ORGANISATIONAL FACTORS AFFECTING EMPLOYEE PERFORMANCE AT THE

COLLEGE OF COMPUTING AND INFORMATION SCIENCES (COCIS), MAKERERE

UNIVERSITY, KAMPALA- UGANDA

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APPROVAL

This work has been done under my supervision as the student's supervisor and submitted with my approval.

Signature

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LIST OF ACRONYMS

EASLIS: East African School of Computing 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

CHAPTER ONE

INTRODUCTION

1.1   Introduction

Guest, (1997) as cited by Armstrong (2009), stated that human resource management is at its assumption, that improved performance is achieved through the employees in the organization. Employees are therefore considered as an important asset in any organization for better performance. Until the 1980's, performance was usually interpreted as the output of a combination of ability and motivation, given appropriate resources and hence motivating others became a key part of the most management (Torrington et al, 2008). When the full potential of HR is unlocked, an organization can achieve unlimited output, efficiency and effectiveness. 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. None the less, if all employees are handled effectively, the results can be greater productivity and increased employee morale (Truong, 2012).

Therefore, in this study, the researcher will investigate the influence of organizational factors on the performance of employees at the College of Computing and Information Sciences (COCIS), Makerere University. The organizational factors (organizational communication, organizational commitment and organizational culture) are conceived as the independent variables and employee performance (measured in form of efficiency, quality, productivity and timeliness) is the dependent variable.

In this chapter, the researcher discusses the background to the study, 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.

1.2 Background to the study

1.2.1 Historical background

Globally, there seems to be a performance crisis in public service, as there is need to produce more for less (Nabukeera, Ali & Raja, 2014). This economic problem that strikes through poor, developing and developed countries has raised the appetite for efficiency, hence the need for evaluation mechanisms to help assess the performance of government institutions or programs that are quiet inadequate (Nabukeera, Ali & Raja, 2014). Salem (2003) stated that it was clear by the 1980s that interest in Performance Management has moved from the ivory towers of academia to the corridors of government around the world. He asserts that 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 organisations in developing countries have experienced growing competition from multinationals (Karuhanga 2010) and with this kind of trend, organisations must devise ways of becoming more responsive to customer expectations to compete favorably 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.

Globally, 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 (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 percent of empirical research focused on "institutional theory" in the developed

world compared to only 5 percent in the developing country in the past 2 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) pg. 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 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 programs 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 labor crises 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% 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%. 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 established 8 Constituent Colleges of Makerere University. Overall, the private sector owns 73% and the public only 27%. In fact, there has been no growth in absolute terms in government ownership of institutions. This implies that 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. Olum (2004) also asserts that this resentment leads to the adoption of crude performance benchmarks that remain on paper, as they end up not being implemented. 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 will be modeled 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're 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 for example; Maslow's needs hierarchy theory that was developed in 1940's to show how needs are arranged in a hierarchy whereby people are motivated to fulfill 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 employee's needs and fulfill them to avoid poor performance in their organizations. Maslows classified the hierarchy of needs as follows; physiological needs, belongingness needs, esteem needs and safety needs. Hodgets and Hedgar (2008), asserts that the psychological drive that directs a person towards an objective is motivation. While Kinicki and Williams (2008) argue that people have certain needs that motivate them to perform specific

behaviors for which they receive rewards that give feedback and satisfy the original need. Mitchell (1982), suggested Vroom's suggested equation of Performance = Ability x Motivation.

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) asserted that even when skilled workers 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 Maslows 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 organizations revenues. A motivated workforce therefore, will be inspired to be more creative, productive and loyal hence increased employee performance.

1.2.3   Conceptual Background

In this study, the main concepts are employee performance as a dependent variable and organizational factors as an independent variable. 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), says 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 behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's 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) as briefly explained hereafter. Efficiency and effectiveness; *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) defined *commitment* as the employee's 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) defined *culture* as a mixture of values, sets, beliefs, communications and explanation of behavior that provides guidance to people. The different attributes of culture have been arranged on 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 basis of cognitive thinking (Hofstede, 1980) as cited in Tameemi, et al, 2014). The success guidance based upon different values and norm that makes culture effective (Schein, 1990)

and the set of *beliefs, behaviors*, *norms* and *values* helps 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 & 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 includes; *oral communication-* that is sending messages or information by word of mouth; *written communication-* which involves sending information that is written; and *nonverbal* communication- in which information does not constitute words but other nonverbal means such as body language (Steers, 1991) as cited in Femi (2014).

