

**COMMUNICATION AND EMPLOYEE COMMITMENT IN KAMPALA
INTERNATIONAL UNIVERSITY, UGANDA.**

By

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MBA

**A RESEARCH THESIS SUBMITTED TO THE COLLEGE OF ECONOMICS AND
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UNIVERSITY**

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DECLARATION

I, Dushime Parfait-Nino, declare that this Thesis entitled "Communication and Employee Commitment in Kampala International University, Uganda" is my own original work and has

never been presented to any institution of higher learning either as a paper or for any academic award.

Signature.....

Date:

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APPROVAL

This is to acknowledge that, this Thesis “Communication and Employee Commitment in Kampala International University, Uganda” written by Dushime Parfait-Nino, has been carried out under my close supervision and is now ready for submission to the College of Economics and Management for examination in partial fulfilment of the requirements for the award of Master’s Degree in Business Administration of Kampala International University with my approval.

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.....

Date

DEDICATION

This thesis is dedicated to the Almighty God who has made me what I am. I am grateful to my parents.

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LIST OF ACRONYMS

ATC	Air Traffic Controller
KIU	Kampala International University
SPSS	Statistical Package for Social Sciences
Std. Dev	Standard deviation

ABSTRACT

Purpose of the research study was to investigate the relationship between Communication and Employee Commitment in Kampala International University (KIU). Though KIU's employees usually exchange socio and work oriented communication among themselves and sometimes between employees and management using different communication media, they are not strongly emotionally attached to the university, have no costs at all associated with leaving the university and have no feelings of obligation to remain with the university. The objectives of the study were; (i) to find out the effect of social-emotional-oriented communication on employee commitment in Kampala International University; and (ii) to assess the effect of work-oriented communication on employee commitment in Kampala International University. The study employed descriptive research design. The study used 187 respondents who were selected from a target population of 399 employees. The study revealed that social-emotional-oriented communication with $R^2 = 0.084$, positively ($\beta=0.433$) and significantly ($p\text{-value}=0.000$) affect employee commitment of Kampala International University; and work-oriented communication with $R^2 = 0.218$ positively ($\beta=0.338$) and significantly ($\text{sig-value}=0.000$) affect employee commitment of Kampala International University. The study concluded that; social-emotional-oriented communication has a positive and significant effect on employee commitment of Kampala International University; and work-oriented communication has a positive and significant effect on employee commitment of Kampala International University. The study recommended that; with respect to social-emotional-oriented communication, KIU's employees should often communicate about non-work-related topics with their supervisor or Director; KIU's employees with in one department should often communicate about non-work-related topics with Directors and Principals/Deans in other departments. These will encourage employees to become loyal to their immediate supervisors and Directors or Principals and deans that will improve employees' positive attitudes towards commitment to the university. In regard to work-oriented communication, KIU's employees should often receive required communication concerning University's overall performance; KIU's employees usually should get communication concerning University's strategic plans; KIU's employees normally should get communication in regard to other departments functioning; KIU's management usually should communicate University concerns with employees; KIU's employees normally should participate in decision-making about University's concerns. The study contributed to existing knowledge in the following ways; study have inherently studied the constructs of communication that will help University's top management to resolve employees' issues to improve their commitment; entire community will receive better products from university produced due the committed efforts raised by all employees; and study clearly discussed constructs of communication and

commitment and research gaps were comprehensively researched upon by providing knowledge about how to use communication to improve employees' commitment to the firm.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background to the research study, statement of the problem, purpose of the study, research objectives, research questions, research hypotheses, scope, significance of the study and operational definition of key terms.

1.1 Background to the study

1.1.1 Historical perspective

Human resource managers know that committed staff are productive staff and ultimately profit their corporations (Proctor, 2014). Various aspects of effective communication of a firm, that is open, involve accurate feedback and adequate information concerning corporation's policies and practices is highly related to employee commitment (Men, 2012; Abu Bakar, et al., 2010; and Snell et al., 2015).

The discussions related to communication have been more appealed in the beginning of twentieth century. Communication is another dimension that related to the successful commitment. Communication is required to adapt with the commitment processes by those that are affected (Bull & Brown, 2012). Without the effective employee communication, commitment is barely possible whereby it was ignored by most of companies. Communication is well known to establish commitment readiness, to decrease uncertainty and apparently as a crucial factor in obtaining commitment (McChesney, 2015). According to Ruissalo (2015), organisations that aligns with the communication gains commitment among employees by decreasing their tendency to resist their tasks. The relationship between communication and commitment have been attracted the attention of previous researchers on the last decades (Matos Marques Simoes, & Esposito, 2014). In raising awareness among employees on the necessity of commitment and creating a sense of belonging for sustainable and cohesive attempts to commitment are the

importance of communication itself (Sundström & Zika-Viktorsson, 2009). Ahmad, Nafi & Marchalina (2018) studied that communication hypothesizes the direct relationship with commitment among employees to strengthen their sense effectively. Melewar (2003) boldly stated that there is inseparably linked processes between communications and commitment. The instability of current performance mandates the need of communicating timely and transparently to stakeholders; particularly the employees. Without a proper and adequate communication, it might make harder or irresponsible to execute the commitment plan, such as through the policy plan (Lai & Ong, 2010).

Lai and Ong (2010) further stated that to increase employee consciousness, the organization should help the employees to understand that the status quo is undesirable. This can be done in formal or informal communication within departments or organizations (Raineri, 2011). Communication will also promote sense of belonging among employees which is crucial to foster commitment and cohesiveness among employees (Raineri, 2011). Several authors argued that facilitating communication during the commitment process, allows employees to understand what, when and why the organization should adapt to the new circumstances (Lewis et al., 2006). Employees should not only demonstrate the behaviors of the need to commitment, but also comprehend the reasons why the need of commitment is important in the current situation. Therefore, it is believed that the communication will intensify employee awareness to embrace commitment. Holland & Scullion (2019) offered scenarios where communicating urgency and commitment in support of new way of doing things are crucial.

According to Olumoya (2004) for accomplishing tasks and achieve the firm's objectives, each employee in the firm must communicate with each other concerning different kinds of activities taking place in the firm. Icheme (2017) stressed that sometimes when staff within the corporation, regardless of what posts they hold, normally talk on topics that are not in line with their tasks informally. The non-work related subjects normally are connected to their individual lives, emotions, their favourites, thoughts, beliefs, fantasies, individual goals, backgrounds and other friends' life. Through communication, employees communicate about their emotions in respect to their relations and the extent to which they value their relationships (Hamilton, 2013).

However, according to Icheme (2017), employees also normally talk about emotional topics which they aim or don't aim to establish and to maintain their social connections and support.

Icheme (2017) further contend that nowadays, every firm is trying to organize and manage itself in an informal way and this had allowed employees to work like a big family towards achieving organisation's common goals.

According to Arinanye and Basheka (2016), various firms have identified the necessity to give a chance to their staff to understand themselves through interacting with each other in an informal setups. Arinanye and Basheka (2016) further contend that communication encourage organizational loyalty programmes and reward long-serving employees. corporations have identified the significance of achieving their staffs' demands by emphasizing them to talk about socio and work oriented topics, though these employees have built more commitments and developed more ways of achieving firm's goals.

1.1.2 Theoretical perspective

Study was underpinned on three major theories that is uncertainty reduction theory (URT) by Berger (1986), cognitive dissonance theory by Festinger (1962) and social comparison theory by Festinger (1954).

Uncertainty reduction theory (URT) was propounded by Berger (1986) who recognized that reducing uncertainty was a central motive of communication. Berger (1986) emphasised that uncertainty reduction theory specifically focuses on the initial interaction between employees prior to the actual communication process. The theory asserts the notion that, when interacting, employees need information about the other party in order to reduce their uncertainty an issue that will increase their commitment. In gaining this information employees are able to predict the other's behavior and resulting actions, all of which according to the theory is crucial in the development of any relationship that lead to employee commitment (West & Turner, 2010). Heath and Bryant (2013) stated that one of the motivations underpinning interpersonal communication is the acquisition of information with which to reduce uncertainty (p. 153). URT places the role of communication into the central focus which was a key step in the development of the field of interpersonal communication towards commitment.

Cognitive Dissonance theory (CDT) was proposed Festinger (1962) and attempted to explain how an imbalance among cognitions (beliefs and attitudes) might affect an employee's commitment. CDT allows three relationships to occur among cognitions: a consonant relationship, in which cognitions are in equilibrium with one another; a dissonant relationship, in

which cognitions are in competition with one another; and an irrelevant relationship, in which the cognitions in question have no effect on each other (West & Turner, 2010). Cognitive dissonance, like uncertainty, has an element of arousal and discomfort that employees seek to reduce. Therefore, universities with effective communication will help in reducing such element towards improving commitment.

Social comparison theory was proposed by Festinger (1954) and postulates that employees look to feedback from others to evaluate their performance and abilities and thus getting committed to their companies. To evaluate the self, the employees usually seek the opinions of others who are similar to the self. This need for social comparison can result in conformity pressures and increases firm's commitment (Suls & Wheeler, 2013).

1.1.3 Conceptual perspective

Communication is a process through which the sender transmits information or message to the receiver (Greenberg and Baron, 2008).

Tubbs (2012), contend that information transmission among organisation's employees flows horizontally and vertically. The information normally covers work and non-work related content and occurs within and outside the organisation. Raina and Roebuck (2016), contend that task-related communication, new ideas-related communication and socio-related communication are the major types of communication that take place in different organisations.

Conceptually, communication included work-oriented and social-emotional-oriented communication.

Commitment is an employee's desire and willingness to put much effort on firm's behalf to remain and achieve its goals and values (Atambo & Momanyi, 2016). Staff who have a greater level of firm's commitment are more motivated to a stay with their employers (Choi et al., 2015).

Allen (2016) conceptualized commitment by affective, continuance and normative commitment. Affective commitment is defined as staffs' positive emotional attachment to the firm (Allen, 2016). Continuance commitment is the need component or the gains versus losses of working in a firm (Allen, 2016). Normative commitment is when the staff commits to and remains with the firm because of feelings of obligation (Allen, 2016).

Conceptually, commitment involved affective commitment, continuance commitment, and normative commitment.

