

Exploring the role of supervisors in developing employee commitment in a Namibian Public Institution from the subordinates' perspective.

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ABSTRACT

Over the years, scholars have noted the importance of organisations managing the performance of their employees by effectively maintaining their commitment. Hence, literature highlighted that employees have the potential to be recognised as a source of competitive advantage for an organisation and not a resource of an organisation.

The main aim of the study was to explore the role of supervisors in developing employee commitment in a Namibian Public Institution from the subordinates' perspective. The focus of this research was to understand how subordinates were included in decision making and were supported by their supervisors, and on how subordinates -received feedback on role fulfilment and performance from their supervisors.

Furthermore, the study described how subordinates viewed the leadership behaviour of their supervisors and how this influenced employee commitment. The data was collected using qualitative methods through semi-structured face-to-face interviews with the subordinates of the selected institution. During this study, a sample of 15 subordinates taken from a population of 266 within the institution's structure was interviewed.

The interview questions were based on how supervisors included subordinates in decision making, developed subordinates' support and delivered feedback on role and performance. The study used secondary data to determine the level of performance against set targets of the institution, using the annual performance report of the institution. In addition, the study used the staff access control system to determine the work times of employees.

Lastly, the study analysed the data regarding staff resignation for the last five years to assess the level of staff turnover rate of the institution. The study found that the subordinates felt there should be greater subordinate inclusion in decision making, increased levels of regular feedback and higher levels of support shown by supervisors to subordinates when executing their jobs.

The study further highlighted the importance of supervisors to develop the ability of shifting from one leadership style to another depending on the situation at hand. The study reviewed six

leadership styles that could influence commitment. Therefore, the study recommends that the institution direct its attention towards developing the situational leadership skills of their supervisors and developing their skills to enable them to better harmonise teamwork, increase regular communication and give regular feedback to their subordinates.

The results from this research will be beneficial to public institutions within the region and will, in addition, enhance the academic body of literature in this field. The study will draw the attention of supervisors to the importance of their behaviour, conduct, and their subsequent impact on employee commitment.

KEYWORDS: Supervisors; Leadership; Subordinates; Commitment

DECLARATION

I declare that the Dissertation/Thesis entitled, Exploring the role of supervisors in developing employee commitment in the Namibian Public Institution from the subordinates' perspective, which I hereby submit for the degree of Master in Business Administration at Rhodes University, is my own work. I also declare that this thesis/dissertation has not previously been submitted by me for a degree at this or any other tertiary institution and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



ANNA DANIEL

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LIST ABBREVIATIONS

DED	Deputy Executive Director
KPI	Key Performance Indicators
OCQ	Organisational Commitment Questionnaire
PA	Performance Agreement
PMS	Performance Management System
RBV	Resource-Based View

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CHAPTER 1

INTRODUCTION AND PROJECT OVERVIEW

1.1 INTRODUCTION

An organisation is part of a social system in which human resources are a crucial aspect of the effective running of such an organisation. Hence, any organisation needs effective and committed supervisors and subordinates to achieve the objectives of the organisation. An organisation cannot succeed without the effort and commitment of its subordinates. The study thus sought to understand the role of the supervisors in maintaining the commitment of employees in a public sector institution. The study drew the attention of the supervisors to the importance of their behaviour, conduct and role on employee commitment in the organisation.

This chapter introduces the research topic, indicates the problem statement, and outlines research objectives. The methodology used to collect the data is outlined. The chapter further indicates the contribution of the study and the structure of the study.

1.2 BACKGROUND

Colbert (2004) indicates that products of complex social structures such as human resources, skills, knowledge, and behaviour of subordinates are difficult to understand and imitate, as these competencies are acquired over time. These realities encourage organisations in the same industry to compete for scarce human resources (Colbert, 2004; Coff, 1997; Bartlett and Ghoshal, 2002). Again, Davis (2017) indicates that employees can be a direct source of competitive advantage for an organisation, making employees an important aspect of an organisation.

In the case of the public institutions, the focus is on attracting and retaining the best employees to deliver on the organisation's mandate (Brinckerhoff, 2010). Bartlett and Ghoshal (2002) and Pfeffer (1995) indicate that organisations compete to win the hearts and minds of knowledgeable and capable employees. After an organisation succeeds in attracting competent employees to an organisation, the organisation needs to ensure that such employees are engaged in the on-going

learning processes, to ensure that such employees remain committed to their jobs (Bartlett and Ghoshal, 2002; Pfeffer, 1995).

Public institutions are required to focus on delivering on their mandates, which is in contrast to the firm which focuses on making profit. Davis (2017) points out that for an organisation to deliver on its mandate, there is a need to develop employee competencies. The capabilities of employees enable the organisation to improve its performance and deliver on its mandate (Yang, 2008). Furthermore, Metcalfe and Dick (2001) indicate that an organisation is strongly linked to the amount of supervisor and organisational support as well as the experience of subordinates receiving performance feedback from their supervisors.

This research was conducted within a public institution in Namibia. The institution has 283 employees. 26 of them are senior supervisors. The remaining 257 employees are subordinates. Currently, the institution is facing challenges of high staff turnover and habitual late coming. They are demotivated and are slow in delivering tasks. It is thought that this is the cause of unease in this institution.

The aim of the research was to understand how the subordinates in this institution were supervised and how this affected their commitment. The interest in the research was borne from the independent reflection made by the researcher on the increasing complaints made by subordinates in the institution on the way they were supervised. Most complaints were received by the human resources office in the same institution.

It is hoped that this research will assist the researcher and the institution to better understand the subordinate and supervisor practices in order to maintain and grow employee commitment. Mowday (1998) indicates that if you have employees committed to their tasks, the organisation will benefit from the increase of performance as well as a reduction in turnover and absenteeism. It is then necessary for an organisation to understand the processes involved in employee commitment to the organisation and how such processes can be managed (Mowday, 1998).

1.3 PROBLEM STATEMENT

According to Metcalfe and Dick (2001), employee commitment is based on three factors, namely; the opportunity of employees to participate in decision-making, employees feel that they have the support of their supervisors and finally they get satisfactory feedback on role and job performance. These will shape organisation commitment because these variables lead to employees experiencing behaviour that encourages teamwork, participation and personal development as well as getting feedback, both positive and negative, on role and performance (Metcalfe and Dick, 2001).

Furthermore, Locke (1997) indicates that for an organisation to accomplish its set goals, leaders need to achieve certain moderate conditions for employees. These conditions include leaders that provide regular feedback and that align commitment to goals that have clear strategies for employee engagement. Once the conditions mentioned above are implemented, they will result in career growth opportunities, teamwork, respect of personal needs, and ability to perform and deliver on complex tasks (Meyer, Becker and Vandenberghe, 2004).

Hence, communication across the board, guidelines, listening/feedback, coaching and information sharing will shape organisation commitment (Mayfield and Mayfield, 2002). Mayfield and Mayfield (2002) further indicate that giving and receiving constructive feedback must be timely and mutual. Additionally, Thornhill, Lewis and Saunders (1996) indicate that organisations need to recognise that individuals have different needs and concerns of which effective communication will need to be taken into account in dealing with employees.

Metcalfe and Dick (2001) indicate that for an organisation to deliver on its mandate efficiently, it should consist of committed employees which is influenced by the actions of the supervisors. It is worthy to understand the employee commitment of a specific organisation to manage the subordinates better. The researcher's institution is currently facing challenges of high staff turnover rate and habitual late coming (Mines and Energy, 2017). It was also noted that many staff members were inefficient in their duties, slow to deliver tasks, poor performance, and were demotivated (Mines and Energy, 2017). This indicated that there was some element of negative

work attitude such as job satisfaction, performance, absenteeism, and turnover intention that needed to be addressed.

According to Goleman (2000), many leadership styles can influence the supervisor's behaviour towards their subordinates, and there is no particular leadership style that can fit all challenges that can arise between supervisors and subordinates. If a supervisor uses a specific leadership style that is not appropriate for a specific situation, this might lead to subordinates perceiving a supervisor as ineffective and could lead to adverse effects on the organisation (Goleman, 2000). Therefore, Goleman (2000) suggests that supervisors are required to choose the appropriate style that is most suitable to the situation at that time.

It is important to understand how subordinates in this institution are supervised by their supervisors. It was indicated that an organisation could succeed in influencing subordinates to commit to their organisation, if supervisors play their role correctly (Goleman, 2000). In the case of this specific institution, it was not known how subordinates felt about how they should be developed and how subordinates experienced the supervisor-subordinate interaction.

1.4 THEORETICAL FRAMEWORK

Employee commitment is one of the measures of leader success which leads to improving organisation performance (Goleman, 2000). The focus of this research was to understand how subordinates were included in decision making by their supervisors, how they were supported by their supervisors, how they received feedback on role fulfilment and performance from their supervisors, and how subordinates viewed the leadership behaviour of their supervisors and how this influenced employee commitment.

The study investigated the three factors that could assist this institution in shaping its employee commitment, namely, to include subordinates in decision making, develop subordinates support and deliver feedback on role and performance. Besides, for the above to be achieved, the institution needed to put in place several strategies, namely, regular communication with subordinates, regular feedback between subordinates and their supervisors, clear growth opportunities,

subordinates' engagement, teamwork, and respect of subordinates' personal needs. With the implementation of the six leadership styles by Goleman (2000), it is hoped that supervisors would be able to shift from one leadership style to another depending on the situation at hand.

1.5 AIM AND RESEARCH QUESTIONS

1.5.1 Research Question

How do supervisors develop employee commitment in the Namibian public institution?

1.5.2. Research Objectives

1. To investigate and describe how subordinates were included by their supervisors in decision-making, how subordinates were supported by their supervisors and how feedback on role fulfilment and performance was provided.
2. To assess how subordinates, experienced their interaction with their supervisors and how this influenced their commitment.
3. To identify how employee commitment was shaped by supervisor leadership styles in a public institution.
4. To provide guidelines on how the institution could develop employee commitment.

1.6 OVERVIEW OF THE METHODOLOGICAL APPROACH

The data was collected using qualitative methods, through semi-structured face-to-face interviews with the subordinates of the selected institution. The interview questions were based on how subordinates were included in decision making, how subordinates were supported by their supervisors and how subordinates received feedback on role fulfilment and performance.

Furthermore, the questions analysed the leadership behaviours of supervisors and how their behaviour could influence employee commitment. The study used secondary data to determine the level of performance against set targets of the institution using the Annual performance Report of the institution. Furthermore, the study used the staff access control system to determine the time

employees reported for duty. Lastly, the study analysed the data regarding staff resignation for the last five years to assess the level of staff turnover rate of the institution.

A sample of 15 subordinates was selected from a population of 266 subordinates using a selective sampling method. Participants must have been in their current position for at least 12 months. The institution has seven business unities, of which two Directorates have been deliberately left out of the study. There were three subordinates selected from each department or directorate. The selection criteria were set to ensure proper representation of the significant part of the institution with the sample drawn from the five selected departments. The interpretive data analysis was used to analyse the data.

1.7 RESEARCH CONTRIBUTION

The result of this research is beneficial to public institutions within the region. Academically, the research yielded additional insight and contributes to the future development of research in this line of study (Yousef, 2000). The research drew the attention of supervisors to the importance of their behaviour and conduct, and subsequently, their role on employee commitment to the organisation. Hence, the research added to the current literature on how subordinates could be developed by their supervisors.

Due to the significant impact that might be caused by the work attitude such as job satisfaction, performance, absenteeism and turnover intention, the research will assist the institution and its supervisors to understand factors that develop employee commitment. Thus, the study aimed to make the institution aware of how the subordinates experienced the relationship with their supervisors and how their relationship influenced their commitment. Again, it is hoped that supervisors will understand the importance of caring for personal needs of their subordinates and the importance of making subordinates part of decision making, which will make them feel they belong to the institution and eventually boost their commitment to the institution.

The institution may benefit from knowledgeable subordinates, as supervisors may change the way they treat their subordinates and in return, manage to influence their commitment to the institution.

1.8 DISSERTATION STRUCTURE

Chapter one indicates an overview of the study by way of introduction and background, presents the problem statement, a theoretical framework, research questions and objectives. The chapter further gives an overview of the methodological approach and the research contribution.

Chapter two reviews the existing literature in the same line of study to give an overview understanding of the topic under discussion. The chapter consists of employee commitment definition and management of commitment. The role of leadership styles are discussed based on the six leadership styles namely, coercive, authoritative, affiliative, democratic, pacesetting and coaching styles. Furthermore, the chapter discusses the theoretical framework.

Chapter three consists of research methodology, data collection, data analysis methods, trustworthiness, and ethical clearance procedures.

Chapter four consists of the findings from interviews, responses to the interview questions divided into the three parts with a purpose to understand how subordinates are included in decision making, how subordinates get support from their supervisors and how they get feedback from their supervisors. The secondary data presentation consists of an annual performance report for 2018/2019, staff access control system and staff resignations. Furthermore, the chapter looks at the overview of leadership behaviours.

Chapter five consists of the discussion of findings from interviews and discussion of results from secondary data.

Chapter six consists of the summary of the thesis, how the research questions were answered, review of leadership behaviours, key contributions, recommendations, and limitations.

1.9 CONCLUSION

Chapter one outlines the structure of the research and introduces the area of the study. It prepares readers on what is expected in the next chapters. The chapter gives a background of the study and reasons leading to the study of this nature. The chapter also gives briefly discusses the aim, problem statements, objectives of the study and the methodology used to collect data. The next chapter provides the review of literature on employee commitment.

CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

The chapter discusses the literature on employee commitment in the organisation. The chapter reviews the employee commitment concepts and the role of supervisors in developing employee commitment in the organisation. Furthermore, the chapter reviews the six leadership styles by Goleman (2000).

The chapter also reviews how literature describes three factors of employee commitment, namely, the opportunity of employees to participate in decision-making, employees feeling that they have the support of their supervisors, and finally getting positive feedback on their role and job performance. Furthermore, the chapter investigates how the three factors can assist in developing employee commitment.

2.2 DEFINITION OF COMMITMENT

An organisation needs employees committed to the objectives and strategic goal of the organisation. Hence, the topic of commitment became a management concern for many organisations worldwide (Sheikh and Aghaz, 2018). In the case of the public sector which consists of non- profit-making organisations, it is difficult for an organisation to deliver on its mandate if all employees are not committed to the delivery of such mandate (Lesabe and Nkosi, 2007). Porter (1974) explains commitment based on the general availability of individual strength identification with an organisation and involvement that an individual has with a particular organisation. Several scholars describe commitment as originating from sociology and social psychology, which connect it to behaviours and determinants to job performance (Meyer *et al.*, 2004; Swailes, 2004; Alastrista and Arrowsmith, 2004).

Commitment can either be caused by the attitude or behaviour of employees, and this can lead to organisational commitment (Mathieu and Zajac, 1990; Alastrista and Arrowsmith, 2004). Both

belief and behaviour fall directly within the control of the employee (Swaiiles, 2004). However, O'Reilly and Chatman (1986) question the basis of psychological attachment of the individual to an organisation.

They indicate that individual attachment to an organisation could differ from individual to individual. This is due to attachment caused by personal identification with attitudes, values, and goals of the organisation and how an individual adopts and internalises organisational models. Therefore, they indicate the degree to which the individual accepts and embraces the organisation models and this can differ between the individual employees.

On the other hand, some researchers agree that commitment can influence behaviour without influencing other concepts such as motivation or attitudes, and it might cause persistence as well (Meyer and Herscovitch, 2001; Meyer, Becker, and Vandenberghe, 2004; Lesabe and Nkosi, 2007). Sabir, Sohail and Khan (2011) indicate that the feelings and thinking of employees about the organisation refers to the attitudinal commitment of employees; whereas the individual patterns of employees within the organisation are attributed to the behavioural commitment. Therefore, this research focuses on the discussion of both attitude and behavioural commitment of employees to the organisation.

Besides, the organisational investment in employees should focus on time, work, effort, abilities, and relationship that employees have with other fellow employees (Sabir, Sohail and Khan, 2011).

However, these characteristics may not necessarily be valued in other organisations in the same way (Sabir, Sohail and Khan, 2011). Porter (1974) and Mowday (1998) further indicate that commitment has three factors, namely, employees have a solid faith and acceptance of goals and values of an organisation, subordinates are prepared to sacrifice on behalf of an organisation and, lastly, they have a considerable desire to remain with an organisation. Porter (1974) and Mowday (1998) believe that these are the components that give an indication that a subordinate is committed.

Other forms identified were drawn from the employees' work attitude and behaviour change to look at different types of attachment. Hence, some forms of commitment, namely compliance, identification, and internalization, were suggested (Porter, 1974; Mowday, 1998). Similarly, Meyer *et al* (2004) developed three components of commitment that incorporate the observed different forms, taking into consideration the similarities that were identified. The three types of commitment are affective, continuance, and normative (Meyer and Allen, 1991; Meyer *et al.*, 2004; Sheikh and Aghaz, 2018).

Sheikh and Aghaz (2018) bring in another line of discussion, where they indicate commitment associated with the age of employees. It was found that as employees grow older, the values, attitude towards work and behaviours might change, while job involvement and satisfaction of their job might as well increase.

However, Jackson and Jackson (2019) reject the argument of Sheikh and Aghaz (2019) by stating that several scholars reject the correlation between age and organisational commitment. Again, Sheikh and Aghaz (2018) argue that the management support and the level of commitment can differ between individual employees based on personal values and priorities. Brum (2007) indicates four components that boost commitment as investment, reciprocity, social identity, and lack of alternatives.

Furthermore, Brum (2007) postulates that with investment, if the employee can attend training or represent an organisation in meetings outside an organisation or some important occasions, then this will boost the confidence of the employees to work for that organisation (Brum, 2007).

Sheikh and Aghaz (2018) discuss different forms of work commitment as being professional commitment, career commitment, occupational commitment, and job involvement commitment. Furthermore, Meyer and Herscovitch (2001) develop a proposition that serves as a foundation for the overall model of workplace commitment which integrates all forms of commitment. Despite different forms that commitment can take, most scholars with the definition of commitment as a force that binds an individual to a course of action that relates to a set target (Meyer and

Herscovitch, 2001). This action reduces the possibility of turnover (Meyer and Herscovitch, 2001; Meyer *et al.*, 2004; Meyer, Becker and Vandenberghe, 2004; Lesabebe and Nkosi, 2007).

Based on the discussions of different scholars on the concept of commitment and various forms of commitment that were identified, there is an indication of overlap in what Porter (1974) discussed and what others such as O'Reilly and Chapman (1986), and Meyer and Allen (1991) have conceptualised.

Therefore, Mowday (1998), in his analysis, has found the discussion of Porter (1974) focused more on the internalisation commitment, which is affective commitment. Similarly, Brums (2007) agrees with Mowday (1998) when he says that Porter (1974) defines commitment from the individual strength that an employee has with an organisation and focused more on a bond that featured by the acceptance and willingness of employees on the goals and values of an organisation.

It was suggested that there was a need for developing a strategic management way that would lead to the desired behaviour at any working place (Mowday, 1998). An issue was also raised that it was challenging to have an instrument that focused on measuring all the types of commitment identified considering the number of the types of commitment (Mowday, 1998). However, it is essential to recognise all forms of commitment because it will lead to a clear understanding of different processes that result in the establishment of all the forms of commitment (Mowday, 1998).

Metcalf and Dick (2001) demonstrate how behaviour encourages two types of commitment, namely, organisational commitment and task commitment. Win (1998) indicates that organisational commitment is about organisational value acceptance by employees and their willingness to stay with the organisation. Hence, employee commitment is defined with the combination of the two types of commitment (Win, 1998). Thus, if an employee has put more effort in any task given, eventually the employee will develop an eagerness to remain in the organisation and accepts their values (Win, 1998).

Therefore, employee commitment can be defined as a strength that binds an individual to an organisation and forces such an individual to get involved in an organisation (Win, 1998; Meyer, Becker and Vandenberghe, 2004). Arrowsmith (2004) agrees with Metcalfe and Dick (2001) that securing of the commitment of employees to an organisation can be made through the effort of teamwork, appraisal of the performance of employees, using highly developed bilateral communication techniques and employment security commitment among others.

2.3 EMPLOYEE COMMITMENT CONCEPT

Employee commitment is critical to an organisation because it generally affects the overall operation of organisations (Lesabe and Nkosi, 2007). Lesabe and Nkosi (2007) argue that looking after human resources starts with the appointment of excellent and knowledgeable employees. After the recruitment of suitable employees, the organisation needs to retain the employees by providing a conducive working environment (Lesabe and Nkosi, 2007).

The ability of an organisation to continuously create a committed workforce will lead to the success of an organisation (Lesabe and Nkosi, 2007; Brum, 2007). This notion was echoed by Mowday (1998) when he indicated that if the organisation understood the process that led employees to commit to the organisation and the management part of that process, this would be an excellent benefit for both employees and supervisors.

