

Organizational Communication, Culture and Commitment and Employee Performance in University Faculties: Implications from Makerere University College of Computing and Information Sciences

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Abstract

The paper examines whether organizational communication, culture and commitment (3Cs) predict organizational performance. The empirical findings from a descriptive survey study from Makerere's college of computing obtained using both quantitative and qualitative methods are presented. The study had a response rate of 75% having targeted 109 respondents but 82 returned the survey questionnaires. 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.

Keywords: Organizational Communication, Commitment, Culture, employee performance, Universities, Uganda

Introduction

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).

Globally, there seems to be a performance crisis in public service, while there is need to produce more for less (Nabukeera, et al, 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,

et al 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 favorably in the global village (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.

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).

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) 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, 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 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 student's examination results for processing and publishing (25th 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

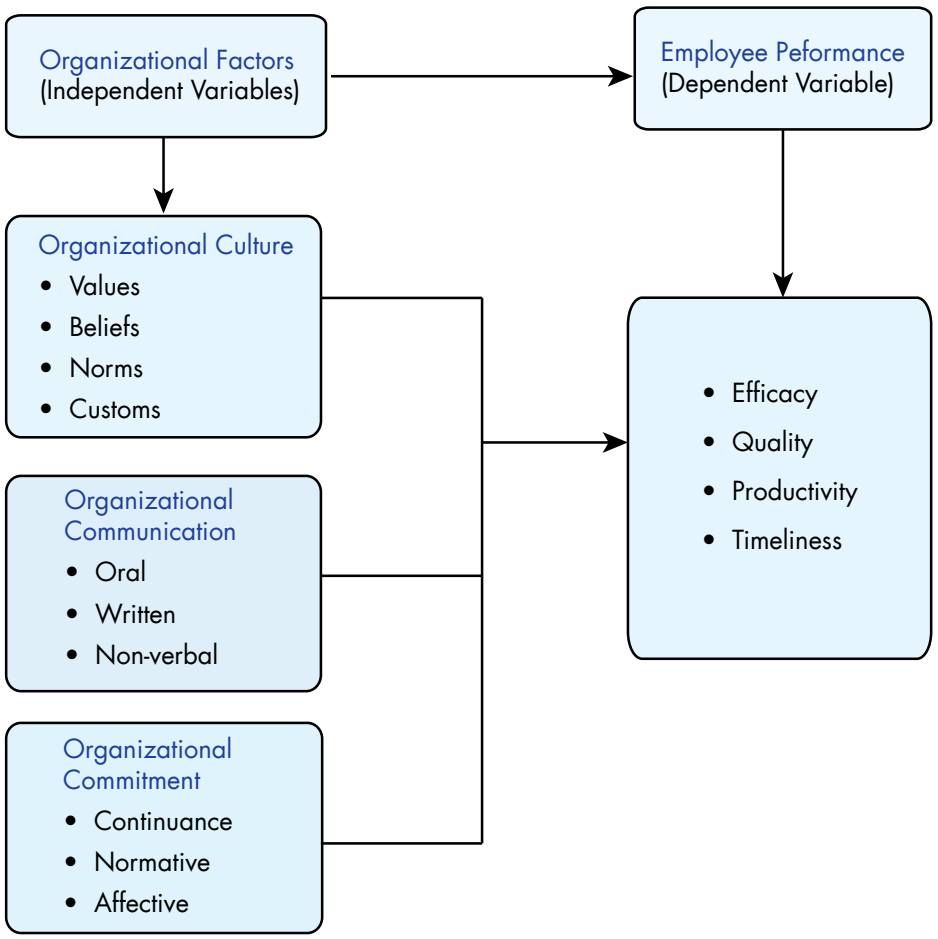
because few people read what is on a hard copy. Regarding timeliness, the registration process, issuing of examination permits, and clearing students for exams and graduation have always gone beyond the set deadlines which was not the case before. In terms of productivity, the degree of openness and 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).

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 labor 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 paper therefore discusses the effect of the combined organizational factors on the performance of employees at CoCIS.

Conceptual Framework



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. Stoner (1996) suggests that 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 and Productivity is expressed as a ratio of output to that of input.

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).