1.1.4 Contextual perspective

Of the studies examining the relationship between social-emotional-oriented communication, work-oriented communication, and organizational commitment, none has done so within a Ugandan context. However, the effects of communication or power as a predictor of organizational commitment may vary across cultural boundaries. For instance, a literature review of studies of organizational commitment across national cultures found that different factors are related to organizational commitment in different countries. For example, participation in decision making was found to have an effect in Canadian samples, while no similar effect could be found in Japanese or English samples (Saleem, Yusaf, Sarwar, Raziq & Malik, 2018). A 2003 study comparing organizational commitment in China, Canada, and South Korea also found that although all three types of organizational commitment – affective commitment, continuance commitment, and normative commitment – could be identified in the three countries, their respective degrees of importance differs across countries (Moin, 2018). Moreover, Diamantidis & Chatzoglou (2019) suggested, in their research pertaining to the cultural differences, that as a result of the influence of traditional Chinese culture, Chinese employees in Chinese organizations behave differently from their Western counterparts. That is to say, according to the previous research, differences in cultural context produce different research results. Coetzee, Ferreira & Potgieter (2019) expound that employees with less employee commitment feelings affect organisational performance in negative ways because they increase the frequency of performing negative behaviour and affect quality of service.

In Africa, Oseghale, Nyuur & Debrah (2019) advanced that less committed employees are more likely not to engage in organisational citizenship behaviours (OCBs), that is, extra-role behaviours, such as creativity or innovation which are often what keep organisations competitive. In Uganda, usually employees in different organisations have low psychological attachment to their organisation and this has remained an important topic of inquiry for organisations concerned about improving their talent management practices for the purpose of retaining valuable human capital (Mugizi, 2019).

The study was carried out at Kampala International University-main campus. Kampala International University (KIU) is a private multi-campus university in [Uganda](#). Kampala International University offers courses at Certificate, Diploma, Degree and Postgraduate levels. KIU's main campus is at [Kansanga](#) in [Makindye Division](#) and KIU's second campus is located in [Ishaka](#) in [Bushenyi District](#), approximately 360 kilometres (220 mi), by road, south-west of Kampala. KIU maintains a third campus, the KIU Dar es Salaam Constituent College, in [Dar es Salaam, Tanzania](#). KIU was founded in 2001. It received its university charter in March 2009.

At Kampala International University, employee commitment is one of the concerns that has not been given the required attention. KIU's academic and non-academic staff always absent themselves from their workplaces with any communication provided to the HR directorate. Though the HR directorate has often liaised with other directorates concerned in monitoring these staffs like Directorate of Quality Assurance, employees turn up has always been a challenge to improve (KIU Human Resource Department, 2017). This signifies that employees are not well committed to workplace activities and entirely to University.

1.2 Statement of the problem

Though the management of Kampala International University (KIU) has realized the importance of applying communication to help achieve university's goals, a great number of employees are not committed to the university (KIU Human Resource Department, 2017). KIU's employees usually exchange socio and work oriented communication among themselves and sometimes between employees and management using different communication media (KIU Human Resource Department, 2017). However, though the presence of all these, the employees of KIU are not strongly emotionally attached to the university, have no costs at all associated with leaving the university and have no feelings of obligation to remain with the university (KIU Human Resource Department, 2017). Additionally KIU's employees on many occasions have been indicating low turnover and realised serving other institutions or running their businesses at a time when they are supposed to be serving their full time employer (KIU Human Resource Department, 2017). This has also been mixed with great number of both teaching and non-teaching staff raise more complaints on the small pay that does not include allowances every semester and due to this, more than 57% of employees had left much work pending in their dockets that has ultimately resulted in low performance of the University (KIU Human Resource

Department, 2017). Failure for appropriate solution towards this problem, the university will likely register low admissions and many students will continue dropping out to other universities. It is upon these issues that the researcher wants to base his research upon communication and employee commitment.

1.3 Purpose of the study

To analyse the effect of communication on employee commitment in Kampala International University.

1.4 Research objectives

- To examine the effect of social-emotional-oriented communication on employee commitment in Kampala International University.
- To examine the effect of work-oriented communication on employee commitment in Kampala International University.

1.5 Research questions

- Is there any effect of social-emotional-oriented communication on employee commitment in Kampala International University?
- Is there any effect of work-oriented communication on employee commitment in Kampala International University?

1.6 Hypotheses

H₀₁; There is no significant effect of social-emotional-oriented communication on employee commitment in Kampala International University.

H₀₂; There is no significant effect of work-oriented communication on employee commitment in Kampala International University.

1.7 Scope of study

1.7.1 Geographical scope

The study was conducted in KIU's main campus at [Kansanga](#), Ggaba road, Kampala-Uganda. The coordinates of the campus are 0°17'41.0"N, 32°36'13.0"E (Latitude: 0.294722; Longitude: 32.603611). This was done because the researcher was more concerned with communication and employee commitment at Kampala International University.

1.7.2 Content scope

Independent variable (communication) was conceptualized as socio-emotional-oriented communication and work-oriented communication. Dependent variable (employee commitment) was conceptualised as affective commitment, continuance commitment and normative commitment. The study focused on communication and employee commitment at KIU because its academic and non-academic staff always absent themselves from their workplaces without any communication provided to the HR directorate and their turn up has always been a challenge to improve (KIU Human Resource Department, 2017).

1.7.3 Time scope

The research was conducted for six months between January, 2018 to June, 2018. Writing proposal was done between month of January to April, 2018 and thesis was written and submitted in month of May to June, 2018.

1.8 Significance of the study

This study has significance in the context of the possible users of the information availed by it. Various entities will find relevance in the results of this study and therefore find it useful in decision-making.

This study will help management of KIU to better manage their employees. This is because the study will be able to demonstrate the relationship between communication and employee commitment.

The study will be significant to the government in policymaking. This study will inform the government and policy makers on the strategies to maintain employees in different organisations that will enable it to generate revenue through tax collection.

1.9 Operational definition of key terms

Communication; exchanging both socio and work related information among employees at the same level and at different levels with the university.

Socio-oriented communication; employees exchanging information about non-work related issues.

Work oriented communication; employees exchanging information strictly on work related issues.

Employee commitment is the individual's psychological attachment to an organisation.

Affective commitment; employees are emotionally attached to the university,

Continuance commitment; employees feel they will incur costs associated with leaving the university and

Normative commitment; employees have strong feelings of obligation to remain with university.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Under this chapter the researcher analysed and gave critical views on issues that had been put forward by different scholars and academicians. Under this chapter, different subjects were reviewed as here under.

2.1 Theoretical review

This study was based on three major theories that is uncertainty reduction theory (URT) by Berger (1986), cognitive dissonance theory by Festinger (1962) and social comparison theory by Festinger (1954).

2.1.1 Uncertainty reduction theory

Uncertainty reduction theory (URT) was propounded by Berger (1986) and he recognized that reducing uncertainty was a central motive of communication. Through the development of URT, these scholars pioneered the field of interpersonal communication by examining this significant relationship in uncertainty research. Berger (1986) emphasised that uncertainty reduction theory specifically focuses on the initial interaction between employees prior to the actual communication process. The theory asserts the notion that, when interacting, employees need information about the other party in order to reduce their uncertainty. Thus, KIU's management should welcome the initiative of always interacting with its employees to enable them understand the weaknesses in them or other parties so that appropriate solutions are provided. In gaining this information employees are able to predict the other's behavior and resulting actions, all of which according to the theory is crucial in the development of any relationship that lead to employee commitment (West & Turner, 2010).

Heath and Bryant (2013) stated that one of the motivations underpinning interpersonal communication is the acquisition of information with which to reduce uncertainty. To university's employees, communication at different levels not only work related would enable great category of employees have much emotions to remain attached to the university. This will further enable such employees in understanding the roles assigned to them and feel as part of the university's family. Thus, URT places the role of communication into the central focus which was a key step in the development of the field of interpersonal communication towards commitment.

2.1.2 Cognitive dissonance theory

Festinger (1962) proposed the theory. Cognitive Dissonance theory (CDT) attempted to explain how an imbalance among cognitions (beliefs and attitudes) might affect an employee. Lewin foreshadowed CDT in his observations regarding attitude change in small groups (Festinger, 1982). CDT allows three relationships to occur among cognitions: a consonant relationship, in

which cognitions are in equilibrium with each other; a dissonant relationship, in which cognitions are in competition with each other; and an irrelevant relationship, in which the cognitions in question have no effect on one another (West & Turner, 2010). Thus, KIU's management should strive to achieve the balance of establishing and maintain constant relationship with its employees. This will improve on employees' commitment due to the fact that their beliefs are attitudes in not competing with those of the management. Therefore, cognitive dissonance, like uncertainty, has an element of arousal and discomfort that individuals seek to reduce. Therefore, organisations with effective communication will help in reducing such element towards improving commitment.

2.1.3 Social comparison theory

Festinger (1954) proposed this theory. Social Comparison theory postulates that employees look to feedback from others to evaluate their performance and abilities and thus getting committed to their organisations. For example, KIU's employees are always eager to understand through feedback from university's supervisors and directors on their performance levels. To evaluate the self, the employees usually seek the opinions of others who are similar to the self. This need for social comparison can result in conformity pressures and increases commitment (Suls & Wheeler, 2013). Berger and Calabrese (2005) related social comparison to URT by stating that Festinger (1954) has suggested that employees seek out similar others who are proximate when they experience a high level of uncertainty regarding the appropriateness of their behavior and/or opinions in a particular situation (p. 107). Indeed KIU's employees have established relationships based on their experiences with the university and this has improved on non-work related communication but has been a challenge for the university's management to register higher level of work related performance. University must provide strategies in opening communication channels to employees that ultimately will enable strong commitment from its employees.

2.2 Concept of communication

Communication is a process by which information is exchanged between staffs through a common system of symbols, signs or behaviour. It is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. However, communication is not only about

sending a message but also involves understanding of its meaning (Jeske et al., 2017). Further, Tubbs (2012), contend that there is a relationship between the quality of interaction between the employees and the organisation's commitment. In addition to this Robbins et al., (2010) stressed that ineffective communication is the most hindering factors to employee commitment and performance. Nădrag and Buzarna-Tihenea (2017), stated that firm's communication involves the command function that enables employees to provide and receive orders; relational function allows employees to establish and maintain their relations with one another; and ambiguity-management function.