Lesabe and Nkosi (2007) further describe high employee commitment as the best characteristic that drives an organisation to be one of the leading organisations in the world. Mowday (1998) shares that to have committed employees has the benefit of a potential increase in performance and a reduction in turnover rate and absenteeism. Lesabe and Nkosi (2007) caution that it is important to note that even in leading organisations, the experience of higher turnover rate, lack of job satisfaction and problems that relate to commitment still exist.

Therefore, it is important to any organisation to understand what employee commitment is, what it entails and how it works, particularly the behaviour of employees that indicates that employees are committed (Lesabe and Nkosi, 2007). It is also important to understand the development needs

of the employees, assess the intention of employees to remain with an organisation and their overall contribution to the organisation (Lok and Crawford, 2004).

Given the connection between commitment and behaviour, organisational commitment cannot be achieved without the involvement of employees. If employees can influence commitment with their behaviours and attitudes, then employee commitment will lead to organisational commitment. This notion was motivated by Meyer and Allen (1991) when they argued that if most employees in an organisation felt that they were responsible for the performance of an organisation, then their behaviour would shape and influence their attitudes towards the organisation.

High performing employees may become committed to that level of performance and develop a positive attitude towards the organisation (Meyer and Allen, 1991). A positive attitude will then ensure the continuation of a high level of performance in future (Meyer and Allen, 1991). This positivity gives the organisation a better chance of delivering on its mandate if the workforce has an excellent work attitude and are committed to the organisation.

Metcalf and Dick (2001), Mathieu and Zajac (1990) emphasized that employee commitment is based on three factors that can shape commitment. These are the opportunity of employees to participate in decision-making; the feeling that employees have the support of their supervisors and finally the employees get positive feedback on their role and job performance. These will shape organisational commitment because these factors lead employees to have experience of behaviour that encourages teamwork, participation and personal development as well as to provide feedback, both positive and negative, on role and performance (Metcalf and Dick, 2001). Therefore, Metcalf and Dick (2001) further indicate that employees with higher commitment are likely to be more productive and be concerned with their contribution to the improvement of an organisation. Alastrista, Meyer and Allen (1997) indicate that organisation supportiveness to employees correlates with employee commitment. They further stated that it was also realised that it is challenging to employees to understand what the organisation is and what the employee commits to. If a change elapses and it has effects on a specific task that employees are working on, this might affect the commitment of such employees negatively, if such change is not well communicated (Mowday, 1998). Mowday (1998) further argues that organisations that implement

management strategies that lead to increase employee commitment could gain a competitive advantage over other organisations that did not implement such a plan.

Pfeffer (1998) indicates that an organisation that retains high involvement, performance and management of commitment practices have been found to have a high rate of economic returns. Mowday (1998) shares management strategies that lead to employee commitment, namely, employee security, selective hiring, teams that self-manage, decentralised decision-making, compensation on high performance, personal development or training of employees, reduced status differential and increased sharing of information.

This strategy can easily be achieved if an organisation implements people-centred procedures due to its importance as a source of competitive advantage. It is also important to note that a people-centred approach is difficult to imitate (Mowday, 1998).

Baruch (1998) argues that it was stated some years ago that employee commitment topic is losing its relevancy as some organisations are looking at other strategies to improve commitment. However, Mowday (1998) argues that the notion can be challenged by saying that organisations with high performance and high commitment can produce outstanding economic returns; thereby resulting in competitive advantage. He further argues that the topic of employee commitment to an organisation is so relevant to supervisors, even more, today than in previous years (Mowday (1998).

Bartlett and Ghoshal (2002); Abdulla, 2019; Davis (2017) indicate that employees could be a direct source of competitive advantage for an organisation, due to their unique tacit knowledge acquired over time, which makes such tacit knowledge so difficult to understand and imitate. The argument made the topic of employee commitment important today and in future because one needs to understand the position of your subordinates to be able to apply the correct management strategies. Furthermore, Yiing and Ahmad (2009) argue that although several similar types of research on employee commitment have already been conducted over the years; results cannot be replicated in other organisations. The replication can be hindered by different types of individual behaviours, different management styles applied and various cultural backgrounds in which different organisations are operating. Hence, one can argue that this is contrary to the argument that the

topic of employee commitment has lost its relevance. Therefore, organisations will be required to do these kinds of studies to determine the positions of their employees.

Employees with high commitment to the organisation were found to have a desire to improve their performance and that of the organisation (Metcalf and Dick, 2001). Similarly, when subordinates feel they can express themselves and their supervisors treat any negative feedback or error detected, as learning opportunities, then commitment is increased (Metcalf and Dick, 2001). Furthermore, regular feedback improves communication between supervisors and subordinates and improves commitment (Metcalf and Dick, 2001). Gelaidan and Ahmad (2013) indicate that employee commitment can confidently be defined as a force or individual mind-set that can connect an individual to the course of action that is necessary to enable the success of the implementation of any change initiated.

2.4 MANAGEMENT OF EMPLOYEE COMMITMENT

Many organisations worldwide are experiencing difficulties in creating and maintaining employee commitment to their organisations (Mayfield and Mayfield, 2002). It is almost impossible in today's world that an organisation operates without committed employees due to a highly competitive world. Hence, an organisation needs to look after its main human resource assets. The management of employee commitment can be well achieved through the engagement of employees by supervisors through decision-making inclusivity, employee support by supervisors and employees receiving feedback on role and job performed.

2.4.1 Employee Participation in Decision Making

Employee's participation can be defined as a process that allows employees at different levels in the hierarchy to share information among themselves (Bhatti and Qureshi, 2007; Wagner, 1994). Once the participation of employees in decision making and task performance is introduced in an organisation, there is a need to maintain the process. The management of the involvement comprises a balance of the supervisors and their subordinate in processing the information, problem-solving and decision making (Bhatti and Qureshi, 2007; Wagner, 1994). Hence, Bhatti

and Qureshi (2007) found that there is a connection between employees' participation in decision making and work outcomes of job satisfaction and productivity.

According to Metcalfe and Dick (2001), employee commitment results from the improvement of human resource performance. This understanding has encouraged most of the organisations to improve employee participation and involvement programmes (Metcalfe and Dick, 2001), which in the end, helps organisations to realise their objectives in employee's engagement. Hence, most organisations developed strategies that help the organisation to build the commitment of employees to goals and performance (Metcalfe and Dick, 2001; O'Reilly, 1991). The plan is to ensure that employees are engaged and are participating in decision making and task performance. Hence, to improve productivity, there is a need to strive for the common goals of subordinates and supervisors (Bhatti and Qureshi, 2007; Wagner, 1994). This notion allows subordinates to give their inputs in policy formulation and procedures that guide an organisation such as mission statements, strategic plans and any organisational changes that may arise. This way, supervisors can manage improved communication and increased employee morale and satisfaction in the organisation (Bhatti and Qureshi, 2007). If an organisation increases employee's participation, this will positively increase employee commitment and productivity (Bhatti and Qureshi, 2007).

Weiss and Morrison (2019) indicate that one of the ways that makes subordinates take charge of their work and makes things happen is when they are engaged and given a platform to raise their concerns and suggestions on how the organisation should be run. This action happens because the voice of subordinates is critical to the effectiveness of organisations which provide space for innovations, learning and prevention of errors or corrections of mistakes (Weiss and Morrison, 2019; Muhammend and Saumyaja, 2019). They further indicate that one of the essential factors that make subordinates feel valued by their supervisors and the organisation is the acknowledgement of subordinates' opinions (Muhammend and Saumyaja, 2019).

In some cases, subordinates are reluctant to share their ideas with their supervisors regarding any decision taken in the organisation, most especially if such sharing is negative or not in support of the decision made (Milliken, Morrison and Hewlin, 2003). The action of subordinates' decisions to withhold their information, contributions or feelings regarding any decision taken by the organisation, will affect error correction by subordinates. This will lead to a reduction in

subordinates' trust and commitment (Milliken, Morrison and Hewlin, 2003). However, Milliken, Morrison and Hewlin (2003) that the subordinates' silence only makes sense or is applicable if the supervisor will act negatively on the negative comments, which may lead to victimisation of subordinates and weaken their ability to work for the organisation. In this way, subordinates will feel that they are not able to speak out their concerns, worries and challenges (Milliken, Morrison and Hewlin, 2003). Furthermore, it suggested that for subordinates to be willing to share their contributions with their supervisors, will depend on the way they perceive their supervisors (Milliken, Morrison and Hewlin, 2003). Supervisors must be approachable and responsive to allow subordinates to communicate with ease (Milliken, Morrison and Hewlin, 2003). Again, withholding of information by subordinates can be affected by the way communication is being made, how the message is constructed as well as by the relationship of supervisors and their subordinates (Milliken, Morrison and Hewlin, 2003). However, if subordinates conclude that the relationship is not favourable for them to communicate upwards, then they will maintain muteness (Milliken, Morrison and Hewlin, 2003; Abdulla, 2019).

Bhatti and Qureshi (2007) share that the moment the employees feel that they are consulted and partake in decision-making and task performance, their egos will be fulfilled, and they will be compliant. Hence, the participation of subordinates has a positive connection to performance, satisfaction, and productivity of subordinates (Bhatti and Qureshi, 2007; Pfeffer, 1994; Wagner, 1994). Employee communication is one of the critical aspects of some strategies of organisations which influence or develop employee involvement (Thornhill, Lewis and Saunders, 1996).

The participation of employees includes and is not limited to initiatives of an organisation designed to encourage active participation of the employees (Thornhill, Lewis and Saunders, 1996). It is therefore vital that the organisation initiatives must include elements such as increasing the information flow downwards and upwards (Thornhill, Lewis and Saunders, 1996). Meaning the increase of information from supervisors to subordinates and from subordinates to supervisors.

In addition, the organisation needs to increase the level of inclusivity as far as subordinate's participation is concerned (Thornhill, Lewis and Saunders, 1996). Therefore, well-formulated communication may assist an organisation in promoting commitment and quality performance of

subordinates (Thornhill, Lewis and Saunders, 1996). This is because communication can play a vital role in maintaining employee commitment (Mayfield and Mayfield, 2002), which is regarded as the most critical tool that can be used to measure the success of supervisors in the organisation (Mayfield and Mayfield, 2002).

The smooth and open communication that exists between supervisors and subordinates without any hindrance leads to an open and vibrant work environment as well as enhancing communication (Abdulla, 2019). It was also mentioned that participation of subordinates in decision-making and fairness of rewards to employees were associated with a reduction in employees' turnover rate (Vandenberghe and Lapointe, 2017).

2.4.2 Supervisor Support

The term supervisor is usually used by some organisations where they refer to the line manager, who, in some instance, is referred to as a line manager (MacNeil, 2004). Whereas in some organisation, the supervisor is a person with a responsibility to lead a particular group of subordinates and can as well be referred to as a team leader (MacNeil, 2004). Mowday (1998) indicates that if the organisation adopts ways of measuring employee commitment and these measures are made available to supervisors regularly, this will increase the attention of supervisors to employee commitment. This understanding was justified by Bethune (1998) when he indicated that if something is measured, it is an indication that it is being managed and likely to improve.

Supervisors are the primary representatives of the subordinates in the organisation. Hence the moment an organisation adopts a supervisory mentoring system; shows that the organisation cares and shows concern for the development of employees (Vandenberghe and Lapointe, 2017). Vandenberghe and Lapointe (2017) indicate that supervisory mentoring has three components being vocational mentoring, role modelling and social support.

Cromwell and Kolb (2004) stress supervisory support as one of the work environmental factors that can trigger the transfer process of subordinates and defined as reinforcement of supervisors and supervisors learning support on the job. Hence, the management style used by supervisors and

their attitudes plays a vital role in influencing skill transferring processes (Cromwell and Kolb, 2004). Therefore, it was further stated that without supervisory support, the transfer of expertise learned from the training will be challenging to be realised (Cromwell and Kolb, 2004).

The moment subordinates realise that they have the support of their supervisors, they will have the morale to attend training, because they are sure that they will be able to implement the outcome, and this will make the training useful (Cromwell and Kolb, 2004).

Despite the benefits that come with the training of employees, there are some barriers identified that can prevent employees from implementing the training outcome at their workplace (Cromwell and Kolb, 2004). These barriers could be lack of confidence, fear of change, delays in implementation, lack of supervisor support, and policies and procedures that may not favour or prohibit the execution (Cromwell and Kolb, 2004). Sabir, Sohail and Khan (2011) indicate that supervisors can control the subordinates with the planning and observing tools that can be used to measure the culture of the organisation. This way, supervisors can remove ambiguity and improve the commitment of employees through a well-established culture in the organisation, and employees' value must be part of the culture created (Sabir, Sohail and Khan, 2011).

If the employees are loyal to the organisation, they stand a chance to profoundly enhance the reputation of the organisation in the industry it operates. At the same time, they encourage an organisation to recruit competent employees (Mayfield and Mayfield, 2002).

Therefore, the performance, job satisfaction and retention of employees can be influenced by the communication and relationship of the immediate supervisors (Goleman, 2000; Mayfield and Mayfield, 2002). Hence, the ability of the supervisor to communicate, listen, give feedback to subordinates, coaching and share information with subordinates will depend on the skill of the supervisor to develop excellent communication and relationship with subordinates (Goleman, 2000, Mayfield and Mayfield, 2002). Communication skill and establishing good relationships is a skill that can be learned by any supervisor (Mayfield and Mayfield, 2002).

The ability of supervisors to communicate well can be enhanced through training (Mayfield and Mayfield, 2002). It is through communication that trust between supervisors and subordinates can be maintained (Mayfield and Mayfield, 2002).

Additionally, while Goleman (2000) and Goleman (1991) emphasise optimal communication and listening by supervisors and other leaders in the organisation, Mayfield and Mayfield (2002) suggest five communication practices by supervisors that can enhance communication. These practices are; namely, supervisors explain reasons why individual decisions were taken, communication is conducted timely, vital information is shared continuously, and the communication of changes made in the organisation to all levels. The interaction of subordinates with their supervisors and other leaders in the organisation should be to source and accept suggestions from subordinates (Mayfield and Mayfield, 2002).

Therefore, for an organisation to be successful with the implementation of optimal communication, supervisors must be prepared to be honest and open to useful criticism from employees and most specifically from their subordinates (Mayfield and Mayfield, 2002).

Simons (1999) believes that if subordinates have trust in their supervisors, then supervisors are likely to influence the subordinates' behaviours. If subordinates realise that their supervisors have no confidence in them, they would mistrust those supervisors (Simons, 1999). Hence, Simons (1999) indicates that supervisors earn their credibility when they practice what they promised to do and are consistent with their actions. Then, subordinates will believe their words, and in this way, supervisors will be able to develop and influence commitment (Simons, 1999). Jackson and Jackson (2019) point out the workplace discrimination by supervisors and co-workers has a negative impact on employee commitment.

Therefore, individual subordinates that are exposed to the experience of work discrimination will have their commitment affected negatively. The effect occurs if a subordinate feels or experiences a vacuum or lack of support from the supervisor. If such lack of support has occurred, subordinates may not be willing to put in extra effort and time for the organisation. This may as well influence their overall effectiveness in their work (Jackson and Jackson, 2019).

Brum (2007) indicates that employee can be tied to an organisation by the comfort that there is a future pay off for them in an organisation and this commitment can be increased by the growth in the social identity of the employees towards their employment (Brum, 2007). If employees can be able to identify themselves to the organisation, they will be also likely to commit to the organisation (Brum, 2007).

He further indicates that the social identity can be connected to commitment based on the belief that employees have in the goals and values of the organisation, their wish to work for an organisation and on behalf of an organisation (Brum, 2007). Mowday (1998) indicates that widespread movements of employees in different organisations have a negative effect on commitment and retention; thus, it can be used as a measure that can determine the level of employee commitment to the organisation. The more employees feel that there is a long-term professional growth in such an organisation, the less that employees will think of leaving the organisation (Vandenberghe and Lapointe, 2017).

2.4.3 Feedback on Role and Job Performance

An organisation is required to deliver on the mandate and employees are required to set targets that will lead the organisation to its goal accomplishment. The idea is to make subordinates happy in the organisation for them to offer quality services to the public which the organisation is serving (Stamolampros, Korfiatis, Chalvatzis and Buhalis, 2019). It therefore depends on the effort of an organisation to keep its employees happy by finding strategies that sustain the happiness of employees. Therefore, feedback to employees from the organisation through their representative supervisors was found as one of the measures that could address the subordinate's happiness in the organisation.

Lee, Indris and Turkey (2019) define performance feedback as the information that can be provided to subordinates on a certain aspect of subordinates' performance and understanding of a task. This process can stimulate motivation in subordinates. It also assists supervisors to communicate the standard of performance to their subordinates and the supervisors' expectations

which will eventually reduce confusion in what subordinates are expected to do (Bakker and Demerouti, 2007; Lee, Idris and Turkey, 2019). Ultimately, the communication of feedback to subordinates increases the subordinates' understanding and provides clarification of the goal at hand (Beenen, Pichler, and Levy, 2017; Lee, Idris and Turkey, 2019). The feedback to subordinates will enable subordinates to adjust their performance to meet the goals or even be innovative, which will motivate subordinates more (Lee, Idris and Turkey, 2019).

Furthermore, performance feedback gives recognition to employees on the job well done, which may fulfil the basic inner need for competency (Lee, Idris and Turkey, 2019). Lee, Indris and Turkey (2019) further describe both coaching and performance feedback as means of a supervisor's performance management, which strengthens the subordinates work engagement. This is because it involves daily interactions and communications between supervisors and their subordinates (Lee, Idris and Turkey, 2019).

Abdulla (2019) states that in some instances supervisors avoid negative feedback from subordinates, to prevent hurting their image. Therefore, to avoid being hurt by negative feedback, supervisors ensure that no platform is created for the subordinates to give feedback to them (Abdulla, 2019). Contrariwise, for subordinates to avoid such culture in their organisation, they choose to remain silent for fear of victimisation and causes sour relationships between themselves and their supervisors (Abdulla, 2019). If subordinates are given regular feedback on their performance, this will increase their effectiveness and knowledge as well as ability to execute their tasks.

Lee, Idris and Turkey (2019), state that if subordinates are given feedback on their performance, it will help them to understand what their tasks entail and enable them to improve their work effectively. The paper further stated that some scholars linked coaching and feedback as it can be performed together, whereas others argue that a supervisor can provide coaching without providing feedback (Lee, Indris and Turkey, 2019). It was also stated that both coaching and performance feedback are crucial to shape the work attitudes of employees and motivate employees both externally and internally (Lee, Idris and Turkey, 2019). To encourage employees to share their views, Stamolampros *et al* (2019) suggest an online platform to be introduced by the organisation.

The feedback through an online platform can encourage subordinates to receive feedback from their supervisors as it eliminates the reaction of subordinates to negative feedback. It will also help an organisation to measure how frequent supervisors give feedback to their subordinates, to determine that the system is working and indeed subordinates are receiving feedback from their superiors (Stamolampros *et al*, 2019).

Providing coaching and performance feedback by supervisors are viewed as job resources that can be regarded as a source of inspiration to subordinates which give them a sign of being valued and cared for by both supervisors and the organisation in general (Lee, Idris and Turkey, 2019). It is, therefore based on this argument that Lee, Idris and Turkey (2019) propose that supervisors play a vital role in assisting subordinates to feel psychologically safe and have a sense of belonging.

Additionally, Lee, Idris and Turkey (2019) demonstrated that when supervisors give performance feedback, subordinates will feel that they have a long-term stable career in the organisation. This feeling will eventually reduce turnover rate due to the psychological attachment that exists between a supervisor and a subordinate. It further encourages on-going personal development because it enables supervisors to develop their subordinates through active inspiration and support given to subordinates. This support will result in subordinates knowing where to improve in their work and remove confusion (Lee, Idris and Turkey, 2019).

High-quality relationships between subordinates and supervisors are characterized by shared consideration, discretion, support, and trust. These will assist subordinates to be in an environment where they are free to seek feedback without fear of being crucified and assist supervisors to seek self-improvement without a need to protect their egos in defending their negative feedback (Beenen, Pickler and Levy, 2017).

Furthermore, impolite treatment or abusive supervision and public criticism by supervisors might as well reduce the confidence of a subordinate to seek feedback. (Shen *et al*, 2019; Papi *et al*, 2019). Hence, the positive behaviour of a supervisor encourages subordinates to seek feedback (Shen, *et al*, 2019). It is also essential for supervisors to monitor what subordinates do with the

feedback they receive because it will not make sense or serve a purpose of supervisors providing feedback, and subordinates will not implement the feedback (Papi *et al*, 2019).

