503–521.
- Habib, A., Khursheed, A. and Idrees, A.S. (2010). Relationship between Job Satisfaction, Job Performance Attitude Towards Work and Organizational Commitment. *European Journal of Social Sciences*, Vol. 18(2), pp.257-267.

- Halis, M. (2000). Organizational communication and communication satisfaction. *University Journal of Economics and Administrative Sciences*, Vol. 14, No. 1, pp. 217–230.
- Hodgets & Hedgar (2008). *Modern Human Relations at work*. 10<sup>th</sup> Edition; [http://www.cengage.com/search/productOverview.do?N=11+4294950207+4294950206&Ntk=P\\_EPI&Ntt=14250814121115614519745331561795224450&Ntx=mode%2Bmatchallpartial](http://www.cengage.com/search/productOverview.do?N=11+4294950207+4294950206&Ntk=P_EPI&Ntt=14250814121115614519745331561795224450&Ntx=mode%2Bmatchallpartial). (Accessed on March 7, 2015.).
- Hofstede, G. (1980). *Culture's Consequences: International differences in work-related values*. CA: Sage.
- Hunter, J. E., & Schmidt, F.L. (1996). Cumulative research knowledge and social policy formulation: the critical role of meta-analysis. *Psychology, Public Policy and Law*, 2, pp-324–347. <http://dx.doi.org/10.1037/1076-8971.2.2.324>
- Jo S. & Shim, S. W., (2005). "Paradigm Shift of Employee Communication: The Effect of Management communication on Trusting Relationships," *Public Relations Review*, vol. 31, pp. 277-280.
- Kagaari, J. R. K, Munene, J.C., & Ntayi, J. M. (2013). Agency relations and managed performance in public universities in Uganda. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 39(1), Art. #916, 10 pages. [http:// dx.doi.org/10.4102/sajip.v39i1.916](http://dx.doi.org/10.4102/sajip.v39i1.916)
- Karuhanga, B. N., (2010). Challenges of performance management in Universities in Uganda. *International Research Symposium in Service Management. Le Meridien Hotel, Mauritius, 24-27 August 2010. ISSN 1694-0938. <http://www.sajip.co.za> doi:10.4102/sajip.v39i1.916*
- Ketchand, A. A. & Strawser, J. R. (2001). Multiple dimensions of organizational commitment: Implications for future accounting research. *Behavioral Research in Accounting*, 13(1), 221-251.
- Kinicki, A. & Williams, B. K. (2008). *Management: A Practical Introduction*, (3rd Edition). McGraw Hill Irwin.

- Kolb, D. G. et al. (2009). Connectivity and Leadership: The Influence of Online Activity on Closeness and Effectiveness. *Journal of Leadership and Organizational Studies*, vol. 15, pp. 342-352.
- Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Paulines Publications Africa, Nairobi.
- Kothari, C.R (2005). *Research Methodology. Methods & Techniques*. New Age International (P) Limited, Publishers, New Delhi.
- Kotler, P. & Armstrong, G. (2002). *Marketing: An introduction* (6th Ed). London: Prentice – Hall.
- Kotter, J.P. & Heskett, J.L. (1992). *Corporate Culture and Performance*. New York: Free Press.
- Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K.J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations* (pp. 3-90). San Francisco: Jossey-Bass.
- Krejcie, R., & Morgan, D. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30: 607-610.
- Kusek, J. Z., R. C. Rist, et al. (2005). How Will We Know the Millennium Development Goal Results When We See Them?: Building a Results-based Monitoring and Evaluation System to Give Us the Answers. *Evaluation*. Vol. 11, No. 1: pp 7-26.
- Lee and Lin, K. T. (1999). A research on the Relationships among Superior's Leadership Style, Employees' Communication Satisfaction and Leadership Effectiveness: A Case Study of the Taiwan Sugar Corporation. *Chinese Management Review*, vol. 2, pp. 1-19.
- Lee, S. & Olshfski, D. (2002). Employee Commitment and Firefighters: It's My Job, 62, Special Issue: Democratic Governance in the Aftermath of September 11, 2001, *Public Administration Review*, 108-114