2.2.1 Conceptual framework

A conceptual framework showing the relationship between communication and employee commitment

Figure 2.1: Conceptual framework

Source: Adopted from Wang, 2011.

Social-emotional-oriented communication and work-oriented communication are the constructs of communication and these affect employee commitment in terms of affective commitment, continuance commitment and normative commitment. The study focuses on the effect of social-emotional-oriented and work-oriented communication in both the horizontal and vertical direction on employee commitment, and tests if social-emotional-oriented and work-oriented communication are strong predictors of employee commitment in the context of Uganda. Social-emotional-oriented communication in this study is considered to be all communication with co-workers that is not directly related to work. In other words, it is the communication with non-work related content. It does not necessarily take place at the workplace, and thus includes communication outside of work. Likewise work oriented communication is communication that is directly related to work content both at horizontal and vertical directions.

2.3 Review of literature

2.3.1 Communication

The strong interest regarding communication due to the enhancement of a complex and modern organizations and the information technology used by companies to communicate and to interact with their subordinates (Muthusamy, 2019). The sense of disequilibrium with the current status quo will be increased with an effective communication (Raineri, 2011). Previous studies showed a good communication reduce employee's feelings of inertia, and provide them with the considerate that the commitment is imperative. Furthermore, it helps employees to be committed to their conceptual as well as the emotional viewpoints on their current status quo (Lai & Ong, 2010). In support of this, Holt et al. (2007) suggested a more comprehensive approach including structured communication process to staff on compelling reasons for the intended commitment. When adequate communication is deployed to employees, they will be more likely to understand and will resonate the idea of the insecurity of the current status and further open their mind. Communication is necessary to provide salient information and to insist the employees on doing something better.

2.3.1.1 Social-emotional-oriented communication

This is all communication that is between employees, which is not directly related to work and does not necessarily take place within or outside the organisation.

According to Rosh, Offermann and Van Diest (2012), social-emotional-oriented communication is the interaction between employees that is oriented by content which is not connected to workplace activities. It includes content, which involves emotional, social and relational maintenance needs (Madlock and Booth-Butterfield, 2012).

Communication between staff influences social connections that ultimately lead to social support (Beehr et al., 2000; Madlock and Booth-Butterfield, 2012). For example, employers that communicate good content concerning their children with their employees normally during lunchtime or at organisational parties is social-emotional-oriented communication. Through this, not only emotional support such as love, acceptance and respect is provided but also content that include knowledge and advice is normally provided to employees (Brouwers et al., 2011; Kuuluvainen and Isotalus, 2013). Further Madlock and Booth-Butterfield (2012) contend that firm's employees may offer unique emotional guidance which may have not been provided friends or family members (Scott et al., 2014).

2.3.1.2 Work-oriented communication

According to Cummings and Bridgman (2011), work-oriented communication requires employers to tell their employees on what are their tasks and strategies of achieving them. It only involves communication that is work and organisational oriented though sent from low levels of the organisation to the higher levels and from departments to departments. For example, employees from finance may communicate on the response of the internet to ICT department. Communication of this kind may happen at a meeting or via email. Bakar and Mustaffa (2008) contend that supervisors communicate to their subordinates, and subordinates report results and make proposals to the supervisors; employees of a certain group find out how goals can be achieved and this enables employees to get loyal to the firm. According to Madlock and Booth-Butterfield (2012), communication ultimately develops closer relationship among people with in organisation and enhances their commitment.

According to Simonson (2001), work-oriented communication that exist between agents engaged in speech acts are of two forms; First, when the purpose of communication is to achieve the speaker's goal by asking and making the listener do certain behaviors, the communication is oriented toward success, leading communicators to instrumentalize one another as a means of achieving success. In a customer satisfaction study by Froehle (2006), this type of communication is termed as task-oriented communication, which is aimed at achieving goals, solving problems, and making decisions (Kang, Han & Lee, 2017).

Another type of communication is oriented toward understanding the other party (Oh & Cho, 2016). Here, it becomes more important for the communicators to understand each other, rather than be successful in performing certain tasks. Thus, this type of communication is "person-oriented" (Kang, Han & Lee, 2017) and "relationship-oriented" (Oh & Cho, 2016). Froehle (2006) coined this type of communication relationship-building communication.

In ACT-pilot teamwork, most studies have focused on how the content of the communication is clearly transferred between ACTs and pilots, i.e., work-oriented communication, or how environmental and human factors affect their communication (Kang, Han & Lee, 2017). While their communication is mostly work-oriented, it is also possible that there are elements of relationship-building communication in their dialogues. In aviation psychology, studies have examined the influence of 'attitudes' in performance (Roberts, Arnsdorff, Cunningham &

Chiappe, 2015). Because performance usually takes place in teams, and each member takes on a different role creating interdependence, members will perceive the 'attitudes' of other members, from communication practices.

2.4 Employee commitment

Past scholars, have conceptualised commitment based on different approaches. Mowday et al., (2013) contend that behavioural approach to commitment focus on the obvious indicators of commitment. For example, if a staff chooses to be loyal to the employer, then this is referred to as commitment-related behaviour. Attitudinal approach to commitment describes employees' commitment by their attitudes (Mowday et al., 2013).

Karim and Noor (2017) refer commitment as identification with and involvement in a firm. Demirtas and Akdogan (2015) has frequently defined commitment as a great positive attitude in accepting and achieving firm's tasks through exerting great strength to remain with the employer.

The above definitions lack, to a larger or smaller extent, some aspects of commitment. According to Mowday et al., (2013), none of the definitions has proven to have a significant high reliability. According to Tripathi and Agarwal (2017), commitment is a special strength the staff raises up in involving and identifying him/herself with the specific firm. Additionally, Mendieta (2017) referred to commitment as "consistent lines of activity" in his "side-bets" theory. It describes that if an employee cannot continue his/her action he/she has a sense of loss. However, none of the definitions fully conceptualizes commitment.

Therefore, Allen (2016) suggested two constructs of commitment that included affective commitment and continuance commitment. According to Tarigan & Ariani (2015), affective commitment is the same as commitment. Affective commitment is the frequently considered component of commitment in previous studies. On the other hand, continuance commitment is based on consistent lines of activity as indicated in side-bets theory (Mendieta, 2017). Further, Allen (2016) proposed 3rd element of commitment and this is normative commitment. Therefore, the current research has conceptualised commitment as affective, continuance and normative component commitment.

2.4.1 Affective commitment

This refers to staffs' emotions attached to, identifying with and involving him/herself with the firm (Allen, 2016). Further, staff that experiences affective commitment does work for the employer because he/she is emotionally attached to the employer thus accept to accomplish firm's goals and values. If he/she understands what the firm has set to achieve, he/she will be willing to help firm in achieving these objectives and values (Greenberg and Baron, 2008).

2.4.2 Continuance commitment

Allen (2016) defined continuance commitment as commitment confined on costs which a staff considers in leaving and staying with the firm. It is particularly the perceived economic value of remaining with the firm as contrasted to leaving it due to employer's status, working environment and policies of the firm (Robbins et al., 2010). Previously, staffs would over stay with the company due to best welfare services provided by the firm and not to hurt the attached family (Robbins et al., 2010). However, currently staffs change organisations due to salary and environmental differences. Therefore, the level of continuance commitment currently is lower than that in the previous times (Greenberg and Baron, 2008).

2.4.3 Normative commitment

Normative commitment according to Allen (2016) is defined as staffs' emotional obligations to continue staying with the firm for certain reasons that are moral and ethical in nature. This normally involve pressure from fellow employees who normally convince the employee from leaving the current employer. Employees whose normative commitment is high remain with their current employer because they do not want to disappoint their employer and their friends/colleagues (Robbins et al., 2010 and Greenberg and Baron, 2008).

In summary; Allen (2016) argued that staffs whose affective commitment level is high, they remain with their employer because they want to do so. Staffs whose continuance commitment level is high, remain with their employer because they need to do so. And finally, staffs whose normative commitment level is high remain with their employer because they ought to do so.

2.5 Related studies

2.5.1 Effect of social-emotional-oriented communication on employee commitment

Non-work related communication conceptually is clearly linked to commitment conceptually (Awad & Alhashemi, 2012; Husain, 2013; Croucher et al., 2017; Hamdi & Rajablu, 2012 and Ramdhani et al., 2017). This implies that interpersonal communication improves on employees' commitment. This is normally influenced by frequent interactions about their social wellbeing such as past experiences and their relations that usually led to both parties opening to their fellows on each and every social character they possess and this ultimately lead to their commitment towards their employer.

Previous studies argued that informal communication of non-work related content with employees' colleagues has less significant effect on firm's commitment than the communication between employees and management content of supervisors and directors (Breitsohl and Ruhle, 2013). In previous studies, the non-work related was examined only in the horizontal direction and it was concluded that horizontal communication with non-work related content is not a strong factor of commitment. Previous studies further, proposed that socio oriented communication is highly related to commitment (Abu Bakar et al., 2010 and Bartels et al., 2010). Vanderheyden, Lommelen and Cools (2010) posited that social-emotional-oriented communication positively has significant effect on employee commitment. A team that interacts usually on non-work related concerns normally develops a bondage that is strong and this ultimately affects their employee commitment. Further, Khan (2010) found out that socio oriented communication strongly affect affective commitment. This confirms that most employees in different organisations always work at the same level of management and this on many occasions has enabled them to interact always on non-work related topics that had boosted their relationships.

Helme et al., (2010) contend that socio emotional oriented communication through larger amounts of interaction significantly affect employee commitment. Non-work interactions both horizontal and vertical types among staffs of the firm establishes the connectivity among them that consequently lead to commitment. Porter et al., (2012) contend that both the quality and quantity of socio-oriented communication contribute to employee commitment. Furthermore, Li et al., (2014), posited that non-work related communication improves on cohesiveness and is

positively correlated to commitment. According to Henttonen (2010), socio oriented communication is positively related to employee commitment and job satisfaction. However, according to Yee, Sandaran and Razak (2018) found out social-emotional communication does not have significant effect on employee commitment. Contrary, Claus et al., (2012) found out that social-emotional-oriented communication positively affect affective commitment. However, Yee, Sandaran and Razak (2018) suggested that that supervisors interact with their subordinates about social and emotional content to improve their loyalty to the firm.