2.5 ROLE OF LEADERSHIP STYLES

Leadership styles are important concepts that can influence the attitudes and behaviour of employees (Abdulla, 2019). Chapman, Johnson and Kilner, (2014) describe leadership as a process that consists of an element of influence which exists among group setting and consists of goals or visions that need to be shared among the group. According to Yiing and Ahmand (2009) leadership styles influence employee commitment in the workplace and are key to success depending on organisational norms. For leaders to achieve success in delivering on their objectives, they need to enhance their effectiveness by adapting their leadership styles to synergize with the organisations' culture (Yiing and Ahmand, 2009).

Leadership plays a vital role in the survival and accomplishment of any organisation through the impact made on the reaction and behaviour of employees in the workplace. Therefore, supervisors have a critical role to play in ensuring that there is a balanced and quality relationship between supervisors and subordinates to avoid the effects of abusive supervision (Xu, Loi and Lam, 2015). Abusive supervision is defined as a situation whereby supervisors are engaged in aggressive verbal and non-verbal interactions with their subordinates such as bad temper, public criticisms and improperly apportioned blame to subordinates (Xu, Loi and Lam, 2015; Milliken, Morrison and Hewlin, 2003).

Moreover, for an organisation to achieve and successfully restore employee commitment, there is a need for leaders to get involved. Rafferty and Griffin (2006) indicate that leaders should become familiar with the follower's challenges to consider them when making decisions. The organisation's environment is influenced by the leadership styles adopted by such an organisation.

According to Goleman (2000), there are many leadership styles that can influence the supervisors' behaviour towards their subordinates, and there is no style that can fit all challenges that can arise between supervisors and subordinates (Giritli and Oraz, 2003).

Therefore Goleman (2000) suggested that supervisors are required to choose the appropriate style that is most suitable to the situation at that time. While Giritli and Oraz (2003) agree with Goleman (2000), that it is challenging for supervisors to select a suitable leadership style for a particular situation. Therefore, leadership behaviour is not always influenced by individual personalities, but could also be affected by the situation at a time (Giritli and Oraz, 2003). Goleman (2000) classified six leadership styles and linked them to the effectiveness of leaders, and the positive and negative effect on organisational conditions (Goleman, 2000). These are coercive, authoritative, affiliative, democratic, pacesetter and coaching styles.

2.5.1 Coercive or Commanding Style

Goleman (2000) describes coercive as a style where a supervisor dictates to subordinates what to do, using the “do as I say” approach (Goleman, 2000, pp. 2). This style is found to be more suitable for a turnaround situation and when supervising problematic subordinates or emergencies such as an evacuation where there is no time to explain your actions (Goleman, 2000, pp. 2). Giritli and Oraz (2003) describe this style as the style with the least flexibility. Subordinates in this style are controlled very tightly and are rigidly disciplined (Giritli and Oraz, 2003).

While Chapman, Johnson and Kilner (2014) describe coercive as a commanding style where the leader provides clear directions on how things should be done and expects others just to follow the instruction without questioning much. In most cases, the leader does not seek inputs from the team members or incorporate their contributions, a situation described by Chapman, Johnson and Kilner (2014) as demoralizing the team members.

However, there is an element of providing both negative and positive feedback as a non-performer is confronted while performing team members are rewarded; whereas Goleman (2000) indicates that this style prohibits the flexibility of the organisation as team members are not given the flexibility to do what they feel is right or suitable. Furthermore, he indicates that the style decreases the motivation of subordinates, because it does not have option of rewarding performers as no feedback is exchanged.

The style also lacks a motivating factor of supervisors explaining to their subordinates how their individual tasks are linked to the shared goal of the organisation (Goleman, 2000).

Since the style is suitable for emergency situations such as fire and earthquakes, if the supervisor continues using the style even after the emergency passed, it will negatively affect the morale of subordinates, which eventually will decrease employee commitment to their tasks (Goleman, 2000). The style is suitable to be used with difficult subordinates but not continuously as it demotivates subordinates (Goleman, 2000).

In terms of the three variables of commitment discussed above, this style does not include subordinates in decision-making or get social support. However, subordinates get both negative and positive feedback, which leads to the rewarding of performers. Hence, if the style is used well with a support of other style, it can be effective.

2.5.2 Authoritative Style

Goleman (2000) describes this as a leadership style that gives support to the team through a “come with me” approach (Goleman, 2000; Chapman, Johnson and Kilner, 2014). The supervisor explains the tasks and allows the team to figure out their method to deliver on the task (Giritli and Oraz, 2003). This style is described as a style that promotes employee commitment to the responsibility and provides team members opportunity to be innovative and test many ways to deliver their tasks (Chapman, Johnson and Kilner, 2014; Giritli and Oraz, 2003).

The leader makes the team believe that their work is so important and have impact on the primary goal of the organisation. Therefore, it is so essential that the team acts wisely to contribute to the main goal of the organisation (Chapman, Johnson and Kilner, 2014). This way team members will feel that their work is important, hence will be motivated to find ways to do the job accurately (Chapman, Johnson and Kilner, 2014; Giritli and Oraz, 2003).

This style was found to be useful if the team consists of knowledgeable people who do not require close supervision (Goleman, 2000). However, Chapman, Johnson and Kilner (2014) indicate that the leader will only involve closely on the tasks when a problem arises to resolve the obstacles that hinder the progress of the team.

Authoritative style motivates subordinates when a supervisor explains clearly to subordinates how their individual work contributes to the goal of the organisation (Goleman, 2000). Subordinates under this leadership understand that what they do is important to the bigger vision of the organisation, which motivates them more (Goleman, 2000). The style maximises employee commitment to the goal and objectives of the organisation through connecting individual task to the bigger vision of the organisation (Goleman, 2000). This way, subordinates feel they are part of the attainment of the bigger vision (Goleman, 2000).

This style is inclusive of all the three factors. Team effort is where all team members are included in any decision as they are given time to figure their own way to do their tasks. Subordinates get supervisory support and are made to believe that their supervisors believe in them. Subordinates get both positive and negative feedback as well as reward for a job well done.

2.5.3 Affiliative Style

Goleman (2000) refers to this style where a supervisor who believes that people come first before other resources. Giritli and Oraz (2003) agree with Goleman (2000) when they say that it is a style that believes that people come first, and the task will come second.

The method focuses on building the team or boosting their morale (Goleman, 2000). However, despite the excellent part of the style, Goleman (2000) raises a concern that the style focuses on praising the team rather than offering advice to the team which leads to poor performance and errors escalate. Subordinates might be left uncorrected to sort out their mistakes.

Chapman, Johnson and Kilner (2014) describe the affiliative leadership style as a style that promotes good relationships and communication (Giritli and Oraz, 2003). A leader is a person with interest in the personal affairs of members of his/her team. He further describes a team under affiliative leadership style as having the flexibility to execute their jobs as their places trust in the capability of the team to deliver (Giritli and Oraz, 2003; Chapman, Johnson and Kilner, 2014). This leadership provides regular positive feedback to their teams and boosts their commitment (Giritli Oraz, 2003).

However, Chapman, Johnson and Kilner (2014) raise the concern about this leadership because it avoids providing negative feedback to their members to prevent negative confrontation. Again, should the subordinates require a high level of assistance, this style will not be able to render such aid (Giritli and Oraz, 2003).

The supervisor gives subordinates the time they need to complete their tasks, gives positive feedback, and celebrates the achievements of the team. The style assists subordinates to have a sense of belonging which will boost their commitment to their tasks (Goleman, 2000). Goleman (2000) finds this style to increase morale, build team efforts, improve communication, and restore trust between supervisors and their subordinates or between teams.

However, since the style does not provide negative feedback to subordinates, poor performance may go without on time correction. Hence, Goleman (2000) advises that the style be used together with authoritative to make it effective. The style includes subordinates in decision making, giving social support and positive feedback. However, the style lacks supervisory job-related support and negative feedback.

2.5.4 Democratic Style

In the democratic style, the supervisor believes in the inclusion of the subordinates in decision making (Goleman, 2000, Chapman, Johnson and Kilner, 2014). Giritli and Oraz (2003) call this leadership style as a participative style and regard it as superior to other leadership styles. This

style creates flexibility in the organisation. It further assists subordinates to be innovative by introducing or exploring new ideas (Goleman, 2000).

Additionally, it was described as a style where leaders solicit ideas from others and incorporate such ideas and make a collective agreement (Giritli and Oraz, 2003). However, it may be lenient in making complicated decisions (Chapman, Johnson and Kilner, 2014). These decisions may lead to some team members to feel that their leaders need to make more decisions and ease on the facilitation of the work (Chapman, Johnson and Kilner, 2014). However, Goleman (2000) refers to the involvement of a lot of meetings and such meetings may confuse subordinates and lead to a lack of confidence in their leaders.

Although the supervisor may have a solution to the situation, still seeking opinion of others, so that the decision to be taken at the end will be a collective effort of the entire team. This way, no one will resist to the change to be made (Goleman, 2000). By consulting the team, the supervisor will be able to listen to the concerns of the subordinates. This way the supervisor will be able to keep the morale of subordinates high, build trust and respect because subordinates have a say in the decision taken (Goleman, 2000).

The style builds teamwork by including subordinates in decision making, subordinates get support and feedback is shared among the team.

2.5.5 Pacesetting Style

Goleman (2000) expounds that the pacesetting style sets a higher performance standard for subordinates to perform (Giritli and Oraz, 2003). Chapman, Johnson and Kilner (2014) highlights that the leader sets high standards for themselves. They focus on achieving the set goals and being exemplary whilst expecting the subordinates to follow suit. If a subordinate does not catch up with the pace the team is moving; the work often is assigned to another person that is considered more competent (Chapman, Johnson and Kilner, 2014). This behaviour makes some team members feel that at least the leader needs to be more lenient with slow members and tolerate their pace by giving them another chance to execute the job (Chapman, Johnson and Kilner, 2014).

However, Goleman (2000) feels that this style will have a positive impact on subordinates who are self-motivated (Goleman, 2000). Other subordinates who require close supervision or are not so competent can be easily irritated by this leadership style (Goleman, 2000).

Therefore, the style may reduce the commitment of the subordinates (Giritli and Oraz, 2003). For the supervisor to develop commitment among subordinates, the style needs to be used with other styles such as coaching that have inclusivity of less competent subordinates so that it includes the entire team. The style lacks subordinates' support, especially for the non-performer, because it is task oriented. No feedback is given to subordinates and no subordinates participate in decision making. The supervisors do not care with the social support of subordinates.

2.5.6 Coaching Style

Finally, the coaching style focuses on the personal development of subordinates. It was also found to work well when subordinates acknowledge their weakness and are willing to change (Goleman, 2000; Chapman, Johnson and Kilner, 2014).

The leader here empowers the team member through delegation and in the process assists the team members in discovering their strengths, weaknesses and their prospective competencies (Giritli and Oraz, 2003; Chapman, Johnson and Kilner, 2014). This is a type of leader who listens to others and asks a lot of questions that lead to problem-solving (Chapman, Johnson and Kilner, 2014). Besides, this leadership style provides regular feedback on job performance and regards underperformance as an opportunity to learn instead of passing blame.

Chapman, Johnson and Kilner, (2014) are concerned about concentrating on individual personal development as that may lessen the performance of the team. Giritli and Oraz (2003) also raise a concern that the style might not be valid if subordinates are resistant to change or are slow in learning. In terms of the three commitment factors discussed above, this style focuses more on developing subordinates' future career. Hence, not looking at decision making inclusion, but giving the necessary support the subordinates will need.

The environment in which leadership is performed can influence how leadership styles will be shaped (Girutli and Oraz, 2003). It is therefore difficult to choose the most appropriate style which is suitable for a situation when executing duties. However, despite the challenge, supervisors need to learn to switch from one leadership style to another or combine some features of different leadership styles until the correct balance fits the issue at hand or addresses the concerns of the targeted group (Girutli and Oraz, 2003).

Hence, for a supervisor to be able to develop employee commitment, there is a need to master the art of changing from one leadership style to another or a combination of some of their elements (Girutli and Oraz, 2003). Goleman (2000) finds the 6 mentioned leadership styles important to an organisation because they were found to have a direct and unique impact on the working atmosphere of an organisation, division, or a team. The more a supervisor masters the leadership styles and the ability to switch from one leadership style to another, the better for the subordinates and organisation to influence effectiveness for both organisation and individual (Goleman, 2000).

2.6 THEORETICAL FRAMEWORK

The focus is to see how best the organisation can influence its supervisors, to implement the leadership styles; namely, coercive, authoritative, affiliative, democratic, pacesetting and coaching leadership styles to influence employee commitment within its employees. To attract and retain best employees to deliver on its mandate, engage such employees on the on-going learning process and develop competencies within employees.

The study investigates the three factors that can assist an organisation in shaping its employee commitment, namely, to include employees in decision making, develop employees' support and deliver feedback on role and job performance. For the above to be achieved, the organisation needs to put in place several strategies, namely, regular communication, regular feedback between supervisors and subordinates, clear growth opportunities, subordinates' engagement, teamwork, and respect of personal needs. In terms of the implementation of the 6 leadership styles mentioned above, the organisation may improve work attitudes such as job satisfaction, performance, absenteeism, and turnover intention. Therefore, the framework will be used to explore how supervisors develop employee commitment in a Namibian Public Institution.

The answers to the above-designed question assisted the researcher to investigate and describe how subordinates were included by their supervisors in decision-making, how subordinates were supported by their supervisors and how feedback on role fulfilment and performance was provided.

Furthermore, to assess how subordinates, experience their interaction with their supervisors and how this influences their commitment. Finally, to identify how supervisors help shape employee commitment in a state-owned entity.

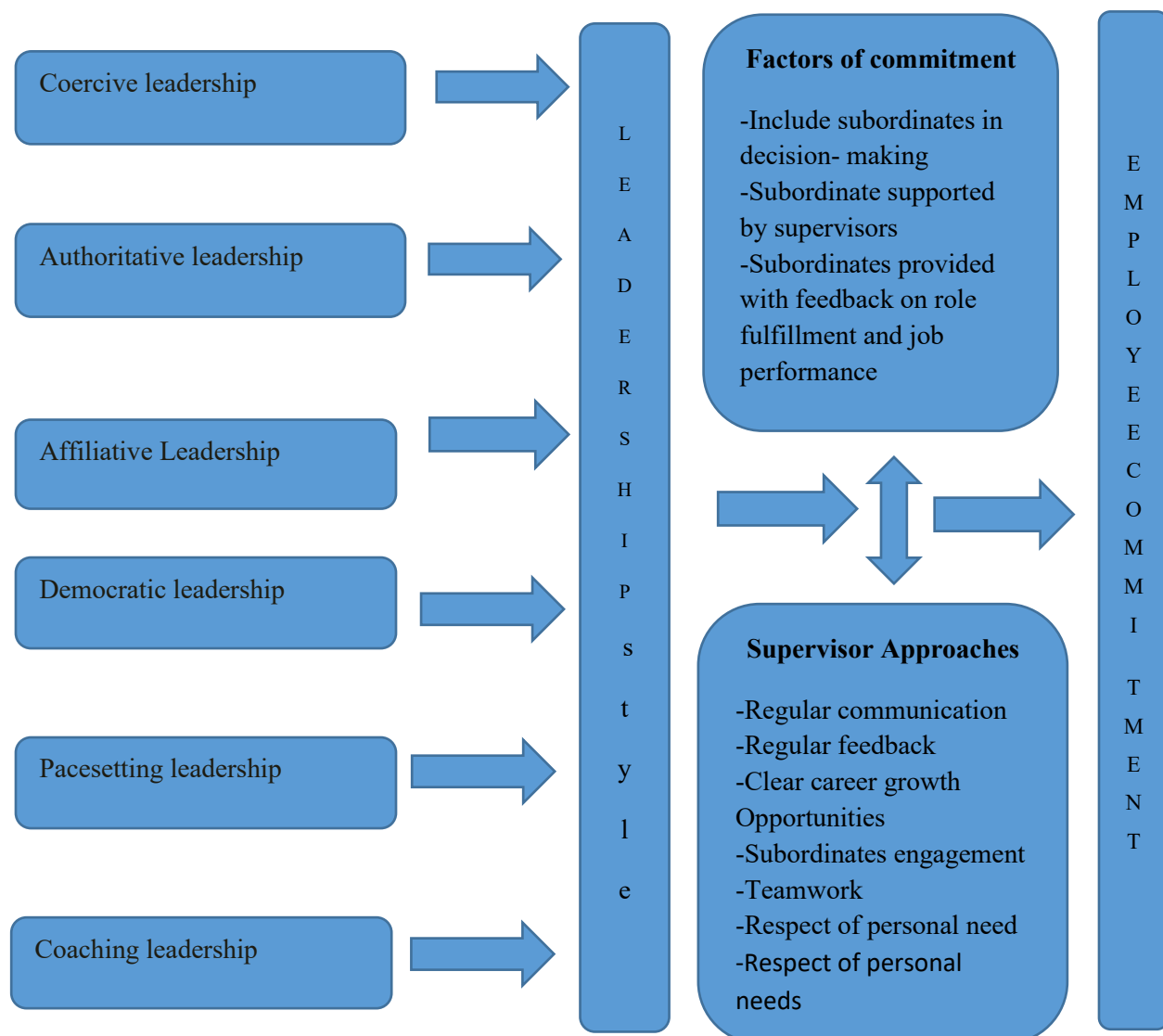


Figure 1: Proposed Model (Sabir, Sohail and Khan, 2011)

The above-proposed model indicates that employee commitment can be developed through implementing factors of commitment, supervisors' approaches, and usage of leadership styles.

The supervisors in the organisation need to adopt different leadership styles depending on the situation at hand to implement the three factors of commitment. The leadership styles are coercive, authoritative, affiliative, democratic, pacesetting and coaching styles.

However, the organisation needs to have approaches to implement the 3 factors. These approaches are for supervisors to provide regular feedback, provide regular communication, create clear career growth opportunities, engage with their subordinates, encourage teamwork, and respect the personal needs of subordinates.

2.7 CONCLUSION

The subordinates are the direct source of competitive advantage of an organisation, and this makes subordinates an important aspect of the organisation. In the case of the public sector, the focus is on attracting and retaining the best subordinates to deliver on the organisational mandate. Hence, organisations compete to win the hearts and minds of knowledgeable and capable employees.

The literature indicated how supervisors must ensure that subordinates are included in the decision-making, given feedback for their work and that they continually receive support from their supervisors for them to do their work and their personal needs. These practices are some of the most crucial aspects that can boost the morale of subordinates and increase their commitment to their work and the organisation they are working for. People thus support what they create and resist what they are excluded from. The next chapter outlines the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology used to collect and analyse data, considering the research objective, methods/techniques, procedures, and ethics. The chapter outlines the sample type and size, as well as the criteria to be used to analyse responses received from the selected sample.

3.2 Research Aim

To understand how supervisors develop employee commitment in a Public Institution from the subordinates' perspective.

3.3 Research Objectives

1. To investigate and describe how subordinates are included by their supervisors in decision-making, how subordinates are supported by their supervisors and how feedback on role fulfilment and performance is provided.
2. To assess how subordinates experience their interaction with their supervisors and how this influences their commitment.
3. To identify how supervisors shape employee commitment in a public institution.
4. To provide guidelines on how public institutions can develop employee commitment

3.4 RESEARCH METHODOLOGY

The research methodology used in this study is qualitative. Qualitative studies focus on complex phenomena and give a deeper understanding of the phenomena through the interview of those who experience the phenomena (Eldejany, 2017).

The qualitative method allows direct interaction between the researcher and participants (Irvine, Drew and Sainbury, 2012; Eldejany, 2017). The qualitative approach is found to be useful in getting the story based on the experience of the participants (Irvine, et al., 2012).

According to Hoepfl (1997), the qualitative method seeks to understand situations in a specific context. Furthermore, Bengtsson (2016) indicates that qualitative research contributes to an understanding of the human situation in various contexts and conditions. However, the interpretations vary based on the method of analysis used and the researchers' ability to distance themselves from the study (Bengtsson, 2016). Qualitative research uses several analysis methods.

However, no matter the method of analysis selected, the focus of the researchers is on the sustenance of trustworthiness throughout the research process (Bengtsson, 2016). Since this research is aimed at understanding how supervisors develop subordinates' commitment in a public institution, the qualitative approach is a suitable method. Based on the features of qualitative research mentioned above, the method will give the researcher an elaborate perspective to the research topic (Mallat, 2007).

3.5 SAMPLING METHOD

Primary data were collected using semi-structured interviews, which took place at the premises of the selected public institution in Namibia. The data for this study were collected from the subordinates' perspective in October 2019. Semi-Structured interview is a verbal exchange where the interviewer attempts to get information from another person through asking questions (Longhurst, 2003). The method allows participants a chance to explore issues that they feel are

important. At the same time, the researcher recognises the importance of ethical issues and involvement of the researcher when conducting a semi-structured interview (Longhurst, 2003).