- Leiter, M. P. & Maslach, C. (1988). The Impact of Interpersonal Environment on Burnout and Organizational Commitment. *Journal of Organizational Behavior*, Vol. 9, pp. 297–308.
- Liden, R. C. et al. (2000). An Examination of the Mediating Role of Psychological Empowerment on the Relations between the Job. *Interpersonal Relationships, and Work Outcomes," Journal of Applied Psychology*, vol. 85, pp. 407-416.
- Malinga, G. (2004) Current State and Future Developments of Performance Management in Kenya. Paper, Maastricht School of Management.
- Maslow, A. (1971). *The farther reaches of human nature*. New York: The Viking Press.
- Mathis, R. L. & Jackson, J. H. (2009). *Human Resource Management*. Mason, OH, USA: South-Western Cengage Learning.
- Mbithe, M. N. (2012). Determinants of employee performance in the Public universities: A case of the University of Nairobi, Kenya. Unpublished master's thesis, University of Nairobi, Kenya.
- McNamara, C. (2009). General guidelines for conducting interviews. Retrieved January 11, 2010, from <http://managementhelp.org/evaluatn/intrview.htm> .
- Memari, N., Mahdieh, O. & Marnani, A. B. (2013). The impact of Organizational Commitment on Employees Job Performance. A study of Meli bank. *Interdisciplinary Journal of Contemporary Research in Business*. Vol 5 No. 5, pp. 164-17.
- Meyer, J. P. & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage.
- Meyer, J. P. & Allen, N. J. (1991). A Three-Component Conceptualization of Organizational Commitment. *Human Resource Management Review*, 1, 61-89.

- Mitchell, T. R. (1982). *The Academy of Management Review*, Vol 7, Jan., *Motivation: New Directions for Theory, Research, and Practice*.
- Mohamed, A. I. & Abukar, A. A. S. (2013). The Impact of Organizational Culture on Employees Performance of Mogadishu Universities. *Academic Research International*. Vol. 4, No. 6, pp 382 – 391. [www.savap.org.uk](http://www.savap.org.uk).
- Mohammad, J. U., Rumana, H. L., & Saad, M. H. (2013). Impact of organizational culture on employee performance and productivity: A case study of telecommunication sector in Bangladesh. *International Journal of Business and Management*, 8 (2), 63-77.
- Mugenda, M. & Mugenda, G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Nabukeera, M., Ali. B., & Raja. N. B. (2015). Performance evaluation of public service institutions (CQS) framework. *World Journal of Social Science*, Vol. 2, No. 1; 2015 pp. 1-25. <http://wjss.sciedupress.com>
- Naharuddin, N. M. & Sadegi, M. (2013). Factors of Workplace Environment that affect Employees performance: A case study of Miyazu Malaysia. *Journal of Independent Research and Studies*, Vol 2, No. 2 (April 2013) 66-78.
- Nassazi, N., (2013). Effects of Training on Employee Performance: Evidence from Uganda, Dissertation, Vaasan Ammattikorkeakoulu University of Applied Sciences.
- Neves, P. & Eisenberger, R. (2012). Management Communication and Employee Performance: The Contribution of Perceived Organizational Support. *Human Performance*, 25:452–464
- NCHE. (2014). List and contacts of recognized higher education institutions in Uganda. National Council for Higher Education. Kampala.
- Niyitegeka, M. & Glitho, R. (2012). Strengthening higher education stakeholder relations in Africa. Case study of Makerere University College of Computing and Information Sciences.

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=22&ved=0CDMQFjA  
BOBQ&url=http%3A%2F%2Fwww.aau.org%2Fsites%2Fdefault%2Ffiles%2Fenglish%2FS  
HESRA%2FRevised%2520case%2520study%2520Makerere%2520University.docx&ei=afY  
fVdOzHMzgavOCgdgN&usg=AFQjCNE6ZBGv9kXf2Jp6ufC6x2vcz3XitA&sig2=mWXQT  
DQd4sdwG1wAImVa0A&bvm=bv.89947451,d.d2s](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=22&ved=0CDMQFjA<br/>BOBQ&url=http%3A%2F%2Fwww.aau.org%2Fsites%2Fdefault%2Ffiles%2Fenglish%2FS<br/>HESRA%2FRevised%2520case%2520study%2520Makerere%2520University.docx&ei=afY<br/>fVdOzHMzgavOCgdgN&usg=AFQjCNE6ZBGv9kXf2Jp6ufC6x2vcz3XitA&sig2=mWXQT<br/>DQd4sdwG1wAImVa0A&bvm=bv.89947451,d.d2s) (Accessed on 4<sup>th</sup> April 2014).