2.5.2 Effect of work-oriented communication on employee commitment

Karim and Majid (2017) revealed that organizational work oriented communication conceptualised by adequate information, open communication, and participation in decision making have significant effects on employee commitment. This means that the greater the level University's employees are provided with adequate work related information, use all communication channels in the university and normally participate in decision making, the greater the improvement level to their employee commitment.

Madlock and Kennedy-Lightsey (2010) stressed that staff whose degree of freedom of speech is less in the firm have less commitment and always dissatisfied with their work, supervisors and firm. Therefore, the greater the level of freedom possessed by the employees in discussing about their work related concerns, the greater their job satisfaction and thus their strong commitment to the employer. Zeffane, Tipu and Ryan (2011) found out that work related communication enhance commitment. Therefore, work that is much involved with employees trusting and interacting with their colleagues improves their level of commitment. In addition, Sarangi (2011) proposed that commitment might be improved by clear work oriented communication about firm's goals and objectives and relation with its employees. When employees for KIU are provided with clear communication about their roles and responsibilities from the management, then its employee commitment will improve.

Jung and Ritz (2014) stated that adequate work-related communication, concerning firm's ability to offer challenging and meaningful work related work positively affects commitment. On many occasions, when the firm offers challenging work related tasks to its employees both on horizontal and vertical levels, and provides them with feedback, the higher the employees will get committed to their firm. This is so because employees through the feedback normally receive

tactics on how to accomplish the challenging tasks. Ramdhani et al., (2017), found that work related communication between top management and its employees are strongly linked to commitment.

Omilion-Hodges and Baker (2017) found out that work related communication concerning organisation's strategies, sharing of roles and responsibilities have strong significant effect on job satisfaction and commitment. Shin (2013) stressed that task-oriented communication strongly affect all the three types of commitment. According to Yee, Sandaran and Razak (2018), work-oriented communication, that involves subordinates interacting with their managers, positively affect both affective commitment and normative commitment.

2.6 Research gaps

Previous studies have examined the effect of communication constructs on employee commitment (Kimeto et al., 2017 and Icheme, 2017), but none has ever been conducted in Uganda. Therefore, the current study aims to identify the effect of these communication constructs in Uganda. Moreover, basic demographical variables are considered in the research.

Further, Mishra et al., (2014) and Yousef (2017) did not offer advice on how various forms of communication of a firm affects various components of commitment. This study will fill this gap by expounding different components of communication and linking them to commitment using a conceptual framework.

Gardner et al., (2011) and Camelo-Ordaz et al., (2011) never examined the effect of organizational communication on enhancing commitment and never provided knowledge about how to use communication to improve employees' commitment to the firm. Therefore, the study will fill this gap through clear examination of the study variables.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter specifically centered on research design, target population, sample size, sample techniques, data sources, data collection procedure, data presentation, analysis, and ethical considerations.

3.1 Research design

The study employed descriptive design with qualitative and quantitative approaches. The quantitative approach was applied by presenting data in numerical manner whereas qualitative approach was applied in collecting qualitative data concerning independent and dependent variables. This design provided a meaningful picture of events and explained employees' perception on gathered data.

3.2 Target population

KIU has 922 employees but the targeted population of the study was 399 KIU's teaching and non-teaching staff (Kampala International University Payroll Annual Report, 2018). These were comprised of 35 teaching staff from College of economics and management, 35 teaching staff from College of humanities and social sciences, 34 teaching staff from School of law, 35 teaching staff from College of education, 34 teaching staff from School of computing and information technology, 35 teaching staff from School of engineering and applied sciences, 15 Directors, 26 Administrative assistants and 150 Support staff. The researcher confirmed with HR directorate that are employees of KIU who have relevant knowledge to answer the questionnaire (KIU Payroll Annual Report, 2018).

3.3 Sample size

KIU has 922 employees but the study was based on a target population of 399 who were selected based on simple random method. Therefore, from the target population of 399 KIU's employees, sample size was obtained by applying Slovene's formula below;

Where, N=target population, n=sample size, e=statistical significance level (0.05)

Thus, the researcher chose 200 respondents for the study.

Table 3.1: Sample size distribution

From target population, the table indicates the sample size of each category mentioned in the target population.

Targeted respondents	Target Population	Sample size	Selection technique
School of engineering and applied sciences	101	18	Simple random
College of economics and management	91	18	Simple random
College of humanities and social sciences	84	18	Simple random
School of law	34	17	Simple random
College of education	67	18	Simple random
School of computing and information technology	49	17	Simple random
Directors	26	8	Simple random
Administrative assistants	33	13	Simple random
Support staff	150	75	Simple random

Total	399	200	
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Source: KIU Payroll July (2018)

3.4 Sampling techniques

Simple random sampling was employed in obtaining the required respondents' data. Simple random sampling is a technique where the elements in the sample were selected from the population because they conformed to a certain characteristic that the researcher was looking for. This were based on the researcher's judgment in as far as the information was sought for. The researcher used this technique because it was a more representative sampling technique of typical conditions in the survey and the researcher used this technique in selecting the participants from a variety of participants.

3.5 Data collection instruments

3.5.1 Questionnaires

Questionnaire was the major instrument for data collection and this was chosen because it enabled the researcher in obtaining a bigger group of respondents in less possible time. This enabled the researcher in collecting data that is relevant to research variables. The questionnaire was sectioned into bio data, communication and employee commitment sections. The communication and employee commitment questions were presented in accordance to 5-point Likert scale and close-ended questionnaire items designed to gather relevant quantifiable data for independent and dependent variables that enabled respondents in focusing on the subject and objectives of the study hence saving time.

3.6 Validity and reliability of the instrument

3.6.1 Validity

The research instrument was given to content experts to evaluate their relevance, flow, wording and clarity of questions or items, after which a content validity index was computed. The validity of research instruments ensured scientific usefulness of the findings arising thereof. The content validity index (CVI) was computed using the formula below. According to Amin (2005), the instrument therefore is accepted as valid, if the average index is 0.7 and above.

Therefore, the items were considered valid since CVI of 0.826 was greater than 0.7.

3.6.2 Reliability

To ensure the reliability of the instrument, the researcher used the test-retest method. The questionnaire were given to 10 people and after two weeks, the same questionnaire were given to the same people. Cronbach Alpha was computed using SPSS and the instrument was reliable because computed alpha value was more than 0.7 and this complied with Amin (2005) who stressed that Alpha values for variables under study must be greater than 0.7 for reliability purposes.

Table 3.2: Reliability Statistics

Variables/items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Communication	.840	.830	20
Employee commitment	.594	.602	18
Total	.828	.800	44

3.7 Data gathering procedures

Before data gathering, an introductory letter to conduct the study was secured from the College of Higher Degrees and Research after which permission from Kampala International University, Kampala - Uganda Authority, were sought. The researcher appointed and briefed her research assistants on the sampling and data gathering procedures.

During data gathering; the respondents were emphasised to answer all items in the questionnaire. A pilot study was conducted before the actual research in order to check the feasibility of the research study, so that the research design could be improved or adjusted where necessary to avoid wasting time.

After data gathering; primary data was collected through questionnaires which respondents returned and data was analyzed. Completed self-administered questionnaires underwent coding, editing, categorizing and were entered into Statistical Package for Social Scientists (SPSS) that

enabled researcher in generating frequency tables, means and average mean as well as relations and regression analysis.

3.8 Data analysis

The respondents' demographic characteristics were represented by the frequency and percentage distribution tables. Gathered data was summarised and presented using mean and standard deviation descriptive statistics which enabled the researcher in arriving at study variables' interpretation. Pearson's linear correlation coefficient and regression analysis was used to establish whether there was any significant effect of communication and employee commitment at Kampala International University, Kampala-Uganda. The strength of the relationship between communication and employee commitment at Kampala International University was determined using multiple regression analysis and regression equation was $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \varepsilon$:
Whereby

Y = employee commitment; X_1 = social-emotional-oriented communication; X_2 = work-oriented communication. β_1 and β_2 = regression coefficients and ε = error term normally distributed about a mean of 0.

Hypotheses testing was done by comparing the computed sig-value with the statistical level of significance of 0.05. Decision rule was rejecting null hypothesis when the computed sig-value produced using SPSS is lower than statistical level of significance of 0.05 and not to reject when otherwise. Computed mean scores were interpreted based on the following mean ranges as indicated in table 3.3 here under;

Table 3.3: Mean interpretation guide

Mean ranges	Response mode	Interpretation
4.21-5.00	Strongly agree	Very high
3.41-4.20	Agree	High
2.61-3.40	Not sure	Moderate
1.81-2.60	Disagree	Low

1.00-1.80	Strongly disagree	Very low
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3.9 Ethical considerations

For ensuring confidentiality of respondents, the researcher solicited permission through a written request to the concerned officials of the Kampala International University and was included in the study and respondents and initials were coded instead of reflecting the names.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

Under this, researcher used tables to present, interpret and analyze the findings by following the objectives that helped in production of thorough analysis.

4.1 Response rate

Out of the 200 questionnaires that were distributed to the concerned respondents of KIU, only 187 questionnaires were fully answered and were entered into SPSS. Likewise on 13 questionnaires were not answered by the respondents from KIU. The table below indicates the response rate.

Table 4.1: Response rate

		Frequency	Percent	Cumulative Percent
Valid	Never Responded	13	6.5	6.5
	Responded	187	93.5	100.0
	Total	200	100.0	

Source: Analysed SPSS Data, 2018

Table 4.1 indicated that 93.5% of KIU's respondents positively answered the given questionnaires whereas 6.5% did not respond to the rendered questionnaires. This implied that 187 respondents were found reliable in providing the valid information for the conclusion of this study.

4.2 Bio data of respondents

Female and male teaching and non-teaching employees' bio data of KIU-main campus, were used to investigate the effect of communication on employee commitment in Kampala International University. Bio data of respondents included gender, age, marital status, highest educational level attained and working experience of the respondents.

Table 4.2: Respondents' gender

		Frequency	Percent	Cumulative Percent
Valid	Male	112	59.9	59.9
	Female	75	40.1	100.0
	Total	187	100.0	

Source: Analysed SPSS Data, 2018

Table 4.2 indicated that 59.9% of KIU's employee respondents were males and 40.1% of KIU's employee respondents were females implying that KIU's employees entirely answered questionnaires rendered to them.