Robson et al. (2006) as cited in Femi (2014) defined *communication* is 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

In 2009, Makerere University initiated a reformation process (Niyitegeka and Glitho, 2012) that was two pronged; review of academic programs and structures and administrative reforms. In 2010, the University transformed itself into a collegiate university with 8 constituent colleges from the 21 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) is made up of two schools and that is the School of Computing and Informatics Technology and 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 30th 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 both Academic, administrative and support staff on 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 worthy to note that the performance of employees in this college has been deteriorating for the past two years from 2012 to 2014. The *quality* of customer care services among staff members has attracted several complaints from different stakeholders. In terms of *efficiency*, since the past two years, there has been delay in marking, and submitting of students' results for processing and publishing (25th SCIT School board minutes, September 2014). The form of communication also 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. In form of *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

The College of Computing and Information Sciences (COCIS) in its efforts to remain the center of excellence has enabled its employees to perform their duties by supplying the necessary opportunities, infrastructure and funds to ensure delivery of quality services to its clients. However, the students' results are not submitted on time, employees late coming is high, employees' absenteeism rate is high, students have continually done their examinations without paying fees and registering and this situation has gone on and on (25th 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).

The researcher feels that if nothing is done to avoid this situation, the College may lose its position as a center of excellence and Makerere University may lose its position as a leading institution of higher learning in the region. Regardless of the above discrepancies, the College together with the University Management has continually given rewards in form of allowances, trained staff and provided the necessary resources for employees to perform better, but the situation has not changed.

A number of studies done by different scholars have identified manager's attitude, organizational culture, personal problems, job content, financial rewards, communication, norms & standards used at work as some of the factors affecting employee performance (Saeed *et al*, 2013; and Zahargier and Balasundaram 2011; and Nassazi, 2013; and Amari, 2014), However, few studies have considered 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; and Femi, 2014; and Ahmad *et al*, 2014).

Therefore, undertaking a study to establish the combined effect of organizational factors influencing employee performance at COCIS will make a contribution towards finding solutions to the continued current poor performance of employees. This is in line with Frederick Taylor's scientific and Maslow's needs theories that highlight the importance of these intangible resources in enhancing performance (Taylor, 1996; and Kinicki and Williams, 2008; and Sandri and Bowen, 2011).

1.4   Purpose of the study

The purpose of this study is 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 are 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 does organizational culture influence performance of employees working at COCIS, Makerere University?

ii. What is the relationship between organizational communication and the performance of employees working at COCIS, Makerere University?

iii. How does organizational commitment influence performance of employees at COCIS, Makerere University?

1.7 Hypotheses of the study

The study will 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. The 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 is to clarify concepts and purpose relationships among the variables in the study, provide a context for interpreting the study findings explain observations. It illustrates the relationship between organizational factors and employee performance. Organizational factors will be the independent variable conceptualized by the organizational communication, organizational culture and organizational commitment. Employee performance, the dependent variable in this study has been conceptualized by efficiency, quality, productivity and timeliness (Nassazi, 2013).

Figure 1: Conceptual framework

ORGANIZATIONAL FACTORS (Independent Variables)	→	**EMPLOYEE PERFORMANCE** (Dependent Variable)