- Ogbonna, E. & Harris, L. (2000). Leadership style, organizational culture and performance: Empirical evidence from UK companies. *International Journal of Human Resources Management*, 11(4), 766-788.445-465.
- Ohemeng, F. L. K. (2009). Constraints in the Implementation of Performance Management Systems in Developing Countries: The Ghanaian Case. *International Journal of Cross- Cultural Management*, 9(1) pp.109-132.
- Okwakol, M. J. N. (2009). The Need for Transformative Strategic Planning in Universities in Uganda. *NCHE Journal*. Kampala.
- Olum, Y. (2004). Public Service Reform in Uganda (1989-2002). A critical appraisal. Department of Political Science and Public Administration, Makerere University. *African Journal of Public Administration and Management*, Vol. 15 (1), pp-1-21.
- Ongori, H. (2007). A Review of the Literature on Employee Turnover. *African Journal of Business Management*. pp. 49-54.
- Oparanma, A. O. (2010). Impact of Culture on Employee Job Performance in Nigeria. *International Journal of African Studies* (3), 26-33.
- Orodho, A. & Kombo, D. (2002). *Research Methods*. Nairobi: Kenyatta University Institute of Open Learning.

- Orodho, K. (2000). *Essentials of educational and social sciences and research methods*, Nairobi  
Kenyatta University Institute of Open Learning.
- Owusu-Boateng, W. & Jeduah, B. A. (2014). Effects of Organizational Communication on Employee Performance: A Case of the Agricultural Development Bank, Tamale. *Public Policy and Administration Research*. ISSN 2224-5731(Paper) ISSN 2225-0972 (Online) Vol.4, No.6, 2014, pp 67-80.
- Palazzolo, S., (2008). Influential communication. Retrieved September 30, 2014 from [http://findarticles.com/p/articles/mi\\_qa5286/is\\_20140930/ai\\_n28118653](http://findarticles.com/p/articles/mi_qa5286/is_20140930/ai_n28118653)
- Parrish, R. W. et al. (1996). Strengthening Small Business Competitive Advantage Through Leadership, Communication, and Customer Satisfaction. SBIA 1996 Proceedings," in *SWFAD Southwest Small Business Institute Association*, San Antonio.
- Patton, M. Q. (2001). *Qualitative evaluation and research methods* (3rd ed.). Newbury Park, CA: Sage Publications.
- Pettit, J. D., Goris, J. R., & Vaught, B. C. (1997). An Examination of Organizational Communication as a Moderator of the Relationship between Job Performance and Job Satisfaction. *Journal of Business Communication*, (34), 81-98.
- Pollit, C. & Bouckaert, C. (2004). *Public management reform: a comparative analysis*. (2<sup>nd</sup> Edition). Oxford: Oxford University Press.
- Rajendran, M. & Raduan, C. R. (2005). Typology of Organizational Commitment. *American Journal of Applied Science*, 2,6, 1071078-1081
- Rashid, Z. A., Sambasivan, M. & Johari, J. (2003). The influence of corporate culture and organizational commitment on performance. *Journal of Management Development*, 22 (8), 708-728