Literature Review

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. According to Agwu (2014), organizational culture is connected to organizational practices which in turn influence employee's performance. In their view however, Hellriegel and Slocum (2009) contend that organizational culture can enhance employee's performance if what sustains it can be understood. Thus, the culture of an organization acquaints employees with the organization's history. Ferris et al (1998) were of the view that effective human resource system should be based on supporting values that create a positive impact on employees'attitudes and behaviours which in turn influence their performance. It has been claimed however that employee performance can be improved by developing and creating certain kinds of organizational cultures (Sackman and Bertelsman, 2006). Leadership of organisations play a critical role in creating this culture.

Communication is considered an important ingredient in the work setting of the organization. Organizational communication helps organization achieve set goals and objectives. In this regard, Scholfelder (1998) as cited in Roos (2008), considers organizational communication as an approach in which everyone should participate. 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 found out through his study that managers spent between 70-80 %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.

Mahdieh (2015) reports of a study by Hellweg and Phillips (1982), who argued that employee performance increases when there is communication andthat communication 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.

In a different study,Smidts, and colleagues (2001) considered communication as a transaction where

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. Communication climate was found to be an important variable in the relationship between organizational communication and employee performance; and where there was lack of communication, decision-making became difficult. In this regard, its 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 fulfill goals.

Akintayo (2010) regards organizational commitment to be connected to 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. On his part, Zheng (2010) described organizational commitment as simply employee's attitude towards the organization, whereas Allen and Meyer (1990) considered commitment as the employees feeling of obligation to stay with the organization. All these scholars 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.

Methodology

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.

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).

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	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)*

Table 2: **Reliability of Statistics**

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

Results

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. 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.

Table 3: 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.

Table 4: 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 handle appropriately through proper communication channels	2.91	6 (7.3%)	30(37%)	16(20%)	25(31%)	5 (6.1%)
Aggregate Mean	**2.87**					

Table 5: 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 is that leaving would require considerable personal sacrifice because another organization may not match the overall benefits that I have here	3.49	2(2.4%)	17(21%)	19(23%)	27(33%)	17(21%)
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%)

Table 6: Shows results on the Correlation among all variables

		Employee Performance
Organisational Culture	Pearson Correlation	.278*
	Sig. (2-tailed)	.011
	N	82
Organisational Communication	Pearson Correlation	.310*
	Sig. (2-tailed)	.005
	N	82
Organisational Commitment	Pearson Correlation	.048
	Sig. (2-tailed)	.667
	N	82
*. Correlation is significant at the level 0.05 (2-tailed)		

The table 6 above shows that the highest correlation is found between employee performance and organisational communication at correlation of 0.310 and followed by organisational culture at correlation of 0.278. The relationship between employee performance and organisational commitment was found insignificant ($r = 0.048$, $p<0.05$) hence the hypothesis which stated that organizational commitment would have a significant influence on employee performance is not accepted.

Conclusions and Recommendations

This study has been conducted to find the organisational factors that affect the employee performance at Makerere University College of Computing and Information Sciences (CoCIS). An intensive literature review has been conducted to develop the model of this research. Therefore the approach of this study is both quantitative and qualitative. The findings of the study reveal that there is a positive and direct relationship between employee performance and organisational culture, and Communication. Likewise, the findings show that there is a negative relationship between employee performance and Organisational Commitment. Without a great leader in place, the team can lose sight of the importance of organized and effective teamwork.

Based on the findings of the study, a set of recommendations have been developed. Employees spend most of their time at their places of work. The practices in the work place can affect their attitudes and ultimately their performance. Therefore, organisations have to create a happy working environment where employees enjoy their time and like to spend as much as they can in the workplace. This practice can 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. Leadership development at the college can create of a great organizational culture which demands the presence of good leaders for example those who know how to delegate, communicate and listen. Management has to encourage employees to express their feelings and discuss with the management about their job duties and responsibilities. Moreover, management must listen to the employees' suggestions

regarding their work, training, pay and future development.

The College Management and the University Management at large have to be concerned about the employee performance and create a work environment that employees can enjoy and feel sense of belonging while they are working. Moreover, teamwork spirit must be emphasized in the workplace. Decision makers also have to discuss with the employees the training and development plan for them to do their jobs better and eliminate any barriers that can result in a stressful working environment. Decision makers also have to open lines of communication for all members and not just the managers and leaders in the organizational structure.

Decision makers are advised to take steps to retain employees by appreciating their work through payment of 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 ample 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 honor and promote employees who work hard and demonstrate commitment to the organization.

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