The study uses a post-positivist approach. A post-positivism approach explores and describes in detail the qualitative study phenomena (Frank, 2013). Post-positivism balances positivist and interpretivist approaches. The post-positivism approach focuses on exploring issues in the context of involving experiences of the majority and stating the results of what the majority indicates it is acceptable (Panhwar, Ansari and Shah, 2017).

In addition, Panhwar, Ansari and Shah (2017) indicate that post-positivism aims to emphasise the direction and points of view of any research that uses multi-dimensions and multi methods. The post-positivism approach further promotes the credibility and validity of research findings and how the study reflects or evaluates accurately the concepts or the issues under investigation (Panhwar, Ansari and Shah, 2017).

In addition to the interviews with participants, the research reviewed secondary data on the overall performance of the institution, using the institution's annual report on performance review. The study also examined the overall time that employees report for duty, using a report from the organisation's staff access control system.

Finally, the study reviewed the overall turnover rate of employees for the past five years. The research evaluated the resignation data, the record of employees who left the institution with a view to determine the institutional employees' turnover rate. No individual records of employees were examined for the study.

The purpose of the interview was explained to all participants. Importantly, participants were informed that the outcome of the research would assist the institution in understanding their subordinates better, with a view to improving the way the subordinates were managed.

Participants were encouraged to be honest in their response without any fear or intimidation of any kind. The explanation was given to participants before the interview took place that they

participated voluntarily and there was no remuneration for their participation. It was also made clear to participants that they had a right to withdraw from the interview should they choose to do so. A voice recording was used for the interviews allowing the researcher to focus on the discussion instead of notetaking (Saunders, Lewis, and Thornhill, 2009). The use of the recording was explained to participants prior to the commencement of the interview.

3.6 DATA COLLECTION

The data was collected through a series of 30 minutes of individual interviews with subordinates of the institution. There are 266 employees in the institution, of which 27 employees are managers. Managers are the employees from deputy director upwards. The remaining 239 employees are below management level. In total, the institution has seven business units made up of three departments and four directorates.

Department A has 34 employees, Department B has 72 employees, and Department C has 32 employees. Directorate D has 82 employees; Directorate E has 14 employees, Directorate F has 22 employees, and Directorate G has 10 employees. For this research, only the three Departments (A, B and C) and two Directorates (E and F) were selected for this review. Two Directorates (D and G) were deliberately left out of the study.

The Directorate D was not included because the researcher is working in the said Directorate. The action took into consideration the possibility of conflict of interest on the side of the researcher. Directorate G was not included as it consisted of employees who only had less than 12 months working experience in the Directorate.

A sample of 15 subordinates was drawn from the five selected units using a selective sampling method. The sample chosen consisted of three participants from each of the five chosen directorates/departments. Only subordinates with a minimum of 12 months experience in the department were considered for the sample.

The selection criteria set ensured proper representation of the more significant part of the institution. Mason (2010) indicates that several scholars such as Creswell (1998) and Morse (1994) recommend a sample of this kind of research to be between 5-25 participants. They indicate that even though a qualitative study can be labour intensive to uncover all critical points, to analyse a large sample might lead to repetitive and unessential data.

Besides, based on the population, a sample of between 10 and 15 can be sufficient. The objective is to get the essence of subordinates' experience on the issue under discussion, and the way the institution supervised the subordinates (Onwuegbuzie and Leech, 2007).

The purpose and objectives of the study were explained to the participants. Additionally, participants were guaranteed anonymity and confidentiality of information to enable them to give consent of their participation. The explanation to individual participants was done on a face-to-face basis, followed by the signing of consent forms.

In addition to the above-stated methods, secondary data was considered in this study to determine the level of performance against set targets of the institution, using the Annual Performance Report of the institution for 2018/2019 financial year. Furthermore, the study assessed the staff access system to determine whether employees reported for duty on time. This had a bearing on employee commitment.

Lastly, the data regarding staff resignation for the last five years also formed part of the research to determine the level of staff turnover rate of the selected public institution.

3.7 DATA ANALYSIS

The data collected for this research were analysed using the interpretive data analysis method. These are data collected through face-to-face interview of 15 selected subordinates below supervisory level, the institution performance rate, staff attendance and staff resignation for the last five years. The set of questions used in the interview is contained in Appendix seven.

The interview questions were based on whether the subordinates felt: 1) included by their supervisors in decision making, 2) support by supervisors and 3) they got feedback on their role and performance. Furthermore, there were questions on how subordinates experienced their interaction with their supervisors and how this influenced their commitment.

The themes were selected to gain an understanding of the perspective of subordinates towards their supervisors' behaviour and how this influenced their commitment (Eldejany, 2017). Participants were interviewed with a purpose to understand how the above themes were practised in this institution.

The qualitative data were analysed by using the thematic analysis concerning the subjects as mentioned above. The study was done by reading the data collected concerning what literature has indicated. The data on staff access card system, turnover rate and performance of the institution were coded and categorised.

Smith, Jarman and Osborn (1999) emphasise that using interpretive data analysis method explores views of participants on the topic under discussion in more detail. The analysis using this method considered the perspective of the participants as opposed to coming up with objective statements on the subject matter. The intention was to get to the personal views of participants (Smith, Jarman and Osborn, 1999). The interpreting data analysis method aimed to get the views of subordinates in the institution as to how their supervisors should develop their commitment.

3.8 TRUSTWORTHINESS

Trustworthiness refers to the extent to which the results of the research show the authentic experience of participants on the topic under discussion (Curtin and Fossey, 2007). The purpose of trustworthiness is to analyse if the method, findings, and interpretation of data collected using the qualitative research is conducted in a credible manner (Curtin and Fossey, 2007).

Qualitative research could offer thorough evidence relevant to employee commitment as the qualitative study focusing on the participants' point of view, opinions and understanding

(Whiteford, 2005). Besides, Jackson (2003) clarifies that trustworthiness in the qualitative study is a process that establishes the validity and reliability of the study. Again, qualitative studies address complex issues, including the perception of upkeep (Curtin and Fossey, 2007).

Therefore, the strategies of qualitative studies are to help researchers to conduct studies and present findings of their research in a trustworthy manner (Curtin and Fossey, 2007). The evidence of participants' opinion should be indicated (Krefting, 1991). Again, readers of qualitative research will look for evidence of triangulation, transferability, and reflexivity (Curtin and Fossey, 2007).

3.8 TRIANGULATION

The term triangulation is usually used by surveyors to determine the results of a single point using two additional points (Curtin and Fossey, 2007). Therefore, triangulation fits for this study as two methods of collecting data that respond to the research question used. These methods were the semi-structured interviews and secondary data to complement each other and ensure the reliability of results.

The idea of triangulation was supported by Denzin (1970) when he encouraged researchers of a qualitative study to have confidence in triangulation concept as it assists researchers to overcome any kind of bias that might come from one single method of collecting data. The two methods of analysing a phenomenon help in increasing the credibility and validity of the findings (Curtin and Fossey, 2007).

3.9 TRANSFERABILITY

The results of the qualitative study should be transferable to be considered credible. Hence, results presented for qualitative research enable readers to determine if results can be useful in another context or not. Therefore, the study should indicate the description of participants to assist readers in comparing and relating their teams, their knowledge and findings from other research (Curtin and Fossey, 2007). In the case of this research, description of participants was well outlined in a manner that protected their identities.

3.10 REFLEXIVITY

Reflexivity requires the researcher to indicate any personal bias from the side of the researcher that can influence the process of collecting data or presenting the findings (Curtin and Fossey, 2007). The researcher needs to ensure that the results of the study contain the perspective of participants and not that of the researcher. In the case of this specific study, the involvement of the researcher was made clear in the research and the results presented were from the perspective of participants and not influenced by the researcher.

3.11 ETHICAL CLEARANCE PROCEDURES

A subordinate of the selected public institution conducted the research. Ethical approval by the Ethics committee of the university was granted under ethics clearance reference number 2019-0530-779. The clearance letter is attached as appendix one.

The selected public institution gave the gatekeeper permission for purposes of this research. The institution permitted the employee to research the institution and interview subordinates based on the selection criteria set by the researcher.

Furthermore, the head of the selected public institution granted the use of secondary data on the performance information of the institution, staff access report and resignation data for the past five years.

Additionally, individual participants agreed to take part in the study voluntarily and informed consent was sought from individual participants before the commencement of interviews. To ensure that anonymity was maintained, all the information that might have revealed the identity of the participants was removed from the participants' responses. Furthermore, information provided by the participants was kept confidentially and recorded in a coding format. The names of participants were withheld from other participants and their supervisors. Some participants were comfortable to be recorded. However, some participants disapproved the voice recorder and so were not voice recorded.

3.12 CONCLUSION

The study used a qualitative method in carrying out its research. The data for this research was collected through face-to-face interviews of sampled subordinates of a selected public institution. The secondary data on the performance of the institution, access system and turnover rate of employees in the chosen public institution were analysed.

Although many data analysis methodologies are available for qualitative research, the researcher opted for the interpretive method for this specific research to obtain the perspective of participants. Data collected through interviews and secondary data remained confidential and was presented anonymously. The identities of participants remained confidential. The next chapter contains the results of data collected through the interview and secondary data. The chapter outlines the outcome of the discussions and what secondary data revealed. The presentation of data and results of data collected is outlined in the next chapter.

CHAPTER 4

DATA PRESENTATION AND RESULTS

4.1 INTRODUCTION

The purpose of this chapter is to present the results from the data collection. The chapter outlines the process used to analyse the data collected and the results of the interviews conducted. The chapter highlights the responses of participants to the questions raised during the discussions. In addition to the discussions, the chapter highlights the secondary data collected that determined the level of performance against set targets of the institution, using the annual performance report of the institution. Furthermore, the study reviewed the staff access control system to determine the time employees reported for duty. Lastly, the study reviewed data on staff resignation for the past five years, to explain the staff turnover rate of the institution.

4.2 FINDINGS FROM INTERVIEWS

The semi structured interviews were conducted with 15 subordinates in the institution. The subordinates that took part in the discussions were three participants from each of the five selected directorates and departments. Due to the sensitivity of the research, the identity of participants was protected and kept confidential. Hence, the participants were coded and were referred to as P-participants, numbered from 01 to 15. The job categories of the participants were not revealed, as through job categories, supervisors or anyone in the institution could easily identify the participants. The participants' grades showed the level of the subordinates in the institution in terms of seniority. The higher the Grade number of the subordinates, the lower the level of the position. However, the directorate/department, Grade/Job categories and experience of participants were withheld from the document to avoid compromising the anonymity of participants.

The results from the interviews are presented by providing a commentary of the results with selected quotes to support the overall themes discussed in the interviews.

4.2.1 RESPONSES TO THE INTERVIEW QUESTIONS

4.2.1.1 Employee Participation in Decision-Making

Q1: Describe your involvement in a particular issue which led to a supervisor to call a staff meeting to discuss such an issue?

The question was to determine how the supervisors engaged their subordinates on issues of concern to the institution. Responses from 11 participants indicated that supervisors engaged them on issues that required technical expertise in their respective directorates/departments. Out of 11 participants, three indicated that mostly, cases that made supervisors request the involvement of their technical subordinates included cases where supervisors dealt with an urgent query or a directive from higher ranking officials. If such supervisors were not able to formulate the responses to the query, then they involved the technical subordinates to respond to the query timely. Again, the amount of time that the supervisors spent responding to the query can force supervisors to require the involvement of subordinates. However, queries that supervisors can respond to on their own usually resulted in them not consulting their subordinates. About four participants indicated that they could not remember a specific event that required a discussion with their supervisors, as most discussions emanated from general issues.

P14: *In most cases issue of this nature does occur when high ranking officials requested for certain information urgently. My involvement was to give technical inputs.*

P06: *No specific issue. Meetings emanated from general issues.*

P07: *A meeting emanated from issues raised by higher offices and responses were required. My contribution was to assist in drafting the responses needed. However, when supervisors are aware of the request, no consultation is made.*

Q2: To what extent does your supervisor include you in decision-making? If not, does the supervisor explain reasons for any decision made in the division?

The question aimed to understand how subordinates were included in decision-making. Nine of the 15 participants expressed their disappointment in the way their supervisors handled decision-making processes. Therefore, they indicated that their supervisors did not include them in any decisions or explained to them why certain decisions were taken. In many occasions, subordinates reported only receiving instructions to do the work, but they did not receive any explanation that led to the decision. Hence, subordinates were forced to implement such decisions whether they were in support of the decision or not. One participant added that some decisions taken without their involvement turned out to be challenging at the implementation stage. It appears that it is at the implementation stage that implementers realised that certain items were not considered when the decision was made.

The participants further indicated that if supervisors considered seeking inputs from their teams before decisions were made, errors could have been dealt with timely. One participant further added that some supervisors tried to explain why certain decisions were taken, although not satisfactorily.

P05: *No inclusion in decision- making. Supervisors make decisions on their own and instruct subordinates to implement.*

P11: *In many cases, no inclusion in decision making. You will be required to implement the decision whether you are in support of the idea or not. In many cases you are not even aware that a certain issue is happening in the division and you may learn it from outsiders. Sometimes decisions turned out challenging at implementation.*

P06: *No inclusion just get instruction that you need to do this and that. So, discussion is on how the job will be executed. If explanation is being made, error could be dealt with timely.*

Apart from participants who thought consultation on the decision made was not sufficient or not available at all, eight participants indicated their supervisors understood the value of teamwork and included it in decision making. Hence, they were included in most decisions.

P02: *I am included in 80% of job-related decisions taken. The supervisor understands or values the duty of teamwork.*

Despite the inclusion or no inclusion in decision making as indicated by the 15 participants, seven participants acknowledged the fact that some decisions were made at the strategic level, and it was not possible to include the entire team. However, those who indicated that they were not included were still urged by supervisors to avoid rushing to the conclusion before proper consultation. While those that indicated that they were consulted, acknowledged that on technical level where they were supposed to give inputs, they were consulted.

P12: *Most decisions are taken at the strategic level, and reasons explained later for implementation. Sometimes it is not possible to include the entire team. Therefore, consultation before the finalisation of the decision is required.*

Q3: *Managers are responsible for the drafting of the annual plan of the organisation. How does your supervisor communicate the target set for your division to you and your fellow staffs?*

The institution has a Performance Management System (PMS) in place that requires the individual employees to have a Performance Agreement signed each year. The senior supervisors are responsible for the drafting of the Strategic Plan and the Annual Plan of the institution. The question was aimed at creating understanding of how the subordinates were included in the policies formulation process, particularly the drafting and finalisation of the institutional plans. To understand the effort of supervisors in increasing subordinates' engagement, which eventually increases their commitment. Again, to understand how supervisors communicated information pertaining to performance targets that were set for their respective directorates and departments.

Nine of the 15 participants indicated that their supervisors did not source inputs from them, but instead instructed them to implement the plan. Hence, the discussion between the supervisors and their subordinates reported as focused on how the target set would be implemented and not on the relevance of the targets. Participants felt that the institution should not only focus on how targets should be met but also the relevance of such performance targets. However, one participant opined that it seemed as if supervisors did not take performance management seriously. Hence, the participant felt that performance management did not serve the purpose it was created for, because some employees did not even understand the processes of the system. However, the participant blamed supervisors for not explaining the processes and what was expected of subordinates.

P01: *This is the area that needs some improvement. Inputs not being sourced. It seems as if the role of subordinates on the target set is only on how targets will be implemented and not really on which target could be set for the division.*

P15: *Performance management is not taken seriously. Targets only communicated to all for PA purposes. Some subordinates do not even understand the PMS processes well.*

In some directorates/departments, supervisors drafted the annual plan without the inputs or involvement of their subordinates. After the draft was completed, it was emailed to all subordinates to draft their Performance Agreements based on the performance targets set. No discussions took place on those targets. This was shared by six participants.

Six participants, which is 40% of participants, share their satisfaction with the way their supervisors consulted them on the finalisation of the Ministerial plan. They indicated that their supervisors discussed the content of the draft before the plan was finalised, to allow debates and sharpening of targets set. At this stage, inputs were incorporated in the final document. This process was done before individuals drafted their performance agreements. Therefore, subordinates in this category felt they were consulted.

P13: *The supervisor communicates the targets after the draft is made and allow debates that will sharpen the targets set. At this stage, inputs are being incorporated in the draft.*

Q4: How often do you meet with your supervisor to discuss the departmental progress on the target set in the Annual Plan of your division?

The question allows discussions on how supervisors in this institution tracked progress of the targets set. The aim was to understand existing engagement between supervisors and their subordinates. PMS requires all public institutions to review their annual plans quarterly. However, 10 out of 15 participants shared that the reviews in their respective divisions were only done on a quarterly basis. This response was for 67% of the participants and they felt that a quarter was too long for the institution to track progress of the targets set. Therefore, participants felt that regular reviews would allow errors and problems to be rectified before they accelerated to an unresolved level. However, one participant indicated that at their divisions they had monthly meetings where the annual plan was a standing item in the agenda. Meaning review was being done monthly. Another participant indicated sitting closer to the supervisor and review was done daily. There was also one participant who indicated their division met twice every month to discuss the targets set. The last participant said that in their division, reviews are done by the supervisors. Inputs were therefore channelled through the supervisors.

P1: Tracking of progress of target set is lacking, because review is only done at a scheduled Quarterly review. However, it is important to track errors and avoid errors to go far.

P03: Progress of targets is monitored in the monthly divisional meeting as a standing item in the agenda.

Q5: What methods of communication do you use/prefer/dislike? How effective is the communication method used for you?

The aim of the question was to understand the existence of communication between the supervisors and their subordinates. Furthermore, the aim was to understand the most dominant communication method and how the subordinates viewed it. If they were not happy with the existing method, then the supervisors needed to understand the preferred method that subordinates liked to see them use.

To understand how supervisors and subordinates shared information among themselves and understand how the environment was conducive for the subordinate to communicate upwards. Additionally, to understand the closeness of supervisors and their teams; this allowed them to know exactly where subordinates lacked in performing their duties.

Participants indicated that email, text messages, verbal, WhatsApp message and face-to-face were some of the communication methods that dominated the institution. Nine participants indicated that they preferred email communication, although they were open to other forms of communication depending on the whereabouts of the subordinate. Six said they preferred verbal/face to face communication depending on the issue being communicated and the whereabouts of the subordinates. They indicated that this method allowed discussion of the issue. The six participants further shared that a subordinate could be in the field or elsewhere with work and the only mode of communication could perhaps be a WhatsApp message or a phone call.

On the preferred method among the methods mentioned, some participants indicated that if they were in the office and engaged with complex tasks, then face-to-face was a preferred method. The idea was to allow discussions and opportunity for questions. However, face-to-face interactions create opportunity for the receiver to seek clarification when necessary. However, one participant indicated that for complex information it preferred to have it in writing as their supervisor might deny what they said if something went wrong.

P13: *Email and face –to-face depending on the matter under discussion. Face-to-face create an opportunity for seeking clarification when necessary.*

P04: *Depend on the information, otherwise communication is through email and face –to-face. If the information is complex, it is better to have it in writing.*

P08: *Mostly emails and telephone. I like face-to- face as it allows discussions and opportunities for questions.*

P15: *Emails and verbal communication. For serious tasks I do not like verbal communication, because supervisor may deny what was said if something goes wrong.*

One participant indicated that having WhatsApp communication for their particular directorates/departments was described as effective; whereas another participant found the WhatsApp platform discriminatory, because some supervisors reported not responding to some subordinates post in the group. These behaviours were described as discriminatory and a way to show their preferred subordinates.

P11: *Email, verbal, whatsapp group and text messages. The communication depends on the whereabouts of the person and the easiest way to reach such a person. However, email stood out amongst other communication methods. Some supervisors do not respond to the whatsapp text of some subordinates.*

4.2.1.2 Employee Feedback on Role and Job Performed

Q6: Describe how your supervisor provides feedback and advice on areas you need to improve?

Feedback to subordinates is one of the actions of the organisation to keep its subordinates happy at work to enable them to perform well. The discussions on this question focused on whether supervisors gave feedback to their subordinates on the role and job they performed. To understand the efforts of supervisors in developing the commitment of subordinates to the organisation. The feedback referred to included positive or negative comments from the supervisors. The discussion further reviewed how supervisors ensured that subordinates knew what was expected of them and avoided confusion on the expectations of their supervisors.

The discussions with nine participants revealed that some supervisors did not give feedback to their subordinates, whether it was on the job performed or through performance agreement reviews. This was about 60% of participants that indicated that they were not satisfied with the level of feedback by their supervisors. It came out clearly during the discussions that the institution had some supervisors that did not give feedback to their subordinates.