Organizational Culture
- Values
- Beliefs
- Norms
- Customs

Organizational Communication
- Oral
- Written
- Non verbal

Organizational Commitment
- Continuance
- Normative
- Affective

- Efficiency
- Quality
- Productivity
- Timeliness
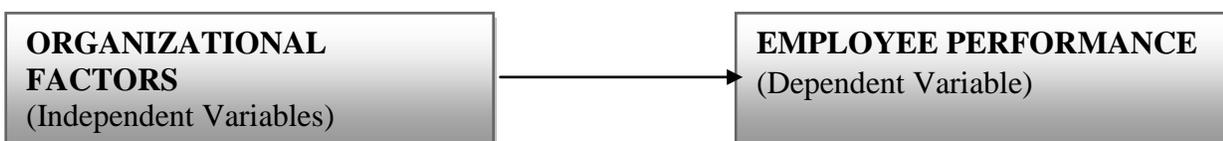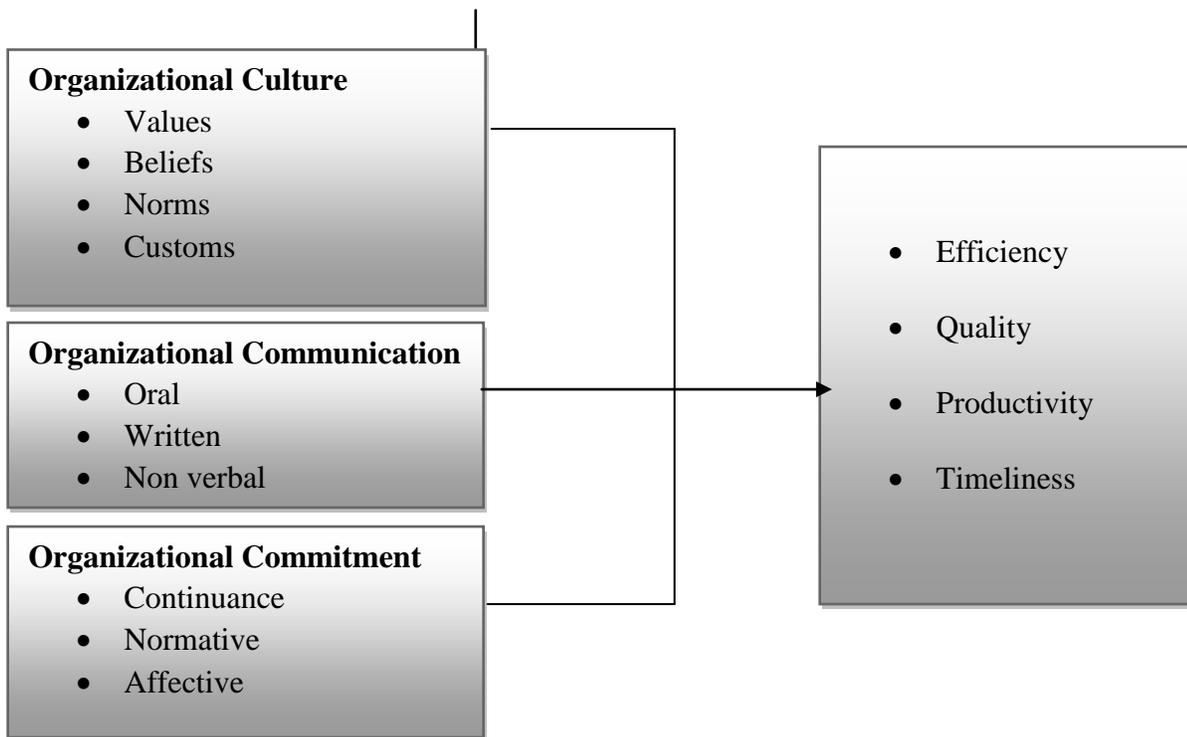
Source: (Adapted from Allen and Meyer (1990), Owusu-Boateng (2014), Awadh and Saad (2013), Nassazi (2013) and modified by the researcher)

In the conceptual framework depicted in Figure 1 above, Organizational factors the independent variable (IV) is hypothesized to influence employee performance. The framework portraits that organizational culture, organizational communication and organizational commitment directly affects employee performance. On the other hand, employee performance the dependent variable (DV) as depicted in figure 1 above, is 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 portrays the relationship between

organizational factors (IV) and employee performance (DV) in figure 1 above. Employee performance is measured in terms of results that organizations' achieve in relations to its objectives. In principle, it can be measured at the output, outcome or impact level. Performance should therefore be 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 proposed study will be considered beneficial to University policy makers by providing valuable information on the extent to which organizational factors such as organizational culture, organizational communication and organizational commitment affect the performance of employees working at COCIS, Makerere University. Secondly, the study will also benefit the College employees by improving on their performance towards their clients (students and other stakeholders of the university). Finally, the proposed study will 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 is 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 being 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 will be jeopardized.