- Saeed, R. et al. (2013) Factors Affecting the Performance of Employees at Work Place in the Banking Sector of Pakistan. *Middle-East Journal of Scientific Research Vol. 17 No.9: PP: 1200-1208, 2013 ISSN 1990-9233.*
- Salem, H. (2003). *Organizational performance management and measurement*. The Lebanese experience, Beirut. <http://unpan1.un.org/intrdoc/groups/public/documents/unescwa/unpan010860.pdf>. (Accessed of 5th April 2015)
- Sandri, G. & Bowen, R. C. (2011) *Meeting Employee Requirements Newsletter*: Maslow's Hierarchy of needs is still a reliable guide to motivating staff: Industrial Engineer.
- Saunders, M., Lewis P., & Thornhill, A. (2009). *Research Methods for Business Students* (5<sup>th</sup> edition). New Jersey: Prentice Hall.
- Schein, E. (1990). Organizational Culture. *American Journal of Psychologist*, Vol 4 No. 2.
- Sekaran, U. & Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach* (5<sup>th</sup> edition). New Jersey: John Wiley and Sons.
- Shahzad, F., Iqbal, Z., and Gulzar, M. (2013). Impact of Organizational Culture on Employees Job Performance: An Empirical Study of Software Houses in Pakistan. *Journal of Business Studies Quarterly*, Volume 5, Number 2, pp. 56 - 64.
- Sharma. J. P. and Bajpai, N. (2010). Effective Leadership and its Linear Dependence on Job Satisfaction: A Comparative Study in Public and Private Organization in India. *Research Journal of International Studies*, vol. 16, p. 73
- Snell, S. A. (1992). Control theory in strategic human resource management: The mediating effect of administrative information. *Academy of Management Journal*, 35(2), pp. 292-327.
- Somers, M. J. & Birnbaum, D. (1998). Work-Related Commitment and Job Performance: It's also the Nature of the Performance That Counts. *Journal of Organizational Behavior*, 19 (6), 621-634.

- Stoner, J. A. F. (1996). *Management*. 6th Ed. Pearson Education.
- Stoner, J. A. F., Freeman, E. & Gilbert, D. A. (1995). *Management*. 6th Ed. London: Prentice -Hall International.
- Suliman A. & Iles P. (2000). Is continuance commitment beneficial to organizations? Commitment-performance relationship: a new look. *Journal of Managerial Psychology*, 15 (5), 407-426.
- Svinicki, M. D. (2010). *A guidebook on conceptual frameworks for research in engineering education*: University of Texas.
- Tameemi, A., Khaldoon, S. & Mustafa A. (2014). The Impact of Organisational Culture and Leadership on Performance Improvement in Iraq. *The Built & Human Environment Review*, Volume 7, 2014, pp. 1-15.
- Tan S. L.C. & Lau C. M. (2012). The Impact of Performance Measures on Employee Fairness Perceptions, Job Satisfaction and Organisational Commitment. *Journal of Applied Management Accounting Research* 10.2 (Summer 2012): 57-72.
- Taylor, F. W. (1996). The principles of scientific management. In J.M. Shafritz & J.S. Ott (Eds.), *Classics of organization theory* (pp.66-79). Belmont, CA: Wadsworth Publishing Company.
- Tchapchet, E. T., Iwu, C. G. & Allen-Ile, C. (2014). Employee participation and productivity in a South African university. Implications for human resource management. *Problems and Perspectives in Management*, Volume 12, Issue 4, 2014, pp. 293 - 304
- Tessema, A. M. (2005) Performance Management Tools: Is the balanced score card applicable in public enterprises in Ethiopia? Thesis, Maastricht School of Management.
- The Pennsylvania State University. (2011). Lesson 6: Goal setting theory: what am I trying to achieve in my work? *Work Attitudes and Motivation*. World Campus.
- Torrington, D., Laura, H. & Taylor, S. (2008). *Human Resources Management (7<sup>th</sup> Edition)*. Pearson Education Limited: Great Britain