P05: *No feedback, even on PA reviews. I feel performance management is not really serving its purpose but rather being done for the sake of meeting deadlines set and meet the requirement of performance management. Scores are not being checked and analysed. Performance not being recognised, and non-performer not being taken to task at all.*

Out of 15 participants, six of them acknowledged that they had feedback, but this was minimal and not sufficient. In instances where supervisors provided feedback was only when a report was written, and in it the supervisor detected some missing information. At this stage, the supervisor could request for the missing information and this was how the subordinates got feedback of the task performed.

P07: *Feedback is there but minimal and not constructive. On the PA reviews, no feedback at all.*

P03: *This only happened if you write a report and errors detected will be communicated to you for correction. On PA reviews, most targets require a contribution of the whole team.*

Q7: Describe how your supervisor compliments you for the job well done?

Despite the general feedback on the job performed and performance agreement reviews feedback, discussions under this question reviewed feedback specifically on the subordinates who performed well. The compliment referred to on this part was positive feedback.

Four participants indicated that their supervisors did not compliment them on their performance. One participant indicated that the supervisor did not give compliment to the subordinates but made positive comments about the subordinate to the third party. Three participants indicated that they never received compliments from their supervisors.

P02: *Not directly. You can hear it from the third party where a supervisor show gratitude of your work but not to the affected employee.*

P07: *Never received compliments.*

Six participants indicated that they received feedback but it was minimal and unsatisfactory and they believed a lot could still be done to improve the status quo.

P04: *A word thank you is always being said and not more than that.*

P11: *Compliment given if the report is well done, although that is not enough. I believe the supervisor can do more than that.*

Only five out of 15 participants, which is 33% of participants, were satisfied with the level of compliment they received from their supervisors. The participants in this category described their supervisors as those who went the extra mile to compliment them. Additionally, some reported that their supervisors took their teams for lunch, to compliment them for the job well done.

P12: *Compliment is there. There is a whatsapp group, and people are congratulated on the platform.*

4.2.1.3 Employee Support

Q8: *To what extent does your supervisor help you to execute your duty successfully?*

The focus on this question was to understand the possibility of supervisors offering a helping hand to their subordinates to execute their duty. The question was to understand how supervisors influenced skill transfer processes in the organisation. Additionally, to understand how supervisors in the organisation gave support to their subordinates and helped subordinates to implement their skills, including the one acquired from the training attended.

Four participants indicated their difficulties in getting technical assistance to do their work as some supervisors did not know the work of their teams. However, despite the technical assistance that supervisors could give to their teams to execute their duties, participants indicated that their supervisors ensured that subordinates had the necessary tools to execute their duties. One participant indicated that their supervisors gave them any support they required and gave their team platforms to ask for such assistance. However, seven participants indicated that they were satisfied with the level of assistance they got from their supervisors. The supervisors reported making themselves available should their subordinates need their assistance. One participant indicated that the supervisor's support was not enough.

P01: *Due to the technical nature of the position, mostly assistance comes in when a subordinate needs some tools to work with, a motivation to that effect can be done by the supervisors. Supervisor even encourage subordinates to shout when need more assistance.*

P10: *Support is available because supervisor is accessible all the time.*

Furthermore, three participants reported that their supervisors did not give them support to execute their duty. One out of three participants indicated that the supervisors did not coach subordinates but provided additional work from non-performers.

P11: *No directive or encouragement to subordinates to do the work.*

Q9: What kind of support is available in your division when a staff member has personal problems such as a death in a family or a certain illness?

The discussion on this question investigated how subordinates in this institution received support from their supervisors by showing empathy when times were harder. The supervisory support refers not only on work-related issues but personal life issues of the subordinates as well.

The discussion revealed that supervisors showed empathy to the hospitalised subordinates or those who death in their families, provided that the news was shared. The institution adopted a process of contributing financially towards a fellow subordinate hospitalised or one who lost a family

member. The contribution was a voluntary process some subordinates reported not benefiting from the initiative. During this time, supervisors approved leave or gave permission to the colleagues to visit a hospitalised subordinate or those mourning their loved ones. The action of a supervisor not denying their subordinates permission to attend to their issues, or approving the leave application, was viewed as an understanding of a supervisor on what a subordinate was going through and willingness to assist. One participant added that supervisors also followed up with such subordinates upon returning to the office on how the process went. Four participants felt that this effort was not enough; maybe supervisors could do more than follow up, to perhaps visit the hospitalised subordinates. Again, participants said that some subordinates chose to deal with their issues in secret without sharing with fellow subordinates or their supervisors.

P10: *Employees sympathise with the affected one when the news is shared. For those who prefer to keep their issues confidential, it is always respected. Hence, contribution towards the affected person is always made for events that are shared.*

P03: *Monetary contribution or visit one another and give whatever they can give. The supervisor also creates a platform for open discussion of personal issues when a subordinate is willing to discuss. Is a voluntary process.*

Besides, four participants expressed their disappointment on the way the contribution was being made as it was viewed as if it only benefited some employees depending on how many employees were closer to the supervisor.

P11: *Depend on individual employees how they feel with one another. If you are close to the person, you will assist or visit that person. If not close to the person, you may choose to let it pass.*

The discussions on this question indicated that supervisors gave support to their subordinates when they were sick or when mourning their loved one. They did it through encouraging financial contributions and giving permissions to the affected subordinates to go and mourn their relatives. Additionally, they permitted fellow subordinates to have some hours to visit a fellow subordinate

in the hospital or visiting the bereaved or attend funerals where possible. Furthermore, a supervisor reported follow up with the affected person upon return to the office.

Q10: Were you identified for possible capacity building / on the job training? If so, how did your supervisor do this?

The question considered how supervisors in this institution dealt with personal development and the continuous skills development of their subordinates. This showed how the institution dealt with career development. The question made the researcher to understand how supervisors in this institution tried to retain subordinates through professional growth and skills development.

Out of 15 participants, 10 participants indicated that they were nominated by their supervisors to attend training when training opportunities arose. One participant indicated the supervisor was not fair in selecting subordinates to attend the training when an invitation came up. However, when subordinates noticed this behaviour, they started identifying their training on their own. In most these cases, subordinates begged for permission to attend. One participant indicated that due to the complexity of the industry, most suitable training was not offered locally and it was costly to go abroad. Hence, requests to attend were not approved.

P11: The last training I attended was in 2015. The supervisor does not initiate training, but subordinates found opportunities and beg the supervisor to attend. The training was effective because we were guided well on how to make some changes at our workplace.

P15: Subordinates were told to identify the trainer on the area they are lacking skill and training was effective. Due to the complexity of the industry, most good trainings are offered outside the country which is costly. Hence, no approval by supervisors.

Another notion shared by one participant was that of supervisors viewing training as not a tool that improved subordinates' skills development but a money-making scheme. It was revealed that some supervisors attended all trainings abroad and gave local training to their subordinates.

Again, one participant indicated never attending any training as some training sessions were costly, leading to supervisors not approving such requests. One participant preferred on-job training because they viewed training outside an organisation as a waste of time and resources. Whereas four participants indicated that they never got a chance to attend any training and in most cases it was due to unavailability of funds.

P04: *Not at all. Just gain knowledge through doing the work (learn by doing). Worked for a certain project and gain the necessary skill from that project. Prefer to learn through the job than workshops and trainings.*

P05: *Yes. I attended some training. Some trainings were effective, but some were the repetition of information. To make training effective, individual to highlight their training needs and content being assessed before the decision is made to attend the training. Sometimes managers attend the same training many times because it is abroad, instead of giving a chance to their subordinates. While subordinates are sent to attend local training.*

Q11: *How effective was the training, good, fair, or poor? Please motivate your answer.*

The question was a follow up on the previous question, namely, how training that the institution invested in, added value to the skill of their employees. To understand the availability of opportunity for growth in the institution. Additionally, to understand whether the institution invested in worthwhile training or not. One participant who attended trainings that were identified by their supervisors indicated that their trainings were relevant and effective. One participant indicated that despite attending the training, the contents of some trainings were not related to their job. Hence, they advised that the contents and duration of training assessed before attending. One participant indicated that the training that might have helped them were only offered abroad, and costly. Due to the unaffordability of such training, it was not possible to attend any such training. The discussion revealed that the institution invested in training that did not yield any results or benefit either the institution or individual subordinates.

P06: *The in-house training attended were really helpful, but the external training were based on career growth but not really relate to my line of duty. Training that are relate to my job are not offered locally and there is no funds to go abroad.*

Q12: *What could be done to make the training more effective and meaningful?*

This question was to give a provision to participants who may respond to question 11 that their training was not effective, to give their views on how they thought the organisation should handle training opportunities better. Furthermore, to ensure that the contents of those trainings were relevant and meaningful.

In response to the question, one participant suggested that perhaps training needed to be identified by supervisors where the contents were analysed before subordinates attended such training. The participant proposed further that supervisors should consider the training content and the duration proposed, to avoid exposing subordinates to training that had too much content in a shorter period. The responses showed that subordinates felt that there were trainings attended by subordinates that contained content that did not match either the job or career growth of such subordinates.

P10: *In many cases when training opportunity arises, supervisors nominate the suitable subordinates to attend. If training is specific to a certain position, it will be directed to the person occupying the position. Some trainings were good and some fair. Mostly, the content depends on the organiser of the training and time allocated to the training. To make training effective, training request should be clear who should attend, perhaps a pre-assessment of the training need to be done before undertaking the training, and content analysed. The correct duration needs to be assessed beforehand. Subordinates also need to be encouraged to implement the skill learned at the training.*

Q13: *Team building encourages teamwork in an organisation, how often does the organisation or your division conduct team-building exercises?*

The question reviewed the effort of the institution and supervisors in building team efforts. 8 participants indicated that they never attended team-building exercises; agreed that team building

exercises were very important. However, six participants out of eight that never attended team building described some supervisors as showing no interest in team building. One participant said that the attendance of teambuilding was affected by insufficient funds.

However, seven participants indicated that team buildings exercises took place in their directorates/departments. About four participants indicated that team-building exercises that took place did not work well because recommendations were never implemented after the session. Employees came back to their offices and continued with business as usual. One participant indicated that although team building exercises took place in their department, he/she felt that these exercises were not important. The participant thus proposed that it was better if the institution considered holding the year end function instead of teambuilding exercises.

P14: *Two team-building exercises took place but did not yield any fruits because employees came back and continue with the usual. No implementation of recommendation made during the team building session.*

P04: *One exercise for the department was done. I feel that these exercises are not really helping but rather bring year end functions, where all employees come together to celebrate the achievements of the year will assist to stimulate team performance.*

Furthermore, only three participants who testified that they attended team building exercises were indeed happy with the outcome of the exercises. One participant indicated that the division she worked for believed that team building exercises enhanced the understanding of the team's personalities.

P06: *The department had one team building exercise outside the office at a departmental level. However, at a division level, team building exercise are being done quarterly in-house due to lack of funds available for the team to go out of the office. Hence, individual contributes funds and come together after hours and socialise or buy birthday cakes. The division believes that team building exercises enhance the understanding of team's personalities.*

Q14: *How does your supervisor distribute tasks among staff members in your division?*

(a) Individually

(b) Team

(c) Other (specify)

The question followed up on the effort of the institution in building teamwork. The question reviewed team effort by supervisors through the distribution of tasks to subordinates. Six participants reported that their supervisors distributed tasks individually and did not advocate for teamwork. Eight participants indicated that the distribution of tasks depended on the nature of the task at hand. Then, it would be decided whether it would be done by the team or individual. One participant quoted the supervisor as saying ‘Mr. A and your team, please attend to this task’. Two participants indicated tasks were distributed to the directorate through emails or a hard copy and the employees were asked to sign to indicate whether they had indeed seen the communication. Another participant indicated that certain tasks were distributed through the secretary who could, in the process, miss some information as well.

P02: *Since the supervisor believe in teamwork, work being given to a team leader by says Ms/Mr. A and your team please work on this. It will be up to the team leader to decide whether the task will be done individually or by the team.*

P08: *Most tasks are being distributed through the secretary to different employees. The secretary can miss some information which lead to the implementer to have more questions with no answers.*

One participant raised a concern of some supervisors taking work from non-performers to those who performed well. Hence, the distribution of tasks determined who could perform the task faster. This behaviour was not welcomed well by this particular participant as s/he described it as abusive and called on supervisors to start dealing with employees considered as non-performers too. Another participant felt that tasks were not distributed fairly as some got the least tasks compared to others.

P15: *Mixer of both. Since the division is understaffed, supervisors look at who is available and distribute the task. The more you do your work, the more you will get a lot of work to do.*

P11: *Individually. Tasks are being distributed among subordinates but not of the same value. In some cases, you find some subordinates are given tasks but if a subordinate is not in favour of the supervisor will be given the least task.*

4.2.1.4 Level of Employee Commitment Towards the Institutional Mandate

Q15: *In your view, is the institution currently under/average/over-performing?*

The discussion focused on the views of subordinates on how they viewed the performance of the institution. The purpose was to understand whether subordinates were aware of their contribution towards the fulfilment of the mandate.

Out of 15 participants, 13 participants indicated that the organisation performed at an average level and indicated the capability of the organisation to improve the performance to another level. The participants further indicated that they thought the institution performed at an average level as they had received reports from external clients complaining about poor service delivery in some areas of the institution.

P04: *Average. The division performed well, but clients complain about the performance of other divisions.*

P14: *Average. However, institution can increase the current performance.*

Only one participant indicated that the institution was under performing.

P02: *Underperforming. This can be viewed through many unsatisfied clients complaining of poor service delivery. Although most of them are not complaining formally, such complains are being heard here and there.*

Despite subordinates who thought that the institution performed at an average level, there was one participant who indicated that he/she thought the performance of the institution was above average. This view was supported by the 2018/2019 financial year Annual Plan report of the institution, which showed performance above average. Although the report showed above average performance, there was still a lot to be done to improve the status quo. Many participants supported this statement as well.

P10: *Above Average. It is a highly regarded institution*

Q16: *How does such performance influence you personally or team performance?*

The question discussed the level of ownership and commitment from the subordinates towards the goal attainment of the institution. Nine participants indicated that the average performance of the entire institution influenced the individual performance negatively, as they would end up performing at an average level as well. One participant jokingly said that the slow pace of performance might be a blessing to slow performers as it would help them to catch up with the rest of the group. Another participant indicated that such level of performance created a backlog in activities to be performed. This would require efforts to bring them to par with others.

P01: *It affects the individual performance, but perhaps it is also beneficial to slow and non-performer to catch up with the rest of employees.*

However, six participants did not believe that average performance would affect their performance because they thought that they were committed to their work. Hence, they would not want to be in the group that caused poor performance of the institution. Another participant shared a concern on the institution not giving incentives or recognising the efforts of those who performed well. It was

said that if performers were not rewarded, they might be demotivated. The outcome showed that subordinates were aware of their role in terms of goal attainment.

P11: *Despite the average performance, other subordinates are trying their best to fulfil their contribution.*

P02: *Negatively. If some tasks are behind, it takes efforts to bring all up to date. Again, if there is no willingness by employees to do their work due to no incentives for performers, this can contribute to under-performance.*

Q17: *Have you ever thought of leaving the institution? YES/NO*

If your answer is YES, what circumstances or incidence make you feel like leaving the institution?

If your answer is NO, what had encouraged you to stay with the institution?

The question had three levels to determine the subordinates' intention to leave the institution and the circumstances that might lead to the intention of leaving the institution. All 12 participants indicated their willingness to leave the institution simply for career advancement. They further indicated that should the career advancement opportunities become available in the institution; they would not leave the institution. However, three of the 15 participants shared their satisfaction with the organisation and so far, did not feel they wanted to leave the institution.

P10: *Leaving the institution is an issue that cross everybody's path. Looking for better opportunities and better the career.*

One participant highlighted an obstacle in the recruitment process where the system did not allow employees to jump a level before appointment to a higher level. He/she said that such a rule prevented employees from advancing because subordinates would be forced to wait for the immediate supervisor to vacate the position before advancing further. The participants advised the

preventative measures to be eliminated to allow subordinates to apply for a bigger position if they qualified to occupy the position. The responses indicated that subordinates would like to leave the institution, whether for career advancement or to have other job opportunities elsewhere.

P14: *Yes, for career growth. If growth is created within the organisation, I will stay because I like the organisation. The work environment needs to be good. However, the Public service Act prevents subordinates to be promoted to a higher position if there is another level between, this rule demotivates subordinates. Hence, it must be abolished to allow capable subordinates to move up.*

Only one participant indicated that even if career growth was created, he/she felt that the environment in the institution was no longer conducive for anyone to stay. Looking at the work of the current supervisor, was something that he/she did not want to do.

P11: *Yes. I feel I got what I needed to get from the institution, and I am looking for something more challenging. I feel the environment is not of my liking anymore. Looking at the current set up of the institution, looking at what the supervisor is doing, it is not something that I would like to do at all.*

4.2.1.5 Any Other Related Information

Q18: *Any remarks or additional information that you would like to share?*

The question was a complimentary question to allow participants an opportunity to provide additional related information that was not discussed or included in the above questions. All 11 participants used the opportunity to emphasise the points discussed above. Four participants indicated that they had no additional information to what they already shared.

One participant shared their discovery of improper handover of offices by employees leaving the institution, leading to the loss of institutional memory. Five participants emphasised the improvement of communication between supervisors and their subordinates. The other emphasis

was made on the recruitment process. This process often applicants from outside the institution and neglected internal candidates. Recruitment externally happened even in an event where there were qualified employees in the institution. They regarded the practice as demotivating.

P01: *Employees leaving the institution to do proper hand over to the next person. To avoid a person, get to the office without anybody to give a brief of what has been happening in the office. To allow institutional memory being passed over.*

P02: *indicated that ‘as an organisation, we need to start incentivising employees. In terms of filling vacant positions, we intend to overlook internal employees and focus on recruiting from outside the organisation. Since the internal employees have institutional memories as opposed to outsiders. In most cases, internal employees are required to orienting new employees to settle. Interview cannot be the only way to recruit capable employees.*

4.3 SECONDARY DATA PRESENTATION

4.3.1 Annual Performance Report for 2018/2019.

The research reviewed the Annual Performance Report of the institution to determine the level of performance against the target set for the year 2018/2019 financial year. The financial year of this institution starts from the 01 April – 31 March each year. The institution has seven business units of which four are at the directorate level, and three are at the departmental level. The head of the department is at the level of the Deputy Executive Director (DED) Grade 2, whereas the directorates are headed by Director Grade 3.

Table 1 below consists of the number of targets set by each of the directorates/departments with their key performance indicators (KPI):

Table 1: Annual Performance (2018/2019) Source: Annual Report (2019)

DIRECTORATE/DEPARTMENT	NO. OF KPI	ANNUAL AVERAGE PERFORMANCE
DA	24	65%
DB	19	68%
DC	19	81%
DD	23	80%
DE	21	67%
DF	25	84%
DG	16	69%
OVERALL TOTALS	147	74%

As indicated above, the overall annual performance of the institution in 2018/2019 was 74%. This performance indicated that during the period under discussion, the institution performed above average.

4.3.2 Staff Resignation

The research reviewed records of employees' movement for the past five years starting from period 2015 to 2019, with a purpose to understand the staff turnover rate for the past five years. Table 2 below indicates the number of employees that left the institution by way of promotion, resignation, retirement, and death.

Table 2: Summary of Employee termination of service for the year 2015-2019 (MME, 2015-2017).

YEAR	NO. OF EMPLOYEES	RESIGNATION	RETIREMENT	PROMOTION	DEATH	% OF RESIGNATION
2015	265	3	4	0	1	1.1%
2016	272	4	5	1	1	1.4%
2017	274	5	10	0	0	1.8%
2018	262	11	4	0	0	4.2%
2019	266	4	7	0	1	1.5%
TOTAL		27	30	1	3	

Table 2 above shows that for five years, the institution suffered a loss of 27 employees who resigned from the institution due to various reasons. They represented an average of 2% per year over five years. The highest rate was recorded in 2018. This reflected 4.2% of 262 employees. Most resignations over the five years were based on career growth out of the Public Sector. Unfortunately, these career opportunities were more in 2018 compared to other years.

Namibia has a retirement policy that allows employees to go on retirement at the age of 60. Public servants are allowed to apply for voluntary early retirement as from the age of 55 to 59 should they wish to do so. It is difficult for the institution to predict how many employees will request for early retirement. Out of 30 retirement recorded, 11 of them went on early retirements. This is not really a significant number compared to the public sector labour turnover rate of less than 5% reported in 2019 by PWC (Hough, 2019). It can be concluded that the institution has a stable workforce. Considering the results from the interviews, 12 out of 15 participants indicated intention to leave merely for career growth. In spite of the high indication of intention to leave, the resignation rates do not show a high number of people intending to leave the organisation.