Table 4.3: Respondents' age

		Frequency	Percent	Cumulative Percent
Valid	Below 29 years	90	48.1	48.1
	30-39 years	84	44.9	93.0
	40-49 years	11	5.9	98.9
	50-59 years	2	1.1	100.0
	Total	187	100.0	

Source: Analysed SPSS Data, 2018

Table 4.3 showed that 48.1% of KIU's respondents were in the age bracket of below 29 years, 44.9% of KIU's respondents were in the age bracket of 30-39 years, 5.9% of KIU's respondents were in the age bracket of 40-49 years, 1.1% of the respondents were in the age bracket of 50-59 years and none of the respondents was of 60 and above years. An implication that KIU employee respondents of age bracket of below 29 years involved in providing data for the study.

Table 4.4: Respondents' marital status

		Frequency	Percent	Cumulative Percent
Valid	Single	95	50.8	50.8
	Married	89	47.6	98.4
	Separated	3	1.6	100.0
	Total	187	100.0	

Source: Analysed SPSS Data, 2018

Table 4.4 indicated that 50.8% of respondents from KIU were single. 47.6% of respondents were married whereas only 1.6% of respondents had separated. This implied that KIU's employee respondents who were single and married largely provided data for the study.

Table 4.5: Respondents' highest education level attained

		Frequency	Percent	Cumulative Percent
Valid	Secondary level	3	1.6	1.6
	Diploma level	24	12.8	14.4
	Bachelor's Degree	112	59.9	74.3
	Master's Degree	41	21.9	96.3
	Doctorate Holder	7	3.7	100.0
	Total	187	100.0	

Source: Analysed SPSS Data, 2018

Table 4.5 indicated that 59.9% of KIU employee respondents were bachelor's degree holders, 21.9% of KIU employee respondents had master's degree, 12.8% of KIU respondents had diploma, 3.7% KIU respondents were Doctorate Holder, implying that data provided by KIU employee respondents was important in providing conclusions to the study.

Table 4.6: Respondents' working experience

		Frequency	Percent	Cumulative Percent
Valid	Below 2 years	139	74.3	74.3
	2-4 years	45	24.1	98.4
	4-10 years	2	1.1	99.5
	Above 11 years	1	.5	100.0
	Total	187	100.0	

Source: Analysed SPSS Data, 2018

Table 4.6 indicated that 74.3% of KIU employee respondents had worked for KIU for less than 2 years, 24.1% of KIU employee respondents had worked for 2-4 years, 1.1% had worked at KIU for 4-10 years while 0.5% had worked at KIU for above 11 years. An implication that employees who had worked for KIU for less than 2 years provided valid data for the study.

4.3 Descriptive statistics for study variables

Descriptive statistics included communication constructs of social-emotional-oriented communication and work-oriented communication and that of employee commitment of KIU.

4.3.1 Descriptive statistics on social-emotional-oriented communication of KIU

Table 4.7: Descriptive statistics on social-emotional-oriented communication of KIU

	N	Mean	Std. Deviation	Interpretation

KIU's employees within departments normally communicate about non-work-related topics	187	3.55	1.337	High
Employees often communicate about non-work-related topics with their supervisor or Director	187	2.58	1.158	Low
Employees within one department often communicate about non-work-related topics with those in other departments	187	3.42	1.282	High
Employees with in one department often communicate about non-work-related topics with Directors and Principals/Deans in other departments	187	2.24	1.121	Low
Employees communicate really well when they communicate with their fellows about non-work-related topics	187	3.57	1.140	High
Employees communicate really well when they communicate with their Directors about non-work-related topics	187	3.08	1.218	Moderate
Employees always talk something positive when they communicate with their fellows about non-work-related topics	187	3.06	1.076	Moderate
Employees always talk something positive when they communicate with their Directors about non-work-related topics	187	3.00	.916	Moderate
Average Mean	187	3.06	1.156	Moderate

Source: Analysed SPSS Data, 2018

Table 4.7 indicated that social-emotional-oriented communication affect employee commitment of KIU with a moderate average mean score of 3.06. An implication that social-emotional-oriented communication have an impact on employee commitment of KIU. In regard to KIU's

employees within departments normally communicate about non-work-related topics, was rated high by mean score of 3.55, an implication that KIU's employees within departments normally communicate about non-work-related topics. In regard to employees often communicate about non-work-related topics with their supervisor or Director, was rated low by mean score of 2.58. This implies that KIU's employees often do not communicate about non-work-related topics with their supervisor or Director. With regard to employees within one department often communicate about non-work-related topics with those in other departments, was highly rated mean score of 3.42; implying that employees within one department often communicate about non-work-related topics with those in other departments. In regard to item of employees with in one department often communicate about non-work-related topics with Directors and Principals/Deans in other departments, was rated low by mean score of 2.24. This implies that KIU's employees with in one department often do not communicate about non-work-related topics with Directors and Principals/Deans in other departments. With regard to the item of employees communicate really well when they communicate with their fellows about non-work-related topics, was highly rated by mean score of 3.57. An implication that KIU's employees communicate really well when they communicate with their fellows about non-work-related topics.

In regard to item of employees communicate really well when they communicate with their Directors about non-work-related topics. The item was moderately rated by mean score of 3.08. Thus, this implies that KIU's employees communicate really well when they communicate with their Directors about non-work-related topics. Furthermore, with regard to employees always talk something positive when they communicate with their fellows about non-work-related topics. With mean score of 3.06, the item was moderately rated. Implying that employees always talk something positive when they communicate with their fellows about non-work-related topics.

In regard to item of employees always talk something positive when they communicate with their Directors about non-work-related topics. The item was moderately rated by mean score of 3.00. Thus, an implication that KIU's employees always talk something positive when they communicate with their Directors about non-work-related topics.

4.3.2 Descriptive statistics on work-oriented communication of KIU

Table 4.8: Descriptive statistics on work-oriented communication of KIU

	N	Mean	Std. Dev	Interpretation
Employees normally receive all communication concerning University's changes	187	2.78	1.410	Moderate
Employees usually receive required communication concerning their individual performance	187	3.59	1.251	High
Employees often receive required communication concerning University's overall performance	187	2.49	1.460	Low
Employees usually get communication concerning University's strategic plans	187	2.52	1.292	Low
Employees normally get communication in regard to other departments functioning	187	2.52	1.301	Low
KIU's management usually communicate University concerns with employees	187	2.25	1.362	Low
Employees usually communicate University's concerns with KIU's management	187	2.86	1.357	Moderate
Employees normally participate in decision-making about University's concerns	187	2.39	1.430	Low
Employees usually receive feedback concerning their duties	187	3.73	1.129	High
University has enough opportunities to give suggestions for improvement	187	2.92	1.191	Moderate

KIU's management normally listen to employees' suggestions	187	2.89	1.271	Moderate
KIU's employees know how to communicate criticisms about University's strategy	187	3.03	1.309	Moderate
Average Mean	187	2.83	1.314	Moderate

Source: Analysed SPSS Data, 2018

Table 4.8 indicated that work-oriented communication affect employee commitment of KIU with a moderate average mean score of 2.83. This indicated that work-oriented communication among employees of KIU have a moderate effect on employee commitment of KIU. In regard to item of employees normally receive all communication concerning University's changes, was moderately rated by mean score of 2.78 implying that KIU's employees normally receive all communication concerning University's changes.

In regard to item of employees usually receive required communication concerning their individual performance. The item was highly rated by mean score of 3.59, which indicated that KIU's employees usually receive required communication concerning their individual performance. In regard to item of employees often receive required communication concerning University's overall performance, was rated low by mean score of 2.49. This indicated that KIU's employees do not often receive required communication concerning University's overall performance.

In regard to item of employees usually get communication concerning University's strategic plans. With mean score of 2.52, the item was rated low implying that KIU's employees usually do not get communication concerning University's strategic plans. Further, with regard to employees normally get communication in regard to other departments functioning, was rated low with mean score of 2.52. This implied that KIU's employees normally do not get communication in regard to other departments functioning.

In regard to item of KIU's management usually communicate University concerns with employees was rated low with mean score of 2.25. This indicated that KIU's management usually does not communicate University concerns with employees. In regard to item of

employees usually communicate University's concerns with KIU's management. The item was moderately rated by mean score of 2.86. This indicated that employees usually communicate University's concerns with KIU's management.

In regard to item of employees normally participate in decision-making about University's concerns. The item was rated low by mean score of 2.39, thus implying that KIU's employees normally do not participate in decision-making about University's concerns. Further, concerning item of employees usually receive feedback concerning their duties, was highly rated by mean score of 3.73, an implication that KIU's employees usually receive feedback concerning their duties. In regard to item of University has enough opportunities to give suggestions for improvement. The item was moderately rated by mean score of 2.92, which indicated that University has enough opportunities to give suggestions for improvement. Concerning item of KIU's management normally listen to employees' suggestions was moderately rated by mean score of 2.89. Thus, KIU's management normally listen to employees' suggestions.

Finally, concerning item of KIU's employees know how to communicate criticisms about University's strategy was moderately rated by mean score of 3.03. This indicated that KIU's employees know how to communicate criticisms about University's strategy.

4.3.3 Descriptive statistics on affective employee commitment of KIU

Table 4.9: Descriptive statistics on affective employee commitment of KIU

	N	Mean	Std. Deviation	Interpretation
Affective Commitment				
Employees are happier in spending their entire career with KIU	187	2.52	1.280	Low
Employees have strong feeling that KIU's problems are theirs	187	2.91	1.286	Moderate
Employees have a strong feeling that they belong to KIU	187	2.59	1.294	Low
Employees have strong attachment	187	2.54	1.241	Low

emotions to KIU				
Employees feel they are part of KIU's family	187	2.50	1.276	Low
Employees are much valued by the university	187	3.37	1.218	Moderate
Average mean	187	2.74	1.266	Moderate

Source: Analysed SPSS Data, 2018

Table 4.9 indicated that level of affective employee commitment of KIU was moderately rated by average mean score of 2.74. With regard to item of employees are happier in spending their entire career with KIU was rated low by mean score of 2.52. Implying that employees are not happy in spending their entire career with KIU. In regard to item of employees have strong feeling that KIU's problems are theirs was moderately rated by mean score of 2.91 an indication that employees have strong feeling that KIU's problems are theirs. Furthermore, with regard to item of employees have a strong feeling that they belong to KIU was rated low by mean score of 2.59. This implied that employees don't have a strong feeling that they belong to KIU.