- Truong, Cong N. (2012). *The Impact of organizational factors on employees' performance in Vietnamese Companies*. University of Economics HO CHI MINH CITY.
- Tsai, Y. (2011). Relationship between Organizational Culture, Leadership Behavior and Job Satisfaction. *Health Services Research*, 11(98), pp 1-9.
- Uddin, M. J., Luva, R. H., & Hossian, M. (2013). Impact of Organizational Culture on Employee Performance and Productivity: A Case Study of Telecommunication Sector in Bangladesh. *International Journal of Business and Management*, Vol. 8, No. 2; pp 63-77.
- Ulloa-Heath, J. M. (2003). Leadership Behaviors and Communication Satisfaction: Community Colleges in Micronesia. Ph.D, Education, University of San Diego.
- Universities UK. (2010). Efficiency and Effectiveness in Higher Education. A report by the Universities UK efficiency & modernization Task Group.
- Vogt, W. P. (2007). *Quantitative Methods for Professionals*. Boston: Pearson.
- Voss, R. & Gruber, T. (2006). The desired teaching qualities of lecturers in higher education: a means end analysis. *Quality Assurance in Education*, 14 (3), pp. 217-242.
- Wanjala M. W. and Kimutai G. (2015). Influence of Performance Appraisal on Employee Performance in Commercial Banks in Trans Nzoia County – Kenya. *International Journal of Academic Research in Business and Social Sciences*. Vol. 5, No. 8
- Zahargler, A. S. & Balasundaram, N. (2011). Factors affecting employees' performance in Ready-Made Garments (RMGs) sector in Chittagong, Bangladesh. Petroleum-Gas University of Ploiesti, BULETIN; Vol. LXIII, No. 1, 9-15; Economic Sciences Series.

**APPENDIX I: CERTIFICATE OF PROOF THAT DISSERTATION HAS BEEN EDITED**

**MUKOTANI RUGYENDO**

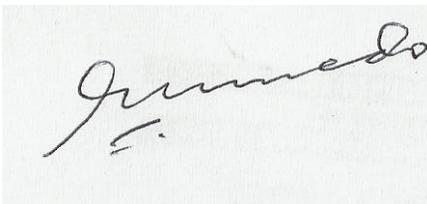
**P.O. BOX 31178**

**KAMPALA**

**TEL: 0701707093**

**CERTIFICATE OF PROOF THAT DISSERTATION HAS BEEN EDITED**

This is to certify that the Master's Degree dissertation entitled, '**Organisational Factors Affecting Employee Performance at the College of Computing and Information Sciences (COCIS), Makerere University, Kampala-Uganda**' by **Ronah Tugume Arinanye**, has been reviewed and corrected in order to ensure clarity of expression and consistency regarding key style aspects like content layout, sentence construction, logical flow, spelling, word use, punctuation, citation and referencing.

A handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read 'Ruggyendo' with a small mark below it.

Mukotani Ruggyendo  
**PROFESSIONAL EDITOR**

## APPENDIX II: QUESTIONNAIRE

**Research Title: “Organizational factors affecting employee performance at the College of Computing and Information Sciences (CoCIS), Makerere University”.**

Dear Respondent,

I am a student of Uganda Management Institute, Kampala pursuing a Masters in Management Studies (Human Resource Management Option). The questionnaire is intended to help the researcher get information on the organizational factors affecting performance of employees at the College of Computing and Information Sciences (CoCIS), Makerere University. The purpose of the study is purely academic and information given will be treated with the highest degree of confidence. You have been selected as a key respondent for this study. Kindly, complete the questionnaire to enable the researcher complete the study. Please tick the answer which represents your opinion on the subject.

I appreciate your participation in this effort.

Thank you,



Ronah Arinanye Tugume

**Participant**

**Section A: BACKGROUND INFORMATION**

Please tick or circle the appropriate number

<b>1</b>	<b>AGE (Years)</b>				
	Less than 25 years	26 – 35 years	36 – 45 years	46 -55 years	56yrs and above
	1	2	3	4	5

<b>2</b>	<b>SEX</b>	
	Female	Male
	1	2

<b>3</b>	<b>SCHOOL</b>	
	Computing and Informatics Technology (CIT)	East African School of Library & Information Sciences (EASLIS)
	1	2

<b>4</b>	<b>TITLE</b>			
	Head of Department	Academic Staff	Administration Staff	Support Staff
	1	2	3	4

<b>5</b>	<b>EDUCATION QUALIFICATION</b>					
	PhD	Masters	Bachelors	Diploma	Certificate	Others (Specify)
	1	2	3	4	5	6

<b>6</b>	<b>DURATION OF SERVICE AT CoCIS MAKERERE UNIVERSITY</b>			
	Less than 5 years	5 – 10 years	11 – 16 years	17 years and above
	1	2	3	4