4.4 CONCLUSION

The subordinates who participated in the interviews had served the institution for quite a significant period meaning thus that they knew the institution and the behaviour of their supervisors. The interviews of 15 participants revealed a lack of subordinates participation in decision- making, lack of feedback on performance and subordinates support by supervisors in

some areas of the institution. It also came out of the discussions that some subordinates were happy with the way they were included in decision-making and supervisory support. On the performance of the institution, the Annual Report of 2018/2019 financial year indicated the performance of 74%, above average in 2018/2019 fiscal year. Also, the access control system record showed that a number of employees reported late for duty and left early. Finally, on the staff resignation records, an average of 2% per year resigned from the institution for the past five years. The next chapter discusses the findings of the study and presents the results as given in this chapter.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter the findings from the interviews to validate the literature review contents and theoretical review indicated in chapter 2. Furthermore, the chapter reviews secondary data.

5.2 DISCUSSION OF FINDINGS FROM INTERVIEWS

Based on the definition of commitment and the concept of employee commitment, the interview questions were constructed with a view to understanding the existence of the central theme selected for this research. The factors discussed are as mentioned by Metcalfe and Dick (2001), Mathieu and Zajac (1990) that they could shape employee commitment. These factors are how subordinates are included by their supervisors in decision-making, how subordinates are supported by their supervisors and how feedback on role fulfilment and performance is provided.

5.2.1 Employee Participation in Decision-Making

The questions in this section explored how supervisors engaged their subordinates on the decision-making process. In addition, the questions reviewed the kind of communication available between supervisors and their subordinates. Furthermore, to understand how subordinates and their supervisors shared ideas. On issues of seeking inputs for decision-making purposes, participants indicated that their supervisors engaged them when a decision to be taken required technical expertise. In terms of decision-making inclusivity, participants said that some supervisors excluded their subordinates in decision making.

However, Metcalfe and Dick (2001) and O'Reilly (1991) indicate that organisations need to continuously engage their employees and ensure their participation in decision making and task performance. On the other hand, some supervisors make all decisions and communicate the outcome to subordinates for implementation only and not sourcing inputs. The notion was rejected by MacNeil (2004) who indicates that participation of subordinates improves the quality of decision making and invites consensus on what strategies to be considered. Six participants acknowledged that some decisions were taken at a strategic level. However, they suggested that inclusion of implementer was still needed. In terms of leadership styles, this kind of behaviour is described as coercive or commanding leadership style where a leader uses a "do as I say approach". The style is made for a turnaround strategy or when dealing with problematic subordinates (Goleman, 2000, p. 2). However, it was noted that there was no turnaround in the organisation or evidence of problematic subordinates that required the supervisor to use this kind of leadership style.

In most cases, decisions without technical subordinates turned out to be challenging at the implementation stages. Since some decisions failed to take into consideration other aspects which supervisors might not be aware when making decisions. The idea was supported by Bhatti and Qureshi (2007) and Wagner (1994) who indicate that there was a need to strive for a common goal of subordinates and supervisors to improve performance. However, if supervisors were not engaging their subordinates when making decisions, then there would be no joint goal effort. Again, if consultation before was not possible based on the nature of the decision to be taken, at least the supervisor should explain the reasons leading to the decision or why consultation was not done. In this way, the team will not regard the decision as being imposed on them but would feel part of the process and would eagerly carry instructions from their supervisors. This action of the supervisor is an assurance to subordinates that they are trusted by the supervisors. This can boost their morale.

Furthermore, some participants expressed satisfaction with their supervisors' engagement, and this agrees with MacNeil (2004) when suggests that employee participation improves the quality of decision to be taken. The quality of the supervisor demonstrates an authoritative approach.

The communication between supervisor and subordinates as well as how they share ideas on decisions made was reported as lacking. Participants indicated that supervisors did not communicate the target set for their respective directorates to the rest of subordinates. Some supervisors communicated goals already configured to enable subordinates to develop their performance agreements.

Regular communication leads to an open and vibrant work environment, which eventually increases employee commitment to the organisation (Qureshi, 2007). In this case, the subordinates will comply because they will feel they are part of the process. Participants further indicated that some supervisors were very sensitive if subordinates approached the above supervisor for specific inputs without the knowledge of the immediate supervisor. It can be argued that these supervisors are not open to criticism. The institution has a reporting structure that needs to be followed. However, still, participants felt that it would be good if subordinates could be allowed to contact the upper supervisor if need be, to accelerate the issues. This action of supervisor may imply that such supervisors are not open to criticism. However, Mayfield and Mayfield (2002) further indicate that supervisors should be honest and open to criticism from subordinates. If supervisors are not open to criticism, subordinates could decide to hold the information on purpose. Secondly, subordinates could use silence to defend themselves by protecting their interest and not expose others. Thirdly, silence could be a decision of all subordinates to hold on to the information (Abdulla, 2019).

Smooth and open communication between supervisor and subordinates enhances communication because it leads to a free and vibrant working environment (Abudulla (2019). Mayfield and Mayfield (2002) suggested five communication skills by a supervisor. These are to explain why individual decisions were considered, timely communication, vibrant information shared continuously, change being told to all levels, and supervisors accepting suggestions made by subordinates. Looking at the responses of participants, most supervisors lacked the qualities mentioned above. Participants who supported this indicated that their supervisors did not include them in decisions or explain why decisions were made but instead, decisions were communicated only for them to implement. Besides, supervisors reported not sourcing inputs from subordinates regarding targets to be included in the Annual Plan of the institution. These were some of the

vibrant aspects of information that needed to be shared between the subordinates and their supervisors. Some participants indicated getting some information elsewhere instead of from their supervisors. This practice is not in line with the five communication practices of Mayfield and Mayfield (2002), as mentioned above.

5.2.2 Employee Feedback on Role and Job Performed

The purpose of this section was to determine how supervisors gave feedback to their subordinates and advice on areas that needed improvement in order to determine how subordinates were complimented on a job well done. The feedback referred to can be negative or positive. 4 participants indicated that supervisors did not compliment their subordinates for the job well done nor give feedback for the job performed.

However, 11 out of 15 participants appreciated the efforts of their supervisors in praising and providing constructive feedback, although calling for the feedback to be more implicit and more often. Quite impressive, one participant indicated that it all depended on how subordinates viewed compliment because even when a supervisor says “I know you can do it”, this could as well be considered as a motivational remark. The results of the interview in disparity with Lee, Idris and Turkey (2019) who confirm that performance feedback gives recognition to subordinates on the job well done which may fulfil the basic inner need for competency.

The same sentiment indicates that feedback enables subordinates to understand their tasks better and improve their performance and stimulate commitment (Lee, Idris and Turkey, 2019). However, if supervisors do not give feedback to their subordinates, then they deny their subordinates an opportunity to understand their tasks better and improve their performance.

All the subordinates also have performance agreements reviewed every quarter. However, regular tracking of target sets was lacking, which might result in supervisors not knowing the weakness of their subordinates. Again, lack of tracking of targets can be viewed as an indication of supervisors avoiding receiving negative inputs from subordinates. Abudulla (2019) revealed that in most cases, supervisors avoid hurting their image by preventing receiving negative feedback

from their subordinates. For a supervisor to avoid negative feedback, the supervisor ensures that no platform is created for the subordinates to give input (Abdulla (2019). Abudulla (2019) indicated that this often-caused subordinates' silence.

Although the institution had a Performance Management System (PMS) in place, participants viewed the system as not serving its purpose, but instead followed the process for formality purposes only. Subordinates reviewed their targets quarterly but received no feedback on the areas that needed improvement or were not complimented for a job well done. Supporting this notion is Bethune (1998) who indicates that when something is measured, it is an indication that it is being managed and likely to improve the performance. In addition, Beenen, Pichler and Levy (2017) state that communication between supervisor and subordinates through feedback on performance management by a supervisor, strengthened subordinates work engagement.

Muhammend and Saumyaja (2019) argue that for an organisation to respond positively to dynamic of business situations, make informed decisions and correct errors before they accelerate to an uncontrollable situation, supervisors required information from subordinates in the organisation. If feedback is was not provided and platform for the subordinates to give their contributions are were not available, errors could accelerate uncontrollably.

The practice of this nature could as well invite subordinates silence where subordinates would keep valuable information that supervisors might not have. Besides, the supervisor might deny themselves an opportunity to manage subordinates well. Some measures could help the subordinates to share their views. Stamolampros *et al.* (2019) suggest an online platform that could be introduced by the organisation.

The feedback through the online platform could encourage subordinates to receive feedback from their supervisors as it could eliminate the reaction of subordinates to negative feedback. It would also help an organisation to measure how frequently supervisors gave feedback to their subordinates and understood how the subordinates received feedback from their supervisors (Stamolampros *et al.*, 2019).

Participants showed their disappointment some subordinates to do their work and supervisors choosing to be diplomatic in dealing with those cases and issues not being addressed. As a result, supervisors' overload those who perform well while other subordinates relaxed on duty.

Again, Muhammend and Saumyaja (2019) advise that issues between supervisors and their subordinates need to be dealt with before they accelerate to an uncontrollable situation. Also, Porter (1974) and Mowday (1998) in indicating one of the components of commitment says that employees shall have faith and acceptance of goals and values of an organisation. One of the elements that shows that employees are committed to the organisation. Some subordinates refused to do their work. This is an indication that some subordinates were not confined to the organisation. Furthermore, Win (1998) indicates that if subordinates put more efforts in any task given, eventually, those subordinates will develop an eagerness to remain in the organisation and accept their values. Thus, if subordinates do not do their work, their desire to stay with the organisation is not guaranteed. The notion is supported by Metcalfe and Dick (2001) when they state that employees with higher commitment are likely to be more productive and be concerned with their contribution to the improvement of the organisation.

5.2.3 Support for the Employees

The section looked at how supervisors directed and supported their subordinates in executing their tasks successfully, considering the kind of support available in the institution for subordinates with personal problems such as illness and death in their family. The existence of learning support to improve the existing skills of subordinates and how such programmes had assisted subordinates in terms of career and skills development. Further, to enhance subordinates' skills and enable them to deliver on the mandate. To understand the effort of supervisors in developing team effort in the organisation. Due to the technical nature of most of the institution, most technical subordinates had indicated how it was not easy to get assistance from their supervisors to execute their work as some supervisors were not familiar with the work.

Again, the subordinates supervised by technical supervisors indicated receiving directives. Supporting the importance of supervisor support is Cromwell and Kolb (2004) who emphasises that supervisory support is one of the work environmental factors that could trigger the transfer process of subordinates and supervisors learning support on the job.

With regards to supervisors showing empathy to subordinates when hospitalised or had death in their family, participants indicated that the institution adopted a method of contributing towards the affected person. However, this effort was reported as a voluntary process. If commitment was viewed as a voluntary process by subordinates, subordinates could as well also withdraw their commitment (Thornhill, Lewis and Saunders, 1996).

Literature indicated that if subordinates felt or experienced a vacuum or lack of support from the supervisor, such subordinates might not be willing to put extra time for the organisation (Jackson and Jackson, 2019). It was then stated that the ability of the supervisor to communicate, listen, give feedback to subordinates, coaching and share information with the subordinates will depend on the skill of the supervisor to develop excellent communication and relationship with subordinates (Goleman, 2000; Mayfield and Mayfield, 2002).

Participants further indicated that the role of supervisors was to encourage the contribution and give permission to those who wanted to visit the affected persons or approve sick leaves when they were required. Furthermore, Muhammend and Saumyaja (2019) say that employers with a culture of encouraging subordinates to take sick leaves and show some empathy towards their unfavourable conditions could promote a high level of confidence and commitment among employees. The organisation is doing well on this point, and there is just a need to formalise this effort, to ensure that it benefits all employees.

The discussions further touched on the capacity building. Some subordinates attended training but failed to implement the outcomes despite the- relevance of the training. Cromwell and Kolb (2004) describe some barriers that can prevent employees to apply their skills from the training as lack of confidence, fear of change, lack of supervisor support, policies and procedures that might not be

in favour or prohibit the enforcement amongst others (Cromwell and Kolb, 2004). In this case, participants indicated a lack of support from their supervisors to implement the training outcome.

Again, some work requires absolute compliance with specific laws that prevent changes. Hence, changes are not incorporated into their work. Cromwell and Kolb (2004) further support this by stating that if subordinates do not have the support of their supervisor, the transfer of skills learned from the training will be challenging.

If subordinates noticed the help of their supervisors, they would know that they would be allowed to implement the outcome of their training in their work (Cromwell and Kolb, 2004). Therefore, training can be one of the key investments that can develop, sustain, and update the appropriate skills of subordinates and will be vital to the organisation's competitive advantage (Bulut, and Culha, 2010).

The training of employees can be an initiative of the organisation through its Human Resource training programmes (Bulut and Culha (2010). Hence, the expectations of employees in the organisational training could be an improvement in quality work, the opportunity of career growth and personal development. However, in this organisation, participants indicated that training initiatives mostly came from subordinates themselves, where they saw training opportunity and begged their supervisors to attend. In this case, supervisor support might not be available, and subordinates might not be allowed to implement the skill from the training. The more the subordinates felt that there was a long-term professional growth in the organisation, the less that subordinates would think of leaving the organisation (Vandenberghe and Lapointe, 2017).

Despite the relevance of team buildings, most subordinates did not believe that team building could make an impact on building a proper team in an organisation. Hence, some subordinates felt it is was necessary to undergone team building exercises, while some felt it was a waste of time and resources. Further to this, the distribution of tasks among subordinates was found not to support team efforts, as some functions were disseminated individually. The practice of this nature might indicate a lack of team effort by supervisors. However, several scholars have suggested that teamwork, communication, and appraisal of subordinates' performance are keys to influence

employee commitment. Then if this is lacking in the organisation, the effort of developing employee commitment in the organisation is minimal.

The distribution of task to subordinates and team-building exercises are some of the ways to engage subordinates in the organisation as well as encourage team efforts. Roodt (2004) explains that employee commitment developed through engagement, attachment, commitment, and involvement in an organisation.

Participants also raised their concerns about some supervisors not welcoming criticism from subordinates, and this resulted in such subordinates to be side-lined. However, Jackson and Jackson (2019) point out that workplace discrimination by supervisors and co-workers' harms employee commitment. Therefore, individual subordinates that are exposed to the experience of work discrimination will have their commitment being affected negatively. Thus, if subordinates feel or experiences a vacuum or lack of support from the supervisor, such subordinates may not be willing to put extra time for the organisation. Again, this may as well affect their overall effectiveness in their work (Jackson and Jackson, 2019). Furthermore, subordinates voice may affect commitment and performance (Muhammend and Saumyaja, 2019).

5.2.4 Level of Commitment

The purpose of this section was to understand employee commitment to the organisation, by focusing on how the subordinates understand their roles towards the attainment of the institutional mandate. Additionally, to assess the willingness of the subordinates to remain with the organisation and understand circumstances that led the subordinates to leave the organisation. On subordinates' intention to leave the organisation, 80% of the participates indicated the intention to leave mainly for personal growth. Technical subordinates reported that the more they advanced to high positions, the higher their professional duties diminished and became more administrative. However, they wanted to remain technical employees. Hence, proposing a higher remuneration package for technical employees without promoting them to more senior positions. Lee, Idris and Turkey (2019) indicate that there is a relationship between the intentions of the employees to leave his/her employment and work engagement.

The notion shows some lack of subordinates' engagement in the organisation that needs improvement. If subordinates are engaged, there is a positive fulfilment and positive options that lead subordinates to often think more positively about their work (Lee, Idris and Turkey, 2019). This may as well lead to subordinates' willingness to put more efforts into their action.

Hence, Lee, Idris and Turkey (2019) regard subordinates' withdrawal from work such as absenteeism and intention to leave employment as mechanisms used by subordinates to cope with the trauma of low work engagement.

Apart from some subordinates who indicated that they wanted to leave the institution whether growth was created or not, some felt that should career opportunities be made available in the organisation, they would consider staying. Therefore, supervisors need to engage more with the subordinates to find ways on how this growth could be created within and avoid losing valuable employees.

5.2.5 Any Other Related Information

This section was basically to give subordinates a platform to share issues that were not discussed above or provide the opportunity to participants to highlight what they thought were the core issues that reduced the commitment of subordinates to the organisation. What came out strongly in this area was a call for the recruitment processes to ensure that internal employees were considered first for recruitment. Participants said that recruiting inside employees would motivate the employees to remain with the institution and commit to the institution. The concept is supported by Lesabe and Nkosi (2007) when they say that after the organisation recruited suitable employees, there was a need to retain the employees by providing a conducive working environment. The ability of an organisation to continuously create a committed work force will lead to the success of the organisation (Lesabe and Nkosi, 2007; Brum, 2007).

Therefore, the institution needs to look at the recruitment process and see how the inside employees can be considered for vacant positions should they meet the recruitment criteria. If the institution does not consider recruiting inside employees, the institution will become a training institution for others, as employees come, get skills, and leave.

5.3 DISCUSSION OF FINDINGS FROM SECONDARY DATA

5.3.1 Annual Performance Report

Records from the Annual Performance report show that the institution performed above average with 74% during the 2018/2019 financial year. The level of performance is an indication that the institution is doing well in terms of performance. However, there is still room for improvement. The institution can influence commitment and ensure that subordinates commit to the institution and improve performance. Therefore, supervisors have a role in developing the required commitment of subordinates. The performance indicates that with a level of commitment as indicated by individual participants and secondary data, the institution has the potential to push the performance to the higher level if supervisors take the lead. If supervisors start giving feedback, include their subordinates in decision making and support their subordinates, the institution might improve the above performance.

Meyer and Allen (1991) have indicated that high performing employees may become committed to that level of performance and develop a positive attitude towards the organisation. A positive attitude will then ensure the continuation of a high level of performance in future (Meyer and Allen, 1991). Furthermore, employees with high commitment to the organisation are likely to have a desire to improve their performance and that of the organisation (Metcalf and Dick, 2001). This practice will be similar to when subordinates feel they can express themselves and their supervisors treat the negative feedback or error detected as a way of subordinates learning opportunity (Metcalf and Dick, 2001). Furthermore, regular feedback improves communication between supervisors and their subordinates as well as improve commitment (Metcalf and Dick, 2001).

For the institution to deliver on its mandate, there is need for the institution to engage the subordinates in decision making, supervisors to show their subordinates that they have their support and regular feedback to subordinates on their performance. By so doing, supervisors will develop behaviours that encourages teamwork, participation, and personal development as well as to provide feedback, both positive and negative, on role and performance (Metcalf and Dick, 2001).

5.3.2 Staff Resignation

The data on employee's resignation indicated that the organisation lost 27 employees over the last five years. This represented an average of 2% per year over five years. According to the report by PWC in 2019, the labour turnover rate of the public sector was less than 5% and this was reported to be significantly stable and normal (Hough, M.N. 2019). If this institution's labour turnover rate was 2% on average for the past five years, the reality would indicate a significantly stable workforce for this institution. In considering the responses of the participants and the level of unsatisfactory on the three themes as mentioned above, managing employee retention was important to avoid turnover. Brooks, Terence, Thomas and Edward (2005) indicated that not all turnover was considered as bad because changing jobs nowadays was no longer considered as a barrier to the career of an employee. However, if employee stays too long with an organisation, this would be viewed as an exception.

Based on the responses of the participants on their intention to leave the organisation, the indications point out career growth as a dominant factor. According to Brooks, *et al* (2005), this type of turnover is unavoidable. However, despite the outcome of turnover rate being low in this institution, the rate needs to be mitigated. Besides, technical subordinates feel that the organisation does not offer the desired growth for them to stay. Hence, their intention to leave. However, Lok and Crawford (2004) say that it is important to understand the development needs of the employees, assessing the intention of employees to remain with an organisation and their overall contribution to the organisation (Lok and Crawford, 2004). Hence, Govender (2010) advises that an organisation with effective succession plan in place would be able to reduce turnover rate. The organisation will be able to align individual career objectives and organisational goals to retain its

employees, support their future growth of existing employees and avoid recruitment from external the organisation (Govender, 2010).

Furthermore, Vandenberghe and Lapointe (2017) emphasise that the more the subordinates feel that there is long-term professional growth in the organisation, the less subordinates will think of leaving the organisation. It is, therefore, depending on the effort of an organisation to keep its employees happy by finding strategies that sustain the happiness of employees. Besides, giving feedback to employees perceived as one of the measures that can address employee's happiness in the organisation. Brooks, *et al* (2005) indicate that not all turnover is considered bad and only a few organisations can reduce their turnover rate to zero. Furthermore, Brooks, *et al* (2005) propose the introduction of stay bonus to increase in employee retention as other ways to retain employees. However, in the case of public service, increments and employee benefits are pre-determined and no provision is made for further negotiation between the employer and employees.