The College of Computing and Information Sciences was particularly chosen because of the challenges they are experiencing both internally and externally. The researcher therefore wishes 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 the content scope, this study will 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 will be 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 will be 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 will be defined as follows;

Employee performance refers to measures that can be taken into consideration when measuring 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 collection of traditions, values, beliefs, policies, and attitudes that create a persistent environment for everything one does and thinks in an organization.

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

Validity refers 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, magazine newspapers, reports, dissertations and other publications. It examines how organizational culture, organizational commitment and organizational communication influences employee performance. This chapter is arranged under the 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 will also be guided by Control theory that has shown multiple applications in the workplace. To increase employee performance, managers need to ensure that employees have specific and challenging goals which result in better performance than ambiguous goals. Ambiguous goals such as "do your best" or "try harder" provide no good comparative standard and direct feedback (Campion & Lord, 1982) as cited in Femi (2013). Without any specific standard and clear feedback, an employee will not be able to recognize errors and then will not engage in behaviour changes that improve performance. Theoretical statements by Lord & Hanges (1987) and Carver & Scheier (1981) as cited in Femi (2013) suggest that supervision in the workplace can be analyzed as a control system made up of supervisors and subordinates.

The Management by Objectives (MBO) programs 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). Control theory however, emphasizes that people continually seek feedback (PSU, 2011). Therefore, the control theory will be applied in areas of evaluation, weekly check-ins, and team meetings. Workplace applications of control theory also arise when

focusing on other control mechanisms that may factor into the "system" such as social control, social climate, and cultural changes. The Control theory has also been used in human resource management where they use behaviour control, output controls, and input controls to affect behaviour and work performance. According to Snell (1992), a major benefit with output control provides for lower level consideration, but still affords encouragement and obligation which enhance the employer.

Further, it allows lower level employee's the ability to change their behaviour and engage in the occasion, and bypass any hazards which may come up. The relevance of this theory to the research study is that it explains the importance of feedback on worker's performance and also centers on feedback as a determinant of behavior. This theory also relates to the role of feedback on employee's performance when people receive feedback on their behavior, they are aware of the difference between their actual performance and expected performance for them to take corrective action where necessary. Thus feedback mechanism is essential in performance management.

Goal theory will also guide 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 behavior. The goal theory proposes that a reward at the end of a task acts as a motivation for the performance of that said task. 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. An ideal goal is a goal where the time between the reaching out and the end state is close. It is moderate in difficulty, neither too easy, to present some challenge, nor too difficult, so that success seem possible. The goal should be specific. 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.

The relevance of this theory to the research study can be attributed to the works of Lathan and Locke (1979) 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.

2.3   The Concepts of employee performance and Organizational factors

2.3.1   Employee Performance

Sinha (2001) as cited in (Naharuddin and Sadegi, 2013) emphasized that employees' performance depends on the willingness and openness of employees on doing their job. Further, he stated that by having this willingness and openness of the employees in doing their job, it could increase the employee's productivity which also leads to the performance. On the other hand, regardless of the employee skills and experience, necessary resources to perform have to be made available for employees, tools and materials.

Foot and Hook, (2008) asserted that employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its employees for continuous and increased production through the use of involvement and partnership practices. They also asserted that organizations should attempt to maximize their employee's contribution to the achievement of organizational goals so that employees have the ability to add value through high-performance working while at the same time directly benefiting employees themselves.

Mbithe (2012) stated that managers should initiate activities which can help employees improve their weakness like engaging them in training and development exercises to attain the required skills which in return results to improved performance. He further argued that some employees strengths should be rewarded hence motivating them to add more effort on their work and improve their performance. More so, Mbithe (2012) asserted that organizations which are ignorant on employee performance might end up collapsing since managers do not monitor the employee achievements which might not relate to the set organizational goals and objectives.