From questions 1 – 61, tick or circle the number that best indicates your opinion on the question using the following scales:

<b>SCALE</b>	1	2	3	4	5
	SD	D	N	A	S A

	<b>SECTION B. ORGANISATIONAL CULTURE</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	We are always polite to one another.	1	2	3	4	5
2	People in this College believe they must be honest in any situation by telling the truth always.	1	2	3	4	5
3	People in this College believe they should do what they are told.	1	2	3	4	5
4	The workers in this College have a sense of the College's mission.	1	2	3	4	5
5	Workers feel free to voice innovative suggestions to top management in this College.	1	2	3	4	5
6	Departmental Heads frequently discuss with the workers their task requirements in order to cope well with the College's objectives.	1	2	3	4	5
7	Workers perform competently without pressure from their bosses.	1	2	3	4	5
8	Employees show a lot of concern of seeing that they complete their day's work.	1	2	3	4	5
9	I am expected to have more individual responsibility for my job performance.	1	2	3	4	5
10	My College emphasizes on meeting the customers' needs as results are more important than following the correct organizational procedures.	1	2	3	4	5
11	"We've always done it that way" is a philosophy that describes my company's response to new ideas.	1	2	3	4	5
12	There is little variation in style of dress among employees.	1	2	3	4	5
13	People are flexible and adaptable when changes are necessary.	1	2	3	4	5
14	People believe they can influence or affect their work place through their ideas and involvement.	1	2	3	4	5
15	Individuals and teams have clearly defined goals that relate to the goals or mission of the College.	1	2	3	4	5
16	We constantly stretch our goals, to continuously improve.	1	2	3	4	5
17	People believe in teamwork, the "what's in it for us" approach rather than "what's in it for me."	1	2	3	4	5
18	People know what is expected of them and understand their impact on other people, teams, and functions.	1	2	3	4	5
19	Managers at all levels work together as a team to achieve	1	2	3	4	5

	results for the College.					
	<b>SECTION C: ORGANIZATIONAL COMMUNICATION</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
20	I get timely communication about the decisions of the different organs in this College.	1	2	3	4	5
21	There is open communication in this College.	1	2	3	4	5
22	My immediate supervisor often asks for opinions / suggestions on important issues relating to this College.	1	2	3	4	5
23	My immediate supervisor often gives me information/suggestions or feedback on important issues relating to this College.	1	2	3	4	5
24	This College has good cross unit communication.	1	2	3	4	5
25	We frequently meet as a department to receive communication from staff representatives of my department to the different organs of this College.	1	2	3	4	5
26	I can communicate job frustrations to my superior.	1	2	3	4	5
27	Management keeps employees up-to-date on recent developments that relate to the College's welfare.	1	2	3	4	5
28	The College's communication motivates and stimulates an Enthusiasm for meeting its goals.	1	2	3	4	5
29	The College's communication makes me identify with it or feel a vital part of it.	1	2	3	4	5
30	Written directives and reports are always clear and concise.	1	2	3	4	5
31	All College meetings are always well organized.	1	2	3	4	5
32	Conflicts are handled appropriately through proper communication channels.	1	2	3	4	5
	<b>SECTION D: ORGANISATIONAL COMMITMENT</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
33	I would be happy to spend the rest of my career in this College.	1	2	3	4	5
34	I enjoy discussing my College with people outside it.	1	2	3	4	5
35	I really feel as if this College's problems are my own.	1	2	3	4	5
36	I think I could easily be attached to another College.	1	2	3	4	5
37	I do feel like part of the family at my College.	1	2	3	4	5
38	I do feel emotionally attached to this College.	1	2	3	4	5
39	This College has a great deal of personal meaning for me.	1	2	3	4	5
40	I do feel a strong sense of belonging to my College.	1	2	3	4	5
41	Even if this College went down financially I will still be reluctant to change to another organization.	1	2	3	4	5
42	I find my values and the College's values are very similar.	1	2	3	4	5
43	The work I do is very important to me.	1	2	3	4	5