5.4 REVIEW OF LEADERSHIP BEHAVIOURS

The discussion of this topic looked at leadership behaviours based on the three factors reviewed and evidence from the secondary data. Some supervisors were reported as not consulting their team when they made decisions, while some were reported as respecting the views of their team before decisions were finalised. However, Bhatti and Qureshi, (2007) indicate that there is a connection between employee participation in decision making and work outcomes of job satisfaction and performance. Because this allows subordinates to give their inputs in policies formulation and procedures that guide an organisation such as mission statements, strategic plans and any organisational change that might arise (Bhatti and Qureshi, 2007). However, Abdulla (2019) indicates that leadership styles are key concepts that can influence the attitudes and behaviour of employees. Yiing and Ahmand (2009) add that leadership influences employee commitment in the organisation and is the key to success depending on organisation norms. Therefore, supervisors in this organisation need to change the current organisational norm, through the ability to shift from one leadership style to another depending on the situation at hand.

The results show that subordinates do not get feedback from their supervisors. There is a noticeable lack of communication between supervisors and their subordinates, PMS not taken seriously, team effort is lacking, issue of trust and no initiation of trainings by supervisors among other items raised. In terms of leadership styles, this is a coercive leadership which is reported suitable for problematic subordinates and emergency situations (Goleman, 2000, pp. 2).

The style was reported as not seeking inputs and prohibiting flexibility for subordinates to do what they feel is suitable to their work. In addition, the style reduces the morale of subordinates (Chapman, Johnson and Kilner, 2014). If the organisation has supervisors that lead their teams in the manner that reduces subordinate's morale, then this is a worrisome situation that needs urgent attention. However, all this can be addressed if supervisors exercise their critical role in ensuring that there are balance and quality relationship between supervisors –subordinates (Xu, Loi and Lam, 2015).

Besides, supervisors need to enhance their effectiveness by adapting their leadership styles to synergise with the organisations' way of doing things (Yiing and Ahmand, 2009). Again, Simons (1999) believes that if subordinates have trust in their supervisors, then supervisors are likely to influence the subordinates' behaviours. Therefore, this organisation needs to work on the issue of trust to ensure that supervisors can influence commitment in the organisation.

Despite the above, some supervisors reported considering their subordinates in decision- making where necessary and give feedback and support their subordinates in many ways. This group of supervisors stand an excellent chance to manage strong employee commitment in the organisation (Mayfield and Mayfield, 2002). This group of supervisors exercise the authoritative style and democratic style. With an authoritative style, supervisors explain the tasks and allow the team to figure out their method to deliver the job (Giritli and Oraz, 2003). The two styles promote employee commitment to the task which may be elevated to the organisation and provide team members opportunity to be innovative and test many ways to deliver their tasks (Chapman, Johnson and Kilner, 2014; Giritli and Oraz, 2003).

Besides, democratic leadership allows subordinates to participate in decision making, which promotes subordinate's confidence that will lead them to commit to the organisation (Goleman, 2000; Chapman, Johnson and Kilner, 2014). Since most subordinates in the participating directorate and departments are viewed as knowledgeable of their work, the authoritative style may fit well. Therefore, this group of supervisors are in the right way to develop employee commitment to the organisation.

There was a notion shared that some supervisors, instead of giving a directive or assist their subordinates in executing their duties better; they remind them that they are the supervisors. This behaviour may lead to subordinate's silence. Giritli and Oraz (2003) say that it is challenging for supervisors to select a suitable leadership style for a situation. It should not be difficult for supervisors to address their subordinates with respect and be open to critics. This action is because Mayfield and Mayfield (2002) say that for the organisation to be successful with the implementation of optimal communication, supervisors must be prepared to be honest and open to useful criticism from their subordinates.

However, this is not the case in this institution, because participants shared that if subordinates said something constructive in the meeting, the supervisor might feel offended. However, this needs to be addressed because Jackson and Jackson (2019) warned that workplace discrimination by supervisors and co-workers harms employee commitment. Again, in terms of leadership styles, this is a coercive style that prohibits inputs inclusion (Chapman, Johnson and Kilner, 2014).

Based on the secondary data results, the institution needs to change the performance result, supervisors to start monitoring the time subordinates report for duty or leave and finally to work on measures that enable an organisation to retain employees. Supervisors stand a chance to do it because they have ability to communicate, listen, give feedback to subordinates, coach and share information with subordinates. What requires is a skill of the supervisor to develop good communication and relationship with subordinates (Goleman, 2000; Mayfield and Mayfield, 2002).

Therefore, supervisors need to choose the appropriate style that is most suitable to the situation at that time. Based on the above discussions, it can be concluded that views of participants indicated that some supervisors practised the coercive or commanding leadership style since they dictated to subordinates what to do and do not want to be criticised by their subordinates. In most cases, the leader does not seek inputs from the team members or incorporate their inputs, a situation described by Chapman, Johnson and Kilner (2014) as demoralising the team members.

5.5 CONCLUSION

It came out well that communication plays a vital role in all the commitment factors such as decision-making inclusion, feedback to subordinates and supervisory support. Therefore, supervisors need to have a skill that allows them to switch from one leadership style to another as no leadership style fits for all the challenges that supervisors may have with their subordinates. It also came out that supervisors do not communicate targets set in the annual plan to the rest of the employees which may lead to the subordinates not to own the plan, but to regard it as it is; a management tool to implement. Furthermore, it was evident enough that the performance of the institution is not a topic of discussion, as most participants were not aware of the level of the performance of the organisation. The institution should develop employee commitment which seems to be lacking in some areas. However, lack of employee commitment has to do with attitudes of employees, behaviours, and their willingness to change. Hence, all attempts to change attitudes will always take long and will be considered long term implementation. The final chapter presents the conclusions and recommendations made on the study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The chapter aims to give the concluding summary of the research. The chapter will further provide a highlight of the contribution made by this research and offer recommendations to the issues discussed during the interviews and results of secondary data. Finally, to give directions for future similar studies.

6.2 SUMMARY OF THE THESIS

The aim of the study was to understand how supervisors in the public institution developed employee commitment and the views of this from the subordinates' perspective. The understanding was obtained by collecting data from the selected public institution by interviewing 15 subordinates.

The other part of collecting data that assisted in understanding the topic was through analysing secondary data from the institution's annual report on performance, data from staff access system and data of resignation of employees for the past five years. The aim of collecting the above-mentioned qualitative data was to reach the research objectives that set to describe how subordinates were included in the decision-making process by their supervisors, how subordinates were supported by their supervisors and given feedback on role fulfilment and performance.

Finally, the aim of the study was to describe the leadership behaviour of supervisors and how this influenced the commitment of employees. The research was conducted in a manner that kept the identity of participants confidential.

6.3 HOW THE RESEARCH QUESTIONS WERE ANSWERED

The interview questions were divided into three research themes, namely employees' participation in decision-making, employees' feedback on role and job performed and lastly, employees support by their supervisors. Besides, questions were also set to understand the level of employee commitment towards the institutional mandate.

Most participants indicated their excitement to see a study of this nature done in the institution as they viewed it as an answer to what they termed to be a frustrating and unresolved issue by their supervisors. Hence, most welcomed the idea of this type of research in the institution. The study reviewed the leadership styles that viewed the leadership behaviour of their supervisors and how this influenced employee commitment. The interviews revealed that participants had different opinions on different questions, although some responses had some commonality. The outcome of the research is outlined below.

6.3.1 Employee Participation in Decision-Making

The answers to the questions on this topic indicated that some supervisors included their subordinates in decision making, whereas some supervisors were reported not to source inputs from their subordinates nor engaged them when a decision was to be made or made already.

Some supervisors that did not include their subordinates in decision making were reported as forcing their subordinates to implement decisions that were not supported by the team. This situation gave subordinates some challenges as errors were found at the implementation stage. Subordinates then viewed this behaviour of not consulting them rather negative.

Subordinates who indicated that their supervisors included them in decision making described their supervisors as having respect for teamwork. Hence, they encouraged team efforts. This effort demonstrated that subordinates in this category felt that they had the support of their supervisors and felt that their supervisors trusted them. The flow of information between supervisors and

subordinates reported needs some improvement in this institution. Participants indicated that their supervisors did not accurately communicate targets set.

Targets were set and were communicated via emails without discussion of how they would be implemented.

6.3.2 Employee Feedback on Role and Job Performed

On this theme, discussions with participants revealed that supervisors did not give feedback to their subordinates, whether on the job performed or through performance agreement reviews. Some participants indicated feedback was given, but it was not satisfactory. Again, the research reviewed whether supervisors complimented their subordinates on their performance. It came out clearly that some supervisors did not provide compliments, while some reported giving praise here and there. Reports of compliments reported as given by some supervisors were found to be insufficient.

6.3.3 Employee Support by their Supervisors

The employee support considered in this study is the kind of support that the supervisor directs their subordinates in executing their tasks: the way supervisors support their subordinates when they have personal challenges and analysis of the way supervisors carry out affiliative and coaching leadership styles. Finally, the study sought to understand the effort of supervisors in enhancing subordinates' career and skills development. The results showed that the support of subordinates was lacking in some areas of the organisation, most specifically on technical subordinates.

On personal issues, supervisors reported supporting their team members by authorising sick/compassionate leaves, when subordinates were hospitalised or mourned their loved ones. Again, fellow subordinates are as well permitted to visit colleagues in the hospital or attend funerals when possible. These actions viewed supervisors as caring and sympathising with their teams when dealing with personal life challenges. The involvement of supervisors in identifying

suitable training was lacking and found to contribute to the increase in the turnover rate in the institution. Besides, the effort of supervisors in building team efforts was found lacking and needed to be strengthened.

The study also reviewed secondary data on the resignation of employees in the last five years, the performance of the institution in 2018/19 financial year and the time employees reported for duty. The results showed that the organisation performed above average with 74%. On the resignation, the organisation lost an average of 2% of its employees each year for the past five years, with the exception of 4.2% in 2018.

The turnover rate for the past five years was concluded overall as low and minor based on the labour turnover rate for 2019. On the time employees reported for duty, employees were found coming late and leaving early and some were reported as coming on time and leaving on time. Based on the results of secondary data, supervisors are required to increase their effort in retaining employees and decreasing the turnover rate. Supervision of employees reporting for duty was also found lacking and needed some improvement.

The supervisors need to engage those who report for duty late and resolve the issue. Subordinates seem to understand their role and contribution to the attainment of the institutional mandate. However, although 80% of participants indicated their willingness to leave the institution for career growth, the results on resignation appear to be normal with no high turnover rate for the past five years. Hence, a future research of a similar nature is recommended to investigate and understand why subordinates indicating that they want to leave yet results showed only few employees leaving the institution.

6.4 REVIEW OF LEADERSHIP BEHAVIOURS

The study reviewed the 6 leadership styles by Goleman (2000), namely, coercive, authoritative, affiliative, democratic, pacesetter and coaching methods. The methods demonstrate different characteristics of leaders that can be adopted by supervisors or a combination of more than one

style at a time, depending on the situation at hand. Based on the responses of participants, the organisation was found to be practising most styles.

The coercive style was one of the methods practised as participants indicated some supervisors only communicated a decision for implementation without asking for the opinion of subordinates. Subordinates are required to implement decisions whether they agree or not. Besides, these supervisors do not allow criticism or comments from their team members. However, it is noticed that these supervisors do not implement the style fully because feedback is not provided. Hence, no rewards to performers or confrontation made to non-performers.

The authoritative style was found not practised by supervisors in this institution because there was no report that supervisors explained tasks and left subordinates to find their ways to deliver the tasks. Again, team efforts were reported as lacking.

Affiliative style exists in some supervisors who reported supporting their teams through approving their sick and compassionate leaves when they were sick or mourned their family members. These groups of supervisors were found to have an interest in the personal affairs of their team members.

The democratic style was reported in supervisors who included their teams in decision- making and allowed their participation. Again, participants shared that supervisors asked their teams ~~on~~ about targets to be set in the annual plan. This was some of the evidence of the democratic leadership style in the organisation.

Pacesetting style refers to supervisors who set a high standard of performance and remove the work from those who are not catching up with the speed at which the team is moving. Participants reported supervisors not dealing with non-performers and abused performers with work of those regarded not performing.

Coaching style supervisor focuses on the personal development of subordinates than work-related development. Provide regular feedback and allow the opportunity for the subordinates to learn instead of passing blames. Participants indicated the institution availed opportunities for subordinates to further their studies. The institution grants subordinates study leaves to the institute

of higher learning with remuneration for a year or more. This study opportunity allows subordinates to advance their career and have a wide range of career growth in the institution or elsewhere. Hence, this generosity of supervisors was viewed as a coaching leadership style.

The discussion above indicates that the research question responded through the theme selected and secondary data reviewed. In summary, the responses of participants revealed that some supervisors in the institution practised what the themes considered the good practice of developing employee commitment. Besides, another group of supervisors did not understand what was suggested by the themes. Hence, if supervisors do not practise what the themes suggest, then the institution has difficulty in developing employee commitment. Secondary data reviewed responded to the research question by indicating the level of institutional performance and the resignation level that showed an element of the non-commitment of employees by leaving the institution in big numbers.

6.5 KEY CONTRIBUTIONS

The study has given an understanding of the kind of leadership available in the institution and the impacts that may be caused when supervisors continues practising them. The type of leadership styles currently being practised by the supervisors are understood from the subordinates' perspective.

The result indicated the standpoint of the subordinates regarding the way they think they should be developed as it was not known before. Besides, the outcome revealed stories based on the experience of the participants. On the secondary data, the interviews indicated the level of performance of the institution (74%) and the turnover rate for the past five years (an average of 2% each year).

The research objectives were all met as the results indicated how different supervisors practised the themes in the institution. The study gives a direction to the supervisors on practices that need improvement, to enable them to develop a commitment of employees to the institution. The study finally advises supervisors on how they can shift from one leadership style to another or get a skill

to combine different features of different styles to fit a situation. This way, supervisors will improve the way they manage their team members.

6.6 RECOMMENDATIONS

- The outcome revealed that some supervisors do not giving regular feedback to their subordinates, do not include their subordinates in decision making and do not render support to their subordinates to execute their duties. Hence, it is recommended that the institution needs to ensure they recruit the supervisors that will understand the importance of including their subordinates in decision -making, regular feedback and support their subordinates to execute their duties. This is to allow the implementation of the three factors discussed and increase the chances of developing employee commitment to this institution. Metcalfe and Dick, (2001) confirm that the implementation of the three factors mentioned above may shape the organisation commitment because these factors lead employees to have experience of behaviour that encourages teamwork, participation and personal development as well as to provide feedback, both positive and negative, on role and performance. Again, the institution needs to consider recruiting supervisors with a skill to shift from one leadership style to another depending on the situation at hand.
- It is recommended that interpersonal skill training be organised by the institution for all supervisors on a regular basis to give them skills to encourage employee participation, exercise supportive behaviours towards their subordinates and to give regular feedback to their subordinates.
- The institution can develop a culture that allows the incorporation of the three factors in the daily operations of the institution. This can be done in such a way that supervisors develop a culture of reviewing the performance agreements of their subordinates on individual engagement and provide feedback during the session. Furthermore, all supervisors should be rated on the implementation by incorporating some Key Performance Indicators (KPI) in the performance agreements of all supervisors. The KPI will be on how subordinates were included

in decision made, how they were supported to execute their duties, and how subordinates were provided with feedback on their performance in their respective directorates/departments.

- It came out that some supervisors did not interact much with their subordinates as communication and flow of information in some areas was reported lacking. On supervisors that lack ability to communicate to their subordinate, an improvement needs to be made to ensure that supervisors improve regular communication between them and their subordinates by practicing a more democratic leadership style. The lack of active participation was noted on the development of the Annual plan of the institution where some participants indicated that they only received the document via email without their inputs. Therefore, the institution needs to develop a culture of sourcing inputs from all the employees on what KPI should be developed. This will encourage the subordinates to own the plan and active participation on the implementation.
- In terms of the development of the Annual Plan of the Institution, supervisors should inform their subordinates on the intention to develop the plan, source input on which KPI was suitable for their respective directorates/departments. After the plan is developed, a draft can be shared for inputs before the final plan is completed. Thereafter, the final plan should be presented to all employees for them to understand the content of the plan. For any development that may arise in the institution and have effect on all employees, the information should be communicated at every stage of its development. In this way, employees will view the institution as transparent and commit to keep its employees informed on all activities that affect them. The regular feedback will narrow the gap in the flow of information between supervisors and subordinates. This is to encourage active participation of the subordinates and their involvement with their supervisors.
- As it was indicated that some supervisors were not encouraging teamwork, it is recommended that supervisors develop initiatives that encourage active participation of subordinates by increasing the flow of information in the institution. The flow of information can be from supervisors to their subordinates or from subordinates to their supervisors. The institution should increase the level of inclusivity of subordinates' participation, because a well formulated

communication system may assist the institution to promote the commitment and quality performance of subordinates. This way, subordinates will feel connected to their supervisors and will strengthen team effort, as subordinates may feel safe to share their concerns with their supervisors (Milliken, Morrison and Hewlin, 2003).

- The turnover rate was found out to be low in this institution. However, although the rate is low, there is a need to mitigate it from happening and avoid disruption that may be caused by the turnover rate. Hence, an establishment of an effective succession plan is recommended. This way, the institution will be able to access the intention of employees to leave before it happens. It will also assist the institution to retain skilled and talented employees.
- Some participants indicated that they preferred on job training, whereas some indicated attending training, but the content was not related to their duties. To address this, the institution can offer customised training and learning experiences. The training should focus on the duties of the employees. This way, employees will recognise the effort of the institution in developing their career growth and open their opportunities for growth within the institution. Again, this will reduce chances of the institution recruiting externally and promote recruitment from within the institution.
- Some participants proposed rotation to other divisions within the institution as one of the ways to create opportunity for growth. Hence, it is recommended that to reduce turnover rate, the institution should encourage rotation of employees within different business units in the institution. This way, employees will be able to understand other parts of the institution and will be able to compete in the interview when a vacant position become available. This will address the issue of turnover rate as well. It will also develop employee commitment as subordinates will have confidence that growth opportunity is available in the institution and their supervisors are making effort to address career growth.

6.7 LIMITATIONS

- The perspective of the supervisors on the factors discussed with the subordinates were not confirmed as supervisors did not participate in the study.
- The research sought to understand how the employees experienced their interaction with their supervisors. It is expected that that the participants would have expressed how they were feeling at the time of the interview. This could feasibly be slightly different if the interviews were conducted at another time. So, the responses could be affected by the feelings the participants were experiencing at the time of the interview.

6.8 FUTURE RESEARCH

- The future study done in this area could include the views of the supervisors pointed out in this thesis.

6.CONCLUSION

Chapter 6 summarises the research. It particularly deals with how the data were collected, outlines the way the research questions were responded to, and highlights the findings. Furthermore, the chapter provides several recommendations that will assist the institution to improve employee commitment. Finally, the chapter concludes the study and indicates the area for future research in this field.

[End of thesis]

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APPENDIX 1: ETHICS APPROVAL LETTER

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Human Ethics subcommittee
Rhodes University Ethical Standards Committee
PO Box 94, Grahamstown, 6140, South Africa
t: +27 (0) 46 603 8055
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e: ethics-committee@ru.ac.za
www.ru.ac.za/research/research/ethics
NHREC Registration no. REC-241114-045

29 August 2019

Anna Daniel
Review Reference: 2019-0530-779
Email: g17d8826@campus.ru.ac.za

Dear Anna Daniel

Re: Role of supervisors in developing employee commitment

Principal Investigator: Mr. Kevin Rafferty

Collaborators: Mrs. Anna Daniel,

This letter confirms that the above research proposal has been reviewed and APPROVED by the Rhodes University Ethical Standards Committee (RUESC) – Human Ethics (HE) sub-committee.

Approval has been granted for 1 year. An annual progress report will be required in order to renew approval for an additional period. You will receive an email notifying when the annual report is due.

Please ensure that the ethical standards committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the ethics committee on completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the ethical standards committee should be aware of. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the committee of the date of submission and/or any reference or cataloguing number allocated.

Sincerely

A handwritten signature in black ink, appearing to read "J Dames".

Prof Joanna Dames

Chair: Human Ethics sub-committee, RUESC- HE

APPENDIX 2: INSTITUTION PARTICIPATION LETTER



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

Rhodes Business School

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E-mail: [Anna.Daniel@mme.gov.na

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05/08/2019

Mr. Simeon N. Negumbo
The Executive Director
Ministry of Mines and Energy
Private Bag 13297
Windhoek

Dear Mr. Negumbo

Re: Invitation to conduct research at your institution

I Anna Daniel, an MBA student at Rhodes University carrying out research on the role of supervisors on employee commitment in the Ministry of Mines and Energy (MME), under the supervision of Mr. Kevin Rafferty. The aim of this research is to determine how supervisors are developing employee commitment in the MME. The participation and cooperation of your institution is important so that the results of the research are accurately portrayed.