In regard to item of employees have strong attachment emotions to KIU, was rated low by mean score of 2.54 which indicated that employees don't have strong attachment emotions to KIU. In regard to item of employees feel they are part of KIU's family was rated low by mean score of 2.50 which indicated that employees don't feel they are part of KIU's family. In regard to item of employees are much valued by the university was moderately rated by mean score of 3.37, implying that employees are much valued by the university.

4.3.4 Descriptive statistics on continuance employee commitment of KIU

Table 4.10: Descriptive statistics on continuance employee commitment of KIU

	N	Mean	Std. Dev	Interpretation
Continuance Commitment				
Employees have much desire to continue working with the university	187	3.43	1.222	High

Employees are not willing to exit the university very soon	187	2.50	1.198	Low
Too much of employees' life would be disrupted if they decided they wanted to leave this university now	187	2.48	1.161	Low
Employees feel that they have too few options to consider leaving this university	187	2.54	1.224	Low
If employees had not already put so much of themselves into this university, they might consider working elsewhere	187	2.55	1.108	Low
Employees would have left the university right now but only fear of not getting another job	187	2.80	1.088	Moderate
Average mean	187	2.72	1.167	Moderate

Source: Analysed SPSS Data, 2018

Table 4.10 indicated that level of continuance employee commitment of KIU was moderately rated by average mean score of 2.72. In regard to item of employees have much desire to continue working with the university. The item was highly rated by mean score of 3.43, implying that employees have much desire to continue working with the university.

In regard to item of employees are not willing to exit the university very soon. The item was rated low by mean score of 2.50, implying that employees are willing to exit the university very soon. Further, concerning item of too much of employees' life would be disrupted if they decided they wanted to leave this university now. The item was rated low by mean score of 2.48, implying that too much of KIU employees' life would not be disrupted if they decided they wanted to leave the university now. In regard to item of employees feel that they have too few options to consider leaving this university. The was rated low by mean score of 2.54, implying that KIU's employees do not feel that they have too few options to consider leaving the University. In regard to item of if employees had not already put so much of themselves into this university, they might consider working elsewhere was rated low by mean score of 2.55. This

indicated that though KIU’s employees had already put so much of themselves into the University, they consider working elsewhere.

In regard to item of employees would have left the university right now but only fear of not getting another job. The item was moderately rated by mean score of 2.80 implying that employees would have left the university right now but only fear of not getting another job.

4.3.5 Descriptive statistics on normative employee commitment of KIU

Table 4.11: Descriptive statistics on normative employee commitment of KIU

	N	Mean	Std. Deviation	Interpretation
Normative Commitment				
Employees feel any obligation to remain with their current employer	187	2.59	1.040	Low
Even if it were to employees’ advantage, they do not feel it would be right to leave this university now	187	2.58	1.323	Low
Employees would feel guilty if they left this university now	187	2.59	1.230	Low
This university deserves employees’ loyalty	187	3.49	1.297	High
Employees would not leave this university right now because they have a sense of obligation to the people in it	187	2.16	1.162	Low

Employees owe a great deal to their university	187	3.17	1.311	Moderate
Average mean	187	2.76	1.227	Moderate

Source: Analysed SPSS Data, 2018

Table 4.11 indicated that level of normative employee commitment of KIU was moderately rated by average mean score of 2.76. In regard to item of employees feel any obligation to remain with their current employer, was rated low by mean score of 2.59. This indicated that KIU's employees do not feel any obligation to remain with their current employer. In regard to item of even if it were to employees' advantage, they do not feel it would be right to leave this university now was rated low by mean score of 2.58 implying that even if it were to KIU employees' advantage, they feel it would be right to leave the University now.

In regard to item of employees would feel guilty if they left this university now was rated low by mean score of 2.59, implying that KIU's employees would not feel guilty if they left this university now. In regard to item of this university deserves employees' loyalty was highly rated by mean score of 3.49 which indicated that this University deserves employees' loyalty.

In regard to item of employees would not leave this university right now because they have a sense of obligation to the people in it. The item was rated low by mean score of 2.16, implying that KIU's employees would leave the University right now because they do not have a sense of obligation to the people in it. Finally, concerning item of employees owe a great deal to their university was moderately rated by mean score of 3.17, an implication that KIU's employees owe a great deal to their University.

4.4 Testing for assumptions

4.4.1 Linearity test

Figure 4.1: Linearity test

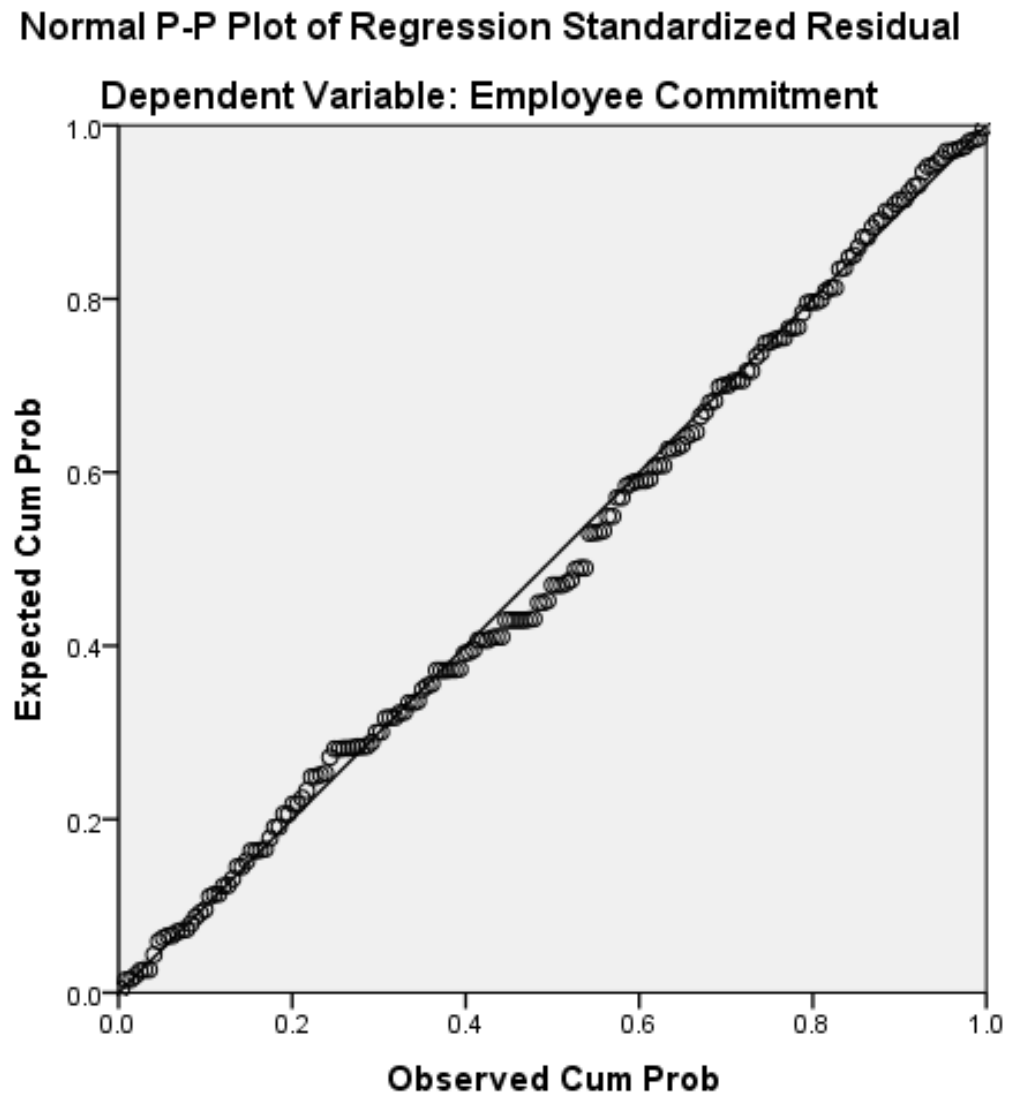


Figure 4.1 indicated that dots generally follow the diagonal line and this implies there exists a linear relationship between communication and employee commitment of KIU. Therefore, linear relationship assumption was tested positive between communication and employee commitment of KIU.