44	It would take very little change in my present circumstances to cause me to leave this College.	1	2	3	4	5
45	I find the work that I do full of meaning and purpose.	1	2	3	4	5
46	One of the major reasons that I continue to work for this College is that leaving would require considerable personal sacrifice because another organization may not match the overall benefits that I have here.	1	2	3	4	5
47	One of the few serious consequences of leaving my College is the scarcity of available alternatives.	1	2	3	4	5
48	I would recommend a close friend to join this company	1	2	3	4	5
<b>SECTION E: EMPLOYEE PERFORMANCE</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
49	I complete my work with in the time allocated.	1	2	3	4	5
50	I work overtime to complete my tasks.	1	2	3	4	5
51	The degree to which I do my work meets our customers' requirements	1	2	3	4	5
52	My performance is measured against the productivity.	1	2	3	4	5
53	I attend to my work with speed and accuracy.	1	2	3	4	5
54	My performance has continually improved.	1	2	3	4	5
55	I take time to listen to my clients to ensure I attend to them effectively	1	2	3	4	5
56	I do my work effectively without complaining.	1	2	3	4	5
57	I combine the available resources very well to provide quality services.	1	2	3	4	5
58	I usually take time to follow up with clients to ensure that they are satisfied with my services.	1	2	3	4	5
59	Employees report on duty early and leave very late.	1	2	3	4	5
60	I record down a number of activities in my to do list before starting on the day's work	1	2	3	4	5
61	My job is in line with my interests, skills and attitudes.	1	2	3	4	5

**E1** Please comment on the overall performance of employees in the College?

.....

**E2** What can be done to enhance performance in this College?

.....

**Thank you for your participation!**

## **APPENDIX III: INTERVIEW GUIDE**

### **ORGANISATIONAL FACTORS AFFECTING EMPLOYEE PERFORMANCE AT THE COLLEGE OF COMPUTING AND INFORMATION SCIENCES, MAKERERE UNIVERSITY, KAMPALA”**

#### **INTRODUCTION;**

The purpose of the interview is to gather personnel officers’ views on the College of Computing and Information Sciences (CoCIS) about the factors that affect the performance of its employees.

1. What have you done as CoCIS management to improve on the communication process between you and the employees?
2. What criteria do you use to communicate with the lower level employees at CoCIS?
3. In which way is feedback regularly provided to employees after performing their tasks?
4. How do employees perceive the effectiveness of communication at CoCIS?
5. Which channels are most predominant for information dissemination at CoCIS?
6. How does culture influence the performance of employees here at CoCIS?
7. How often do you meet with your employees to discuss different issues that affect their performance?
8. How is work distributed amongst other employees if one employee leaves the job or on leave?
9. Are employees provided with all the information and resources they need to perform their tasks?
10. How do you determine that subordinates accomplish to their tasks in time?
11. How well are employees informed on organizational issues?

#### **APPENDIX IV: FOCUS GROUP DISCUSSION GUIDE**

1. How do you access all the information you need to help you carry out your tasks?
2. In your opinion, are you given regular feedback after performing your tasks?
3. In what way does your supervisor allow you sufficient freedom to accomplish your tasks he/she gives you?
4. How are you inspired by the quality of supervision you get?
5. In your opinion, is the job in line with your interests, skills and attitudes?
6. How do you produce expected output?
7. How is your performance measured against the productivity?
8. In which way do you attend to your work timely?

Thank you!!