Howell and Hall-Mereda (1999) however, have a different point of view regarding what determines employees' performance. They stated that employees' performance is all about social standing while Greenberg and Baron (2000) stated that it gives a positive impact on the relationship in between job performance and also the vocation. Different from others scholars, Stup (2003) as cited in (Naharuddin and Sadegi, 2013), explains that the success of the employees' performance is based on certain factors such as physical work environment, equipment, meaningful work, performance expectation, feedback on performance, reward for good or bad system, standard operating procedures, knowledge, skills and attitude. They also emphasized that a number of factors may be affecting the employees' performance where by each employee may have a different impact from different things at the workplace. Their attitude and behavior can play a vital role in their performance.

2.4 Organizational factors influencing Employee Performance

Organizations have set clear visions and missions which they intend to achieve (Mbithe, 2012). He further asserts that managing employee performance is one of the key drivers for organizational success in the present context of organizations trying to adopt a resource centered view of the

organization hence management of different organizations have different factors that influence employee performance in their organizations. Some of the factors include the following:

2.4.1   Organizational Culture and Employee Performance

According to Tsai (2011, page 1), organizational culture refers to the beliefs and values that have existed in an organization for a longtime, and to the beliefs of the staff and the foreseen value of their work that will influence their attitudes and behavior. Oparanma, (2010) states that organizational culture is a set of signs and rules for the organizations use that signal how they might differ from one organization to another.

On the other hand, according to Aluko (2003), 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. They are not visible or tangible but they are manifested through the psychological states and behavior of the people.

The different attributes of culture have been arranged on basis of norms and attitudes which help in differentiating one firm from another (Forehand and von Gilmer, 1964) as cited in Shahzad, et al, (2012). The process of thinking helps in establishing one member from another on the basis of cognitive thinking (Hofstede, 1980). The success guidance is also based upon different values and norm that makes culture effective (Schein, 1990). The set of *beliefs, behaviors*, *norms* and *values* equally help in making culture most effective (Kotter & Heskett, 1992).

Harris and Ogbonna (2000), asserted that the evidence of a leadership–performance link is largely unreliable and considerably more research has empirically examined in the organizational culture – performance relationship. They further stressed that an examination of the literature is likely to

conclude that organizational culture is one of the most popular concepts in the fields of management and organizational theory.

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 researchers have noted that treating culture as a unitary concept reduces its value as an analytic tool (Martin, 1992) as cited in Ogbonna & Harris (2000). Culture cannot be equated to power and politics or climate however, there is disagreement by (Legge, 1994; Ogbonna, 1993) on whether organizational culture can be easily changed but an experience from the College of Computing and Information Sciences suggest that culture can change especially when the people who introduced some 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 competitive advantage but (Ogbonna, 1992) argued 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) as cited by Tameemi *et al,* (2014) also suggests that the way in which 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.

2.4.2   Organizational Commitment and Employee Performance

Allen and Meyer (1990) have defined *commitment* as the employee's feelings of obligation to stay with the organization. They also suggest three types of organizational commitment mentioned 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 are related to leaving the organization.

A study by Shore, et al. (1995), involving 231 managers and 339 subordinates in multinational firms in United States found that affective commitment and job performance were positively correlated. This study thus assumes that commitment of the college staff should be positively related to their performance. Meanwhile, Somers and Birnbanm (1998) (as cited in Memari *et al*, (2013) who studied the relationship of work related commitment and input on employee job performance, found that career commitment was positively related to job performance but they did not find a relationship between organizational commitment and job performance. Commitment can be of different form mainly affective and normative commitments. Lee and olshfski, (2002) studied the behavior of organizational commitment among the firefighters in New York and concluded that organizational commitment offered considerable promises in describing the positive behaviors.

It has been argued that individuals take jobs, and identify with the role attached to the jobs, and as a result they become committed to doing the jobs, and hence they behave according to the expectations attached to that job. Indeed Suliman and Lles, (2002) explored the nature of organizational commitment in three industrial units in Jordan by using employees' job performance and five demographic variables. Their research revealed that that organizational commitment comprises three-

dimensional concept. The findings also uncovered a positive relationship between commitment (all the three components) and job performance. Moreover, organizational commitment and its three dimensions present positive and negative relationships with age, sex, education, job status, and organizational tenure variables.