4.4.2 Normality test

Figure 4.2: Normality test using scatterplot

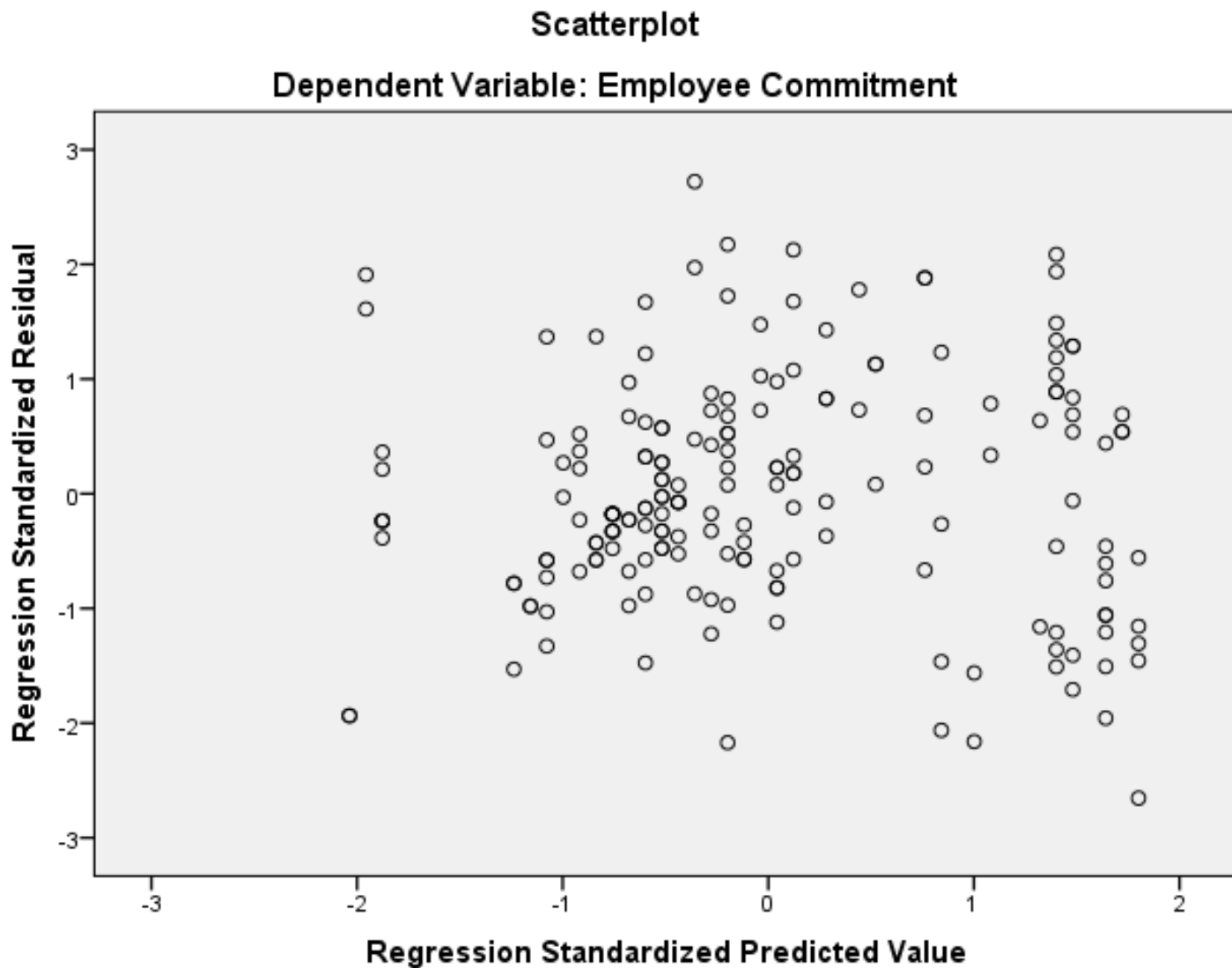


Figure 4.2 indicated that the plots are distributed normally over the diagram, implying that collected data of communication and employee commitment of KIU were normally distributed. Thus, normality assumption of regression was positively tested.

4.4.3 Multicollinearity

Table 4.12: Testing multicollinearity using correlation matrix

		Social- Emotional- Oriented Communication	Work-Oriented Communication	Employee Commitment
Social-Emotional- Oriented Communication	Pearson Correlation	1	.105	.291**
	Sig. (2-tailed)		.153	.000
	N	187	187	187
Work-Oriented Communication	Pearson Correlation	.105	1	.467**
	Sig. (2-tailed)	.153		.000
	N	187	187	187
Employee Commitment	Pearson Correlation	.291**	.467**	1
	Sig. (2-tailed)	.000	.000	
	N	187	187	187
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 4.12 indicated that Pearson's bivariate correlation for social-emotional-oriented communication and work-oriented communication is 0.105 and is lower than 0.7. Further, the correlation coefficients between constructs of communication and employee commitment of KIU is smaller than 0.07. The combined Pearson's bivariate correlation of constructs of communication and commitment is smaller than 0.3, implying that social-emotional-oriented

communication and work-oriented communication are too highly correlated with each other. Thence, multicollinearity of regression assumption was positively tested.

4.4 Effect of social-emotional-oriented communication on employee commitment of KIU

Table 4.13A, 4.13B and 4.13C indicate the regression results of effect of social-emotional-oriented communication on employee commitment of KIU.

Table 4.13 A: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.291 ^a	.084	.079	7.50982
a. Predictors: (Constant), Social-Emotional-Oriented Communication				

Table 4.13A indicated that $R^2 = 0.084$ and this is the rate at which social-emotional-oriented communication affects commitment. Therefore, social-emotional-oriented communication contributes towards employee commitment of KIU by 8.4%.

Table 4.13B: Analysis Of Variance (ANOVA^a)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	962.103	1	962.103	17.059	.000 ^b
	Residual	10433.523	185	56.397		
	Total	11395.626	186			
a. Dependent Variable: Employee Commitment						
b. Predictors: (Constant), Social-Emotional-Oriented Communication						

Table 4.13B indicated that the computed sig-value of social-emotional-oriented communication is 0.000. The computed value is less than the statistical significance level of 0.05 which indicates that social-emotional-oriented communication statistically and significantly affect employee commitment of KIU.

Table 4.13 C: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.692	2.627		14.726	.000
	Social-Emotional-Oriented Communication	.433	.105	.291	4.130	.000

a. Dependent Variable: Employee Commitment

Table 4.13C indicated that social-emotional-oriented communication is positively ($\beta=0.433$) and statistically and significantly ($p\text{-value}=0.000$) affect employee commitment of KIU. The significant value of social-emotional-oriented communication computed is 0.000, which is less than the statistical significance level value of 0.05. This indicates that social-emotional-oriented communication significantly affect KIU's commitment. Thus, an increase in social-emotional-oriented communication increases employee commitment of KIU and a decrease in social-emotional-oriented communication decreases employee commitment of KIU.

Hypothesis testing: There is no significant effect of social-emotional-oriented communication on employee commitment in Kampala International University. Null hypothesis was rejected by the researcher since significant value of 0.000 of social-emotional-oriented communication and commitment is smaller than level of statistical significance level of 0.05.

4.5 Effect of work-oriented communication on employee commitment of KIU

Table 4.14A, 4.14B and 4.14C indicate the regression results of effect of work-oriented communication on employee commitment of KIU.

Table 4.14 A: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.467 ^a	.218	.214	6.93937
a. Predictors: (Constant), Work-Oriented Communication				

Table 4.14A indicated that $R^2 = 0.218$ and this is the rate at which work-oriented communication affects commitment. Therefore, work-oriented communication contributes towards employee commitment of KIU by 21.8%.

Table 4.14 B: Analysis Of Variance (ANOVA^a)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2486.972	1	2486.972	51.645	.000 ^b
	Residual	8908.654	185	48.155		
	Total	11395.626	186			
a. Dependent Variable: Employee Commitment						
b. Predictors: (Constant), Work-Oriented Communication						

Table 4.14B indicated that the computed sig-value of work-oriented communication is 0.000. The computed value is less than the statistical significance level of 0.05 which indicates that work-oriented communication statistically and significantly affect employee commitment of KIU.

Table 4.14 C: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.818	1.677		22.551	.000
	Work-Oriented Communication	.338	.047	.467	7.186	.000

a. Dependent Variable: Employee Commitment

Table 4.14C indicated that work-oriented communication is positively ($\beta=0.338$) and statistically and significantly ($p\text{-value}=0.000$) affect employee commitment of KIU. The significant value of work-oriented communication computed is 0.000, which is less than the statistical significance level value of 0.05. This indicates that work-oriented communication significantly affect KIU's commitment. Thus, an increase in work-oriented communication increases employee commitment of KIU and a decrease in work-oriented communication decreases employee commitment of KIU.

Hypothesis testing: There is no significant effect of work-oriented communication on employee commitment in Kampala International University. Null hypothesis was rejected by the researcher since significant value of 0.000 of work-oriented communication and commitment is smaller than level of statistical significance level of 0.05.

4.6 Effect of communication on employee commitment of KIU

Table 4.15A, 4.15B and 4.15C indicate the regression results of effect of communication on employee commitment of KIU.

Table 4.15 A: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.526 ^a	.277	.273	6.67537
a. Predictors: (Constant), Communication				

Table 4.15A indicated that $R^2 = 0.277$ and this is the rate at which communication affects commitment. Therefore, communication contributes towards employee commitment of KIU by 28%.

Table 4.15 B: Analysis Of Variance (ANOVA^a)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3151.916	1	3151.916	70.733	.000 ^b
	Residual	8243.710	185	44.561		
	Total	11395.626	186			
a. Dependent Variable: Employee Commitment						
b. Predictors: (Constant), Communication						

Table 4.15B indicated that the computed sig-value of communication is 0.000. The computed value is less than the statistical significance level of 0.05 which indicates that communication statistically and significantly affect employee commitment of KIU.

Table 4.15 C: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.059	2.340		12.847	.000
	Communication	.329	.039	.526	8.410	.000

a. Dependent Variable: Employee Commitment

Table 4.15C indicated that communication is positively ($\beta=0.329$) and statistically and significantly ($p\text{-value}=0.000$) affect employee commitment of KIU. The significant value of communication computed is 0.000, which is less than the statistical significance level value of 0.05. This indicates that communication significantly affect KIU's commitment. Thus, an increase in communication increases employee commitment of KIU and a decrease in communication decreases employee commitment of KIU.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discussed the major findings, conclusions, recommendations, contribution to knowledge and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Discussion of findings

5.1.1 Effect of social-emotional-oriented communication on employee commitment of KIU

Study findings revealed that social-emotional-oriented communication has a positive significant effect on employee commitment of KIU. Social-emotional-oriented communication contribute towards commitment of Kampala International University. This was in disagreement with view of Breitsohl and Ruhle (2013) who argued that informal communication of non-work related content with employees' colleagues has less significant effect on firm's commitment than the

communication between employees and management content of supervisors and directors. This indicates that University's employees normally interact on non-work related content that has positively resulted to strong commitment. However, the findings were in agreement with study of Abu Bakar et al., (2010) and Bartels et al., (2010) who proposed that socio oriented communication is highly related to commitment. This implies that not only does Kampala International University's employees talk about work related content but also talk about non-work related content, and this has positively contributed to employee commitment. Further, the findings were supported by Vanderheyden, Lommelen and Cools, (2010) who posited that social-emotional-oriented communication positively has significant effect on employee commitment.

In addition, study findings were in agreement with Helme et al., (2010) who contend that socio emotional oriented communication through larger amounts of interaction significantly affect employee commitment. Thus, non-work related communication improves on cohesiveness between KIU's employers and its employees that positively enhances commitment.

5.1.2 Effect of work-oriented communication on employee commitment of KIU

Study findings revealed that work-oriented communication has a positive significant effect on employee commitment of KIU. Therefore, work-oriented communication significantly contribute towards commitment of Kampala International University.