**APPENDIX V: KREJCIE & MORGAN TABLE FOR DETERMINING SAMPLE SIZE**

	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size

**APPENDIX VI: SUMMARY ITEM STATISTICS FOR THE RELIABILITY  
COEFFICIENT**

<b>Item Statistics</b>			
	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
We are always polite one another	3.73	1.007	82
Employees in this College believe they must be honest in any situation by telling the truth always.	3.02	.968	82
Employees in this College believe they should do what they are told	2.96	1.082	82
I find my values and the College's values are very similar.	3.07	1.152	82
The workers in this College have a sense of the College's mission	2.91	.892	82
Workers feel free to voice innovative suggestions to top management in this College	2.96	1.159	82
Departmental Heads frequently discuss with the workers their task requirements in order to cope well with the College's objectives.	3.45	.971	82
Workers perform competently without pressure from their bosses	3.40	1.098	82
Employees show a lot of concern of seeing that they complete their day's work	3.68	1.110	82
I am expected to have more individual responsibility for my job performance	3.11	1.100	82
My College emphasizes on meeting the customer's needs as results are more important than following the correct organisational procedures	3.02	1.006	82
"We've always done it that way" is a philosophy that describes my company's response to new ideas	3.07	.991	82
There is little variation in style of dress among employees	2.94	1.137	82
Employees are flexible and adaptable when changes are necessary	3.23	1.103	82
Employees believe they can influence or affect their work place through their ideas and involvement	2.89	1.155	82
Individuals and teams have clearly defined goals that relate to the goals or mission of the College	3.38	1.129	82
We constantly stretch our goals, to continuously improve	3.24	1.117	82

Employees believe in teamwork, the "what's in it for us" approach rather than "what's in it for me".	3.22	1.122	82
Employees know what is expected of them and understand their impact on other people, teams, and functions	2.91	1.188	82
Managers at all levels work together as a team to achieve results for the College	3.15	1.079	82
I get timely communication about the decisions of the different organs in this College	2.95	1.175	82
There is open communication in this College	3.00	1.155	82
My immediate supervisor often asks for opinions / suggestions on important issues relating to this College	2.68	1.216	82
My immediate supervisor often gives me information/suggestions or feedback on important issues relating to this College	2.68	1.185	82
This College has good cross unit communication	2.99	1.383	82
We frequently meet as a department to receive communication from staff representatives of my department to the different organs of this College	2.82	1.101	82
I can communicate job frustrations to my supervisor	3.13	1.403	82
Management keeps employees up-to-date on recent developments that relate to the College's welfare	2.87	1.205	82
The College's communication motivates and stimulates an enthusiasm for meeting its goals	2.93	1.245	82
The College's communication makes me identify with it or feel a vital part of it	2.99	1.171	82
Written directives and reports are always clear and concise	2.76	1.106	82
All College meetings are always well organised	2.57	1.238	82
Conflicts are handled appropriately through proper communication channels	2.91	1.102	82
I would be happy to spend the rest of my career in this College	3.10	1.096	82
I enjoy discussing my College with people outside it	2.60	1.132	82
I really feel as if this College's problems are my own	3.05	1.143	82
I think i could easily be attached to another College	2.95	1.185	82
I do feel like part of the family at my College	3.29	1.048	82
I do feel emotionally attached to this College	3.32	1.164	82
This College has a great deal of personal meaning for me	2.80	1.180	82
I do feel a strong sense of belonging to my College	3.27	1.207	82
Even if this College went down financially i will still be reluctant to change to another organization	3.32	1.216	82

The work i do is very important to me	3.82	1.032	82
It would take very little change in my present circumstances to cause me to leave this College	3.41	1.099	82
I find the work that i do full of meaning and purpose	3.84	1.012	82
One of the major reasons that i continue to work for this College is that leaving would require considerable personal sacrifice because another organization may not match the overall benefits that i have here	3.49	1.114	82
One of the few serious consequences of leaving my College is the scarcity of available alternatives	2.99	1.222	82
I would recommend a close friend to join this company	2.84	1.374	82
I complete my work with in the time allocated	3.50	1.189	82
I work overtime to complete my tasks	3.15	1.362	82
The degree to which i do my work meets our customer's requirements	3.28	1.381	82
My performance is measured against the productivity	2.99	1.347	82
I attend to my work with speed and accuracy	3.15	1.297	82
My performance has continually improved	3.33	1.287	82
I take time to listen to my clients to ensure i attend to them effectively	3.45	1.259	82
I do my work effectively without complaining	3.48	1.363	82
I combine the available resources very well to provide quality services	3.43	1.379	82
I usually take time to follow up with clients to ensure that they are satisfied with my services	3.38	1.311	82
Employees report on duty early and leave very late	3.15	1.325	82
I record down a number of activities in my to do list before starting on the day's work	3.66	1.045	82
My job is in line with my interests, skills and attitudes.	3.91	1.009	82