Chen, *et al*. (2006) who studied the relationship between organizational commitment, communication and job performance found that there was a positive relationship between organizational communication, organizational commitment and job performance. Their study suggested that companies needed to strengthen their communication channels and processes in order to strength their accounting professionals' organizational commitment and job performance. Meanwhile Clarke, (2006) studied the commitment and network performance in UK based health care units and found that commitment played a significant role specifically with performance outcomes. The researcher found that statistically both affective and normative forms of commitment had significant impact on performance. Affective commitment was positively related to network performance. The finding that continuance commitment was negatively related to network performance suggests that the relationship between commitment and performance within networks is certainly not straightforward.

Rashid, *et al.* (2003) studied 202 managers in Malaysian companies and found that corporate culture and organizational commitment were interrelated and both had far reaching impacts on the performance. The above literature review reveals that there is some definite relationship exists between organizational commitment and employee's job performance.

2.4.3 Organizational Communication and Employee Performance

It has been argued that the ability to communicate effectively and with influence determines the success in transmitting the message (Palazzolo, 2008). Communication as the exchange and flow of information and ideas from one person to another is critical for any organization and the College of

Computing and Information Sciences cannot be an exception. It involves a sender transmitting an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are the direct result of people failing to communicate.

Through communication, employees can perform better and express their emotions including disappointment or satisfaction with each other and with their management (Szilagyi and Wallence, 1990) as cited in Alseyed *et al,* (2012). According to Goris, (2007), communication satisfaction shows a relationship with performance as it was argued the same way as Clampitt and Downs, (1993) who also found that communication satisfaction was significantly related to job performance.

The construct of communication satisfaction as presented in previous studies (Pincus, 1986) showed that two main aspects of communication have effect on performance indicators and those aspects are relational and informational communication satisfaction. The relational factor of communication satisfaction responds on creating healthy relations between supervisor and subordinate, whereas the effective communication enhances mutual trust (Sharma and Bajpai, 2010), and confidence (Pavitt, 1999). The second factor is informational Communication. Authors such as Liden, *et al*, 2000) found that, informational communication facilitated work-related information and knowledge exchanges among employees and created supportive communication. Supportive communication further, creates trust in management, and supervisors' efforts to enhance interpersonal relationships that contributes significantly to organizational trust (Jo and Shim, 2005).

Effectiveness has been found to be associated with communication satisfaction (Kayworth and Leidner, 2002). Kold, *et al. (*2009*)* found that communication was associated with effectiveness,

while Lee and Lin, (1999) concluded that employees' communication satisfaction was a predicting factor of effectiveness.

In the present study, the relationship between subordinates' satisfactions with superior as a dimension of job satisfaction is considered. Therefore, it could be concluded that the satisfaction with supervisor seems to be related to communication satisfaction according to the study ofUlloa-Heath, (2003) and Parrish *et al.* 1996).

2.5   Summary of the Literature review

Employee performance is one of the greatest challenges most management face due to the competition in the world market. Some organizational management 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 impacts 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 finds it suitable to investigate the relationship between organizational factors and employee performance at the COCIS not exceptional.

Building on these studies, the current researcher wishes to bridge the gaps identified in these studies by putting more emphasis and focus on the critical role factors play towards 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 relevancy with the research purpose. It was the conceptual structure within which research is conducted. It constitutes the blueprint for collection, measurement and analysis of data (Kothari, 2003).

This study will use a descriptive survey research design where people's views and opinions will be sought and described accordingly to establish how organizational factors affect performance of employees. The study will employ both qualitative and quantitative approaches. Qualitative approach is justifiable as it helps in the generation of non-numerical data. While quantitative approach on the other hand is useful for generating quantitative data. Both approaches are considered useful as they enrich the study methods (Kisilu, 2006).

Specifically, the quantitative research approach will be used in order to generate quantifiable data so as to explain the relationship between factors and performance. The use of both qualitative and quantitative methods is also recommended by Amin (2005) as an important form of triangulation in a

study that involves a large number of people. Qualitative data will be collected so as to capture views and opinions of respondents with regard to factors affecting performance of employees in Uganda public university colleges. The triangulation of the above two approaches subsequently will help to generate both quality and quantity information about the subject under study. With the help of quantitative approaches, it will be easy to have a clear and scientific view on the opinions by having them on questionnaires and analyze them with Statistical Package for Social Scientists (SPSS).