Study findings agreed with Madlock and Kennedy-Lightsey (2010) who stressed that staff whose degree of freedom of speech is less in the firm have less commitment and always dissatisfied with their work, supervisors and firm. This implies that KIU's staff has much degree of freedom of speech that is associated with their work and this has positively led to employee commitment. Zeffane, Tipu and Ryan (2011) further supported findings and found out that work related communication enhance commitment. Therefore, clear work oriented communication by KIU about its goals and objectives towards its employees and relation with its employees enhances employee commitment.

Findings further agreed with Jung and Ritz (2014) who stated that adequate work-related communication, concerning firm's ability to offer challenging and meaningful work related work positively affects commitment. When work related communication is passed from top management to its employees, commitment is enhanced. Therefore, the findings indicate that

KIU's top management normally provide feedback on challenging and meaningful topics to its employees. This has positively improved on employees attitudes to remain serving the University.

The study findings were further supported by Omilion-Hodges and Baker (2017) who found out that work related communication concerning organisation's strategies, sharing of roles and responsibilities have strong significant effect on job satisfaction and commitment.

5.2 Conclusions of the study

Purpose of the research study was to investigate the relationship between Communication and Employee Commitment in KIU. The study highlights the conclusions of the study as below.

Objective (i): Effect of social-emotional-oriented communication on employee commitment of KIU

In respect to the findings, social-emotional-oriented communication positively and significantly affect employee commitment of KIU, thus, an increase in social-emotional-oriented communication increases employee commitment of KIU; implying that communication that involves interaction between employees that is oriented by content which is not connected to workplace activities such as emotional, social and relational maintenance needs affects employees commitment. This is because communication between staff influences social connections that ultimately lead to social support. For example, employers that communicate good content concerning their children with their employees normally during lunchtime of at organisational parties improves relationships that increases employee commitment. However, ineffective social-emotional-oriented communication decreases employee commitment of KIU.

Objective (ii): Effect of work-oriented communication on employee commitment of KIU

In respect to the findings, work-oriented communication positively and affect employee commitment of KIU, thus, an increase in work-oriented communication increases employee commitment of KIU. Therefore, communication that requires employers to tell their employees on what are their tasks and strategies of achieving them improves employee commitment. Communication that cross cuts different departments such as employees from finance

communicating on the response of the internet to ICT department ultimately develops closer relationship among employees with in organisation and enhances their commitment. Likewise, ineffective work-oriented communication negatively affects the commitment of employees.

5.3 Recommendations

Objective (i): Effect of social-emotional-oriented communication on employee commitment of KIU

With respect to social-emotional-oriented communication, KIU's employees should often communicate about non-work-related topics with their supervisor or Director. This can be done by university's management always organising come together parties outside the university at least a semester whereby through their communication that has taken place away from workplace employees will be able to interact on non-related content that will enable more subordinates to build more intimate connections with their supervisors and this will lead to employee commitment. KIU's employees within one department should often communicate about non-work-related topics with Directors and Principals/Deans in other departments. These will encourage employees to become loyal to their immediate supervisors and Directors or Principals and deans that will improve employees' positive attitudes towards commitment to the university. This can be also be through non-work related meetings such as parties where employees can share their personal feelings with their supervisors.

Objective (ii): Effect of work-oriented communication on employee commitment of KIU

In regard to work-oriented communication, KIU's employees should often receive required communication concerning University's overall performance. This should be a practice by KIU's management in always providing performance feedback to its employees and through the same gatherings overall performance can be communicated on as well. KIU's employees usually should get communication concerning University's strategic plans which may involve all budgets on employees career development like training and development programs; KIU's employees normally should get communication in regard to other departments functioning and this may be provided on a come together staff parties where most outstanding performers can be recognised from each department. KIU's management usually should communicate University concerns with employees; and KIU's employees normally should participate in decision-making about University's concerns.

5.4 Contribution to knowledge

The study have inherently studied the constructs of communication that will help Kampala International University's top management in resolving the issues that had been hindering employees from having a true commitment to the university. According to Kimeto et al., (2017) and Icheme (2017) who never brought out well communication constructs, this study have fully researched upon this and thus will enable the University in critically providing appropriate solutions to enhance higher level of commitment. The study findings will help the entire community to receive better products from Kampala international university produced due the committed efforts raised by all employees both teaching and non-teaching; in meeting the clear University set objectives. The products particularly students will have gained sufficient knowledge as compared to Mishra et al., (2014) and Yousef (2017) to improve their community's development levels if the University's employees are motivated to their work activities through using open communication with their superiors. The study clearly discussed constructs of communication and commitment by providing a clear linkage between the variables and providing research gaps that were comprehensively researched upon. This will help future academicians who will have the same concern related to the current study. Based on theories reviewed, uncertainty reduction theory (URT) propounded by Berger (1986) encourages KIU's employees to specifically focus on the initial interaction among each other prior to the actual communication process. Thus, KIU's management should welcome the initiative of always interacting with its employees to enable them understand the weaknesses in them or other parties so that appropriate solutions are provided. In regard to cognitive dissonance theory (CDT) attempted to explain how an imbalance among cognitions (beliefs and attitudes) might affect an employee, thus, KIU's management should strive to create beliefs and attitudes of always effecting balanced communication to establish and maintain constant relationship with its employees. Further, by social comparison theory encourages KIU employees to look to feedback from others to evaluate their performance and abilities and thus getting committed to the University.

5.5 Areas for future research

From the study findings, it was revealed that communication influences commitment of private Universities. However, to confirm these results, future research studies should be conducted

from public universities. The future research should also increase on the scope of the study by considering more universities and possibly from different districts to confirm these results.

3.6 Limitations of the study

The study used one technique of collecting data which was the questionnaire rather than interviews and document reviews. This was due to fact that respondents were many and all were in distant offices, departments and directorates. This helped the researcher in saving time. The study was threatened by research validity and the researcher claimed an allowance of 5% margin of error at 0.05 level of significance.

Not all questionnaires that were returned were completely answered. Some questionnaires were not retrieved back due to respondents busy schedules, hospitalization and refusal/withdrawal to participate. However, the researcher received more respondents by exceeding the minimum sample size.

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APPENDICES
APPENDIX I
QUESTIONNAIRE

Dear Respondents;

I am a Masters student at Kampala International University at the College of Economics and Management conducting a research on Communication and Employee Commitment in Selected Private Universities in Uganda.

I will appreciate if you could complete the attached survey, which is expected to take about 15-20 minutes of your time and please do not leave any item unanswered.

I would like to assure you that all responses will be kept confidential and used for academic purposes only. If you have any questions about this study, please do not hesitate to contact me by phone or email.

May I retrieve the questionnaires two days after you receive them?

Thank you very much for accepting to participate in this research.

Truly yours,

Dushime Parfait-Nino

Master's Student-Kampala International University

Tel: 0781875388

SECTION A: BIO DATA {Please tick (√)}

• **Gender**

Male

Female

• **What is your age? (tick the appropriate age bracket)**

Below 29 years

30-39 years

40-49 years

50-59 years

60 and above years

• **Marital status**

Single

Married

Separated

• **What is your highest educational qualification?**

Secondary level

Diploma level

Bachelor's Degree

Master's Degree

Doctorate Holder

• **How many years have you served in this institution?**

Below 2 years

2-4 years

4-10 years

Above 11 years

SECTION B: Communication of Kampala International University

Please kindly indicate the extent to which you agree or disagree with the following statements by putting a tick that best reflects social-emotional oriented communication, using the scale given:

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

№	Social-emotional oriented communication	SD	D	NS	A	SA
	KIU's employees within departments normally communicate about non-work-related topics					
	Employees often communicate about non-work-related topics with their supervisor or Director					
	Employees with in one department often communicate about non-work-related topics with those in other departments					
	Employees with in one department often communicate about non-work-related topics with Directors and Principals/Deans in other departments					
	Employees communicate really well when they communicate with their fellows about non-work-related topics					
	Employees communicate really well when they communicate with their Directors about non-work-related topics					
	Employees always talk something positive when they communicate with their fellows about non-work-related topics					
	Employees always talk something positive when they communicate with their Directors about non-work-related topics					

Please kindly indicate the extent to which you agree or disagree with the following statements by putting a tick that best reflects work oriented communication, using the scale given:

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

№	Work oriented communication	SD	D	NS	A	SA
1	Employees normally receive all communication concerning University's changes					
2	Employees usually receive required communication concerning their individual performance					

3	Employees often receive required communication concerning University's overall performance					
4	Employees usually get communication concerning University's strategic plans					
5	Employees normally get communication in regard to other departments functioning					
6	KIU's management usually communicate University concerns with employees					
7	Employees usually communicate University's concerns with KIU's management					
8	Employees normally participate in decision-making about University's concerns					
9	Employees usually receive feedback concerning their duties					
10	University has enough opportunities to give suggestions for improvement					
11	KIU's management normally listen to employees' suggestions					
12	KIU's employees know how to communicate criticisms about University's strategy					

SECTION C: Employee commitment of Kampala International University

Please kindly indicate the extent to which you agree or disagree with the following statements by putting a tick that best reflects employee commitment, using the scale given:

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

№	Employee commitment	SD	D	NS	A	SA
1	Employees are happier in spending their entire career with KIU					
2	Employees have strong feeling that KIU's problems are theirs					
3	Employees have a strong feeling that they belong to KIU					
4	Employees have strong attachment emotions to KIU					

5	Employees feel they are part of KIU's family					
6	Employees are much valued by the university					
7	Employees have much desire to continue working with the university					
8	Employees are not willing to exit the university very soon					
9	Too much of employees' life would be disrupted if they decided they wanted to leave this university now					
10	Employees feel that they have too few options to consider leaving this university					
11	If employees had not already put so much of themselves into this university, they might consider working elsewhere					
12	Employees would have left the university right now but only fear of not getting another job					
13	Employees feel any obligation to remain with their current employer					
14	Even if it were to employees' advantage, they do not feel it would be right to leave this university now					
15	Employees would feel guilty if they left this university now					
16	This university deserves employees' loyalty					
17	Employees would not leave this university right now because they have a sense of obligation to the people in it					
18	Employees owe a great deal to their university					

“Thank you”

APPENDIX II
FIELD ATTACHMENT LETTER