3.3   Study population

The study will be done at Makerere University, College of Computing and Information Sciences (COCIS). The actual population are the (81) Academic staff, (23) Administrative staff, (15) support staff and (6) members of the College management. They comprise of 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

Sampling is the procedure a researcher uses to gather people, places or things to study. It was the process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002).

A sample size of 109 respondents will be determined using statistical tables of (Krejcie & Morgan, 1970) as cited by Amin (2005). These will include 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= 14 (permanent basis 8 (contract basis)	Stratified sampling
3	Support staff	15	14	Simple random sampling
4	College Management	6	6	Purposive sampling
	Total	**125**	**109**	

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

3.5 Sampling Techniques and Procedure

Purposive sampling involves identifying and selecting individuals or groups of individuals that are knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark 2011). This sampling will be used to select (6) College management members who will be interviewed. The researcher chose this technique because the respondents are expected to be knowledgeable and have 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 will be used to select (67) Academic staff and (14) Support staff who are expected to participate in the research. The researcher chose this sampling technique because each member in this population has 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 are taken within samples, except the sample size is typically much smaller and "stratifies" a sample based on a characteristic (Patton, 2001). This sample will be used to select (22) Administrative staff because it will enable the researcher to determine desired levels of sampling precision for each group, and can provide administrative efficiency.

3.6 Data Collection methods and instruments

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

3.6.1 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 will be developed following recommended guidelines by various scholars that include Kothari (2005); Sekaran & Bougie (2010) and Saunders, et al (2009). The first section of the instrument will address issues of demographic data, section two will address organizational culture, section three will address organizational leadership styles, section four will address organizational communication and section five will address employee performance. In each section, the respondents will be given clear instructions on how to complete the item. The questionnaire will be refined once the instrument has been piloted.

3.6.2 Interview Method

An interview guide is a set of questions that the researcher asks during the interview (McNamara, 2009). The researcher is expected to design an interview guide which will be used during the interview of the key respondents who will be the College Management. The researcher will pose

questions intended to lead the respondents towards giving data to meet the study objectives and will also probe the respondents in order to seek clarification about responses provided. A structured interview guide will be used for the College management to stimulate them into detailed discussion of organizational factors that affect employee performance.

Structured interviews are useful not only because they show excellent validity in meta-analytic research (Hunter and Schmitt, 1996), but also because structured interviews 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).

3.6.3 Focus Group Discussions

The researcher will hold focus group discussions with the support staff and these include cleaners, messengers, and drivers in order to share their views, experiences and attitudes on their performance at the College. This method will be used for this category of staff because some of them do not know how to read and write clearly. They will be grouped according to gender so as to all free expression of views among themselves. The study will therefore have a total of 5 focus group discussions.

These focus group discussions have in-depth and complexity of responses and group members can often stimulate new thoughts for each other which might have not happened. However, this method could take a lot of time as the researcher will have to listen to every respondent views and sometimes arguments arise and to which the researcher has no control over. Some respondents may not be comfortable speaking openly.

3.6.4   Document Review Method

A documentary review is a systematic process in which a researcher analyses the available literature in form of reports and files for the purposes of retrieving the necessary information relating to the subject matter (Kakinda, 1990). The researcher will make the use of available data by reviewing the College meeting minutes and reports. Documentary review will be used in order to supplement the primary sources of data. A documentary checklist will be used for collecting the secondary data.

3.7   Validity and reliability of Instruments

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 recommends for testing the validity and reliability of the instruments.

3.7.1   Validity of instruments

Vogt (2007) defines validity as "the truth or accuracy of the research" (pp. 117). Saunders et al (2009) adds that it's the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions. Validity tests will be conducted for content, criterion & construct validity test how well the instrument is representative, captures relationships between the variables as well as measures the concepts (Saunders et al, 2009); Vogt, 2007; and Sekaran & Bougie, 2010). This study will utilize triangulation to ensure validity of research findings prior to the administration of the research instruments. This instrument will be checked by experts including the supervisors of the researcher. Content validity ratio will be used to calculate the Content Validity Index, using formula below;

CVI = Total Number of items rated by all respondents

   Total Number of items in the Instrument

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

3.7.2 Reliability of instruments

Reliability is defined by Vogt (2007) as the consistency of either measurement or design to give the same conclusions if used as different times or by different scholars. The first step in ensuring reliability is by providing clear operational definitions of the variables under study. Thereafter, internal consistency will be measured through internal consistency reliability (Sekaran & Bougie, 2010) as well as split-half reliability using Cronbach's alpha. If R^2 (Alpha) value is 0.7 and above, then the instrument will be considered satisfactory (Cronbach, 1951; and Sekaran & Bougie, 2010), using results from the pretested questionnaire.

3.8 Procedures of data collection

The researcher will seek approval or clearance 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 will seek permission from the office of the Principal, COCIS to help access the employees at their place of work. Each questionnaire will contain an opening introductory letter requesting for the respondents cooperation in providing the required information for the study. The respondents will further be assured of confidentiality of the information provided and that the study findings will be used for academic purposes only and necessary corrective measures in the College.

3.9 Data Analysis

The researcher will do both quantitative and qualitative data analysis. It involves uncovering structures, extracting important variables, detecting any irregularity and testing any assumptions

(Kombo & Tromp, 2006). Triangulation method of analysis will be used to enable evaluators come up with appropriate conclusions and recommendations.

3.9.1   Quantitative data analysis

The quantitative data analysis will consist of numerical values from which descriptions such as mean and standard deviations will be made (Kombo & Tromp, 2006). The quantitative data gathered will be organized, numbered and coded then entered using SPSS. The researcher will use both descriptive and inferential statistics to analyze data.

The descriptive statistics will be used to show the face value of the measure of the factors that affect performance of employees at the College of Computing and Information Sciences.

Inferential statistics such as Pearson product-moment correlation and simple linear regression analysis will be used. The correlation coefficient will enable the researcher to establish the factors that affect performance of employees by the predictor variables.

3.9.2   Qualitative data analysis

This will involve cleaning up of data from the focus group discussions, key informants interviews and the questionnaires categorizing them into themes and patterns and making a content analysis to determine the adequacy of the information credibility, usefulness and consistency (Mugenda & Mugenda, 1999). Data will be analyzed before, during and after data collection and the tentative themes will be defined.

Qualitative data will be analyzed manually, notes will be written and scripts will be analyzed by coding where information of similar code categories will be assembled together meaningfully. All data sources will be triangulated during the analysis to complement, increase validity and at the end of it, a report will be written.

3.10   Measurement of variables

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

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

3. 11   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 will undertake to protect the rights of the respondents by:

i.   Ensuring that none of the respondents will be named during the research or subsequent thesis;

ii.   Making sure that the respondents will be 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.

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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 Technology And Management University (UTAMU) pursuing an Executive Masters in Business Administration (Human Resource Management and Development 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

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

2	SEX	
	Female	Male
	1	2

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

4	TITLE			
	Head of Department	Academic Staff	Administration Staff	Support Staff
	1	2	3	4

5	EDUCATION QUALIFICATION				
	PhD	Masters	Bachelors	Diploma	Certificate	Others (Specify)

	1	2	3	4	5	6

6	**DURATION OF SERVICE AT COCIS MAKERERE UNIVERSITY**			
	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:

	1	2	3	4	5
SCALE	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	SECTION B. ORGANISATIONAL CULTURE	**SD**	**D**	**N**	**A**	**SA**
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 results for the College.	1	2	3	4	5
SECTION C: ORGANIZATIONAL COMMUNICATION		**SD**	**D**	**N**	**A**	**SA**
20	I get timely communication about the decisions of the different organs in	1	2	3	4	5

	this College.					
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
	SECTION D: ORGANISATIONAL COMMITTMENT	**SD**	**D**	**N**	**A**	**SA**
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
SECTION E: EMPLOYEE PERFORMANCE		SD	D	N	A	SA
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!

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 III: 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 IV: KREJCIE & MORGAN TABLE FOR DETERMINING SAMPLE SIZE

N	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	1000000	384

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