The research will be undertaken through semi-structured face-to-face interviews with some subordinate employees in the MME. The data to be collected from this research will be qualitative data on the employee commitment and secondary data on the Ministry's performance and overall staff time attendance. The identity of your institution and the employees who voluntarily consent to participate will be treated with highest confidential. The collection of this data will require about 30 minutes from each participant to complete.

The researcher will identify the participants within the institution based on the number of years of experience in their positions. Supervisors will not aware of the employees to be interviewed as the outcome of the research will be treated anonymous.

Should this request meet your approval for your institution to participate in this research, please complete and return the attached form.

Thank you for your kind consideration and hope that our request will meet your approval.

Yours sincerely,

Anna Daniel

Kevin Rafferty

Siyanda Mangele

Research Student
Coordinator

Supervisor

Ethics Committee

+264812452274

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APPENDIX 3: GATEKEEPER PERMISSION & INSTITUTION CONSENT

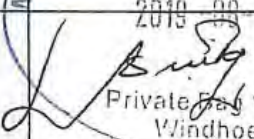

Notes to researcher:

- Any involvement of students in general, if this is not part of their subject, requires the approval of the Dean of Students
- If the research is carried out in the public areas of the university, the permission of the Registrar is required, and if staff is involved the approval of the Registrar or the Director: Human Resources is required.

Exploring the role of supervisors in developing employee commitment in a Namibian Public Institution from the employee perspective.

Institution Consent Form

Participation Consent
I consent for you to approach employees in the Ministry to participate in the study on the role of supervisors in developing employee commitment in a Namibian Public Institution from the employee perspective.
I acknowledge and understand:
<ul style="list-style-type: none">• The role of the institution is voluntary.• I may decide to withdraw the institution's participation at any time without penalty.• Employees will be invited to participate, and that permission will be sought from them too.• Only employees who consent will participate in the project.• Participants will not receive any payment for participation in this study.• All information obtained will be treated in strictest confidence.• The employees' names will not be used, and individual employees will not be identifiable in any written reports about the study.• The institution will not be identifiable in any written reports about the study.• Participants may withdraw from the study at any time without penalty.• A report of the findings will be made available to the institution.• The moderator will use voice recording during interview if participants agree to be recorded.• Further information on the project may be sought from Anna Daniel on [+264 812452274.

Full Name:	Simeon N. Negumbo
Position:	Executive Director
Signature:	  Private Bag 13297 Windhoek
Date:	2019.08.05

Please return to:	Anna Daniel Room 512 Floor 5 Ministry of Mines and Energy 6 Aviation Road
--------------------------	---

APPENDIX 4: INDIVIDUAL INFORMED CONSENT FORM



RHODES UNIVERSITY

INFORMED CONSENT FORM

Department of Commerce

Research Project Title:	Exploring the role of supervisors in developing employee commitment in a Namibian Public Institution from the employee perspective.
Principal Investigator(s):	Anna Daniel

Participation Information
<ul style="list-style-type: none">• I understand the purpose of the research study and my involvement in it• I understand the risks of participating in this research study• I understand the benefits of participating in this research study• I understand that I may withdraw from the research study at any stage without any penalty• I understand that participation in this study is done on a voluntary basis• I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential• I understand that I will receive no payment for participating in this study• I understand that the moderator will use voice recording during interview if I agree to be recorded.

Information Explanation

The above information was explained to me by: Anna Daniel

The above information was explained to me in: ☒ English ☐ Afrikaans ☐ isiXhosa ☐ isiZulu

☐ Other:

and I am in command of this language

OR, it was comprehensibly translated to me by: NONE

Voluntary Consent

I, **Michael Endjala** hereby voluntarily consent to participate in the above-mentioned research.

Signature:

OR, right hand thumb print



Date: 19 /12 /
2019

Witness signature:

Investigator Declaration

I, Anna Daniel, declare that I have explained all the participant information to the participant and have truthfully answered all questions ask me by the participant.

Signature:

Date: 19 / 12 /
2019

Translator Declaration

I, , declare that I translated a factually correct version of:

1. all the contents of this document
2. all questions posed by the participant

3. all answers given by the investigator

In addition, I declare that all information acquired by me regarding this research will be kept confidential.

Signature

Date: / /

Notes to Researcher:

- The informed consent must explicitly **exclude** minors and other vulnerable populations that need bystanders

Appendix 5 : INTERVIEW QUESTIONS

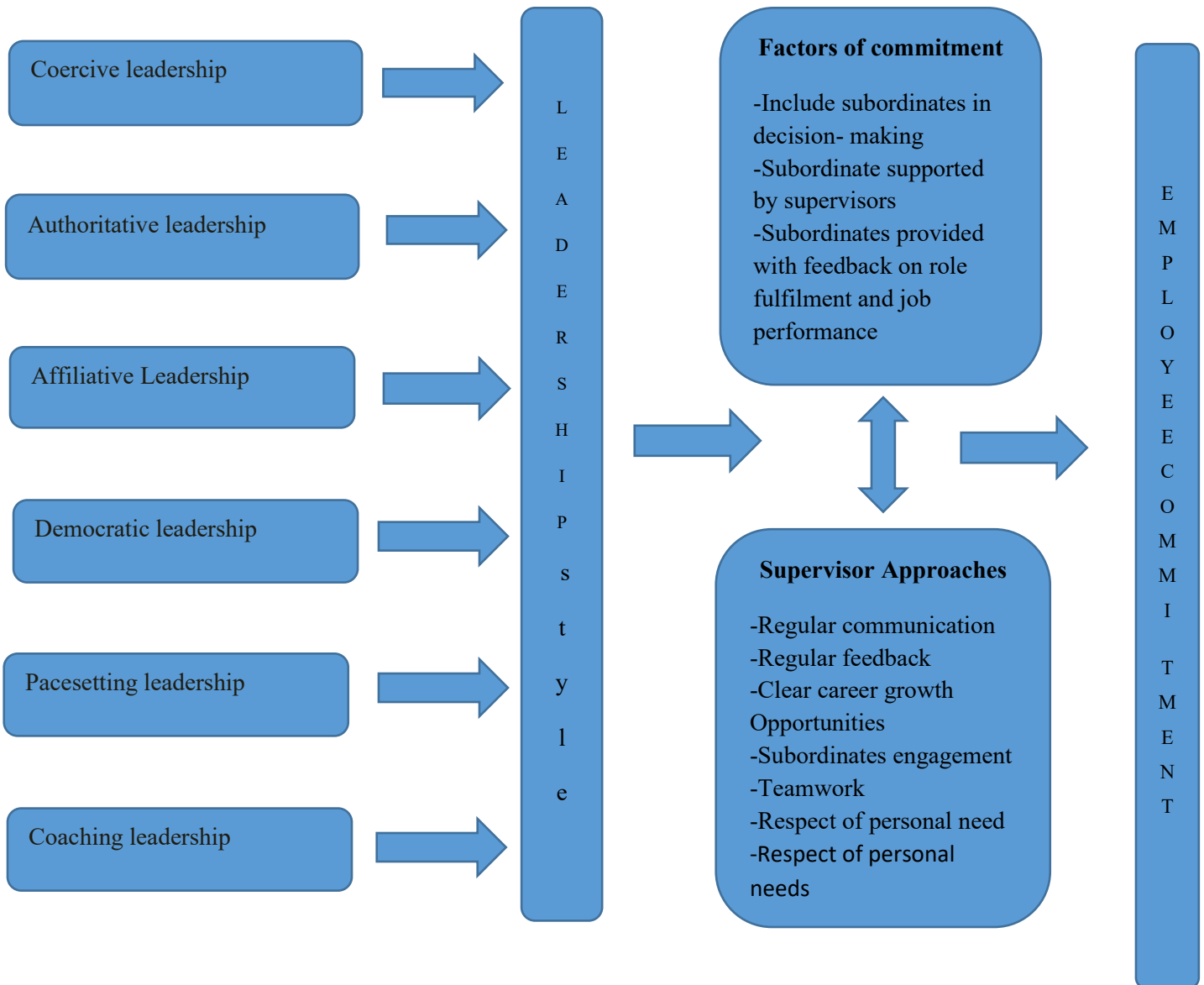
Theoretical Framework

The focus is to understand how best the organisation can influence its supervisors, to implement the leadership styles; namely, coercive, authoritative, affiliative, democratic, pacesetting and coaching leadership styles to influence employee commitment within its employees. To attract and retain best employees to deliver on its mandate, engage such employees on the on-going learning process and develop competencies within employees. The study investigates the three factors that can assist an organisation in shaping its employee commitment, namely, to include employees in decision making, develop employees' support and deliver feedback on role and job performance. For the above to be achieved, the organisation needs to put in place several strategies, namely, regular communication, regular feedback between supervisors and subordinates, clear growth opportunities, subordinates' engagement, teamwork, and respect of personal needs. With the implementation of the 6 leadership styles mentioned above, the organisation may improve work attitudes such as job satisfaction, performance, absenteeism, and turnover intention. Therefore, the framework will be used to explore how supervisors develop employee commitment in a Namibian Public Institution.

The answers to the above-designed question assisted the researcher to investigate and describe how subordinates were included by their supervisors in decision-making, how subordinates were supported by their supervisors and how feedback on role fulfilment and performance was provided.

Furthermore, to assess how subordinates, experience their interaction with their supervisors and how this influences their commitment. Finally, to identify how supervisors help shape employee commitment in a state-owned entity.

Proposed Model



Interview Guide

Before we start with the interview, I would like to highlight the purpose of the study and what it is trying to achieve. The study is trying to understand how supervisors are developing employee to commit to their work in the institution. I would like to understand how it is currently being done and how the employees feel about it. Furthermore, to understand how subordinates are supported by their supervisors and how feedback on role fulfilment and performance is provided.

It is therefore due to the above that I would like to understand your thinking about the issues mentioned above. Hence, I will ask few questions about your own experience. The study is aiming to get different opinion and experience. Please be informed that your views and opinion expressed during this interview will be kept confidential and highly protected.

PART A: PERSONAL DETAILS

1. Full Name

.....

2. Position

.....

3. Directorate/Department

.....

4. Duration

.....

PART B: QUESTIONS

EMPLOYEE PARTICIPATION IN DECISION- MAKING

1. Describe your involvement in a particular issue which led to a supervisor to call a staff meeting to discuss such issue?

.....

2. To what extend does your supervisor include you in decision making? If not does the supervisor explain reasons for any decision made in the division/ organisation?

.....

3. Managers are responsible for the drafting of the annual plan of the organisation. How does your supervisor communicate the target set for your division to you and your fellow staffs?

.....

4. How often do you meet with your supervisor to discuss the departmental progress on target set in the Annual Plan of your division?.....
5. What methods of communication do you prefer /dislike? How effective is the communication method used for you?
.....
.....

EMPLOYEE FEEDBACK ON ROLE & JOB PERFORMED

6. Describe how your supervisor provide feedback and advice on areas you need to improve?
.....
7. Describe how your supervisor compliments you for the job well done?
.....
.....

EMPLOYEE SUPPORTS

8. To what extend does your supervisor help you to execute your duty successful?
.....
9. What kind of support is available in your division when a staff member has personal problems such as death in a family or certain illness?
.....
10. Were you identified for possible capacity building / on job training? If so how was this done by your supervisor?
.....
11. How effective was the training, good, fair or poor? Please motivate your answer.
.....
12. What could be done to make the training more effective and meaningful?
.....
13. Team building encourages teamwork in an organisation, how often does the organisation or your division conduct team building exercises?
.....

14. How do your supervisor distribute tasks among staff members in your division?
- (d) Individually
 - (e) Team
 - (f) Other (specify)

.....

LEVEL OF EMPLOYEE COMMITMENT

15. In your view, is the organisation currently under/ average/over performing?

.....

16. How does such performance influence you personally or team performance?

.....

17. Have you ever thought of leaving the organisation? YES/NO

.....

If your answer is YES, what circumstances or incidence make you feel like leaving the organisation?

.....

If your answer is NO, what had encouraged you to stay with the organisation?

.....

ANY OTHER RELATED INFORMATION

18. Any remarks or additional information that you would like to share?

.....

Thank you for taking part on this interview. Your contribution is highly appreciated.

Appendix: 6: RESPONSES TO THE INTERVIEW QUESTIONS

4.2.1.1 EMPLOYEE PARTICIPATION IN DECISION -MAKING

Q1: Describe your involvement in a particular issue which led to a supervisor to call a staff meeting to discuss such issue?

TABLE 2: INDICATION OF SUPERVISOR ENGAGEMENT ON ISSUES OF CONCERN.

PARTICIPANTS	RESPONSES
P01	A certain accident occurred, and a report was submitted. A meeting was called to discuss the report submitted.
P02	A client was complaining about lack of custom service and my involvement was to assist supervisor to resolve the issue.
P03	No specific issue except monthly meetings.
P04	Platform is provided for employee to express their opinion. We learned to consult over issues, which is back and forth process.
P05	There was a request from the supervisor to look at certain project that was focusing more on career growth.
P06	No specific issue. Meetings emanated from general issues.
P07	A meeting emanated from issues raised by higher offices and responses were required. My contribution was to assist in drafting the responses needed. However, when supervisors are aware of the request, no consultation is made.
P08	It happens a lot and the involvement is to ensure that tasks at hand are completed.
P09	Yes. This was a case that was never occurred before. I was assisting with responses.
P10	Briefing take place on a daily basis. Some issues dominated the discussions are issues come up through the senior management meetings that relate to the division.
P11	Not really recall a specific event. The supervisor doesn't really direct others, but if he is not happy with certain job performed, his actions shows.
P12	Yes, mostly on outcry of the public on project implementation.
P13	The supervisor does not really call meetings to discuss issues.
P14	In most cases issue of this nature does occur when high ranking officials requested for certain information urgently. My involvement was to give technical inputs.
P15	Issue of contradiction in law. My involvement was to do the needed consultations.

Q2: To what extent does your supervisor include you in decision –making? If not, does the supervisor explain reasons for any decision made in the Directorate/department?

TABLE 3: INCLUSION OF SUBORDINATES ON DECISION-MAKING

PARTICIPANTS	RESPONSES
P01	There is a lack of communication of decision taken. Hence, only partly included in decision- making. Sometimes inputs to a certain decision is being sourced but final decision will not be communicated.
P02	I am included in 80% of job-related decisions taken. The supervisor understands or value the duty of teamwork.
P03	Most decisions are being discussed with employees and collective decisions are being made.
P04	Decisions related to technical issues always involved and give inputs.
P05	No inclusion in decision- making. Supervisors make decisions on their own and instruct subordinates to implement.
P06	No inclusion just get instruction that you need to do this and that. So discussion is on how the job will be executed. If explanation is being made, error could be dealt with timely.
P07	Not at all included in the decisions. Sometimes decisions are being explained but not satisfactorily.
P08	The inclusion is so minimal. Mostly, decisions are taken without my involvement and being informed later for implementation.
P09	Not at all. No inclusion of subordinates.
P10	The involvement in decision making depend on the level of the issue at hand. If your duty is affected, you will be informed accordingly.
P11	In many cases, no inclusion in decision making. You will be required to implement the decision whether you are in support of the idea or not. In many cases you are not even aware that certain issue is happening in the division and you may learn it from outsiders. Sometimes decisions turned out challenging at implementation.
P12	Most decisions are taken at the strategic level and reasons explained later for implementation. Sometimes it is not possible to include the entire team. Therefore, consultation before the finalisation of the decision is required.
P13	Partly. Sometimes some decisions are taken at a high level which makes it not possible for the entire directorate to participate. Explanation as to why the decision was taken are given if somebody ask.
P14	In most cases decisions for our divisions are being made by juniors and take to supervisor for discussion. If juniors do not initiate anything, then nothing will be done.
P15	When it is convenient, I will be involved but if the decision is done at a different level where only supervisors are required, I am not involved.

Q3: Managers are responsible for the drafting of the annual plan of the organisation. How does your supervisor communicate the target set for your division to you and your fellow staffs?

TABLE 6: COMMUNICATION OF TARGET SET & SUBORDINATES INCLUSION

PARTICIPANTS	RESPONSES
P01	This area needs some improvement. Inputs not really being sourced. It seems as if the role of subordinates on target set is only on how targets will be implemented and not really on which target could be set for the division.
P02	After the session, supervisor call a departmental meeting to explain the target set. So, the department work together.
P03	Supervisor source inputs from the team before going for the meeting. If something changes, the changes are communicated after the meeting.
P04	The supervisor run a democratic division. Hence, inputs are being sourced from subordinates and incorporate inputs.
P05	The communication of target set is being done after the meeting took place. No inputs sourced before or after but inform employees on target set to enable them to draw up their PAs.
P06	Supervisor source inputs before the meeting. After the meeting outcome of the meeting is being communicated to the rest of employees within a week/two after the meeting.
P07	No sourcing of inputs from the rest of the employees who will be required to implement the targets. Upon return, an email for the final document will be send to all as a final document for them to draft their PAs.
P08	After the meeting, the email with the final document is being send to all. No discussion taking place except with seniors.
P09	No input is being sourced. Information not shared at all.
P10	Everybody is alerted before the session; a meeting take place to strategize the inputs. When the draft is finalised, the document is being shared with everyone in the division.
P11	The email is being send to all employees in the directorate as a final document to be implemented. No sourcing of inputs from the rest of the employees.
P12	No sourcing of inputs. Final document shared for implementation.
P13	The supervisor communicates the targets after the draft is made and allow debates that will sharpen the targets set. At this stage inputs are being incorporated in the draft.
P14	The meeting take place on the target set, just to find ways on how the targets set will best implemented but not sourcing inputs on which targets.
P15	Performance management not taken seriously. Targets only communicated to all for PA purposes. Some employees do not even understand the PMS processes well.

Q4: How often do you meet with your supervisor to discuss the departmental progress on target set in the Annual Plan of your division?

TABLE 4: Employee inclusion in setting divisional targets and progress check.

PARTICIPANTS	RESPONSES
P01	Tracking of progress of target set is lacking, because review is only done at a scheduled Quarterly review. However, it is important to track errors and avoid errors to go far.
P02	The division only meets during quarterly review. During the quarter, discussion comes only when triggered by a certain situation.
P03	Progress of targets is monitored in the monthly divisional meeting as a standing item in the agenda.
P04	Only on quarterly basis and twice a year in a formal meeting. During any other time only if a special case has arisen.
P05	Informally done and not through a meeting. Otherwise only during quarterly review.
P06	It can be on a daily basis but definitely before the quarterly reviews.
P07	Never. Reviews only being done during the scheduled Quarterly review.
P08	Normally this kind of decisions are made with my seniors, so if I have inputs I give to my supervisor for inclusion.
P09	Only during quarterly review.
P10	In most cases tracking of targets progress is officially done on a quarterly basis as per the time set.
P11	The division do not meet but the supervisor requests a progress report on certain projects which normally made every two weeks.
P12	Only during Quarterly review.
P13	The division meet twice every month to discuss the targets set.
P14	Only if there is an issue raised, but not really formal to look at the progress of targets set.
P15	It takes a long time before the division meet on the progress of their targets. Employees do not commit to the process as well.

SUPERVISOR AND SUBORDINATE COMMUNICATION

Q5: What methods of communication do you use / prefer /dislike? How effective is the communication method used for you?

TABLE 5: METHODS OF COMMUNICATION

PARTICIPANTS	RESPONSES
P01	Email and verbal communication. Prefer- email to keep track of information, although it is depending on the matter at hand and whereabouts of the employee.

P02	Emails and verbal communication dominate the communication in the division. I do not like verbal communication, because supervisor may deny the content later.
P03	Verbal, emails, face- to- face and whatsapp communication. However, the means of communication depends on the whereabouts of the employee. I prefer verbal communication; it allow discussion on the matter.
P04	Depend on the information, otherwise communication is through email and face –to-face. If the information is complex, it is better to have it in writing.
P05	It depends on the circumstances. Sometimes is verbal communication or emails. I prefer email especially for issues that need to be tracked at later stage. However, the supervisor likes verbal communication.
P06	Mostly email or verbal communication.
P07	Verbal communication. Recommend emails for future reference.
P08	Mostly emails and telephone. I like face-to- face as it allows discussions and opportunities for questions.
P09	All methods depend on the situation and the whereabouts of the employee.
P10	Verbal face-to-face dominate the communication in this division.
P11	Email, verbal, whatsapp group and text messages. The communication depends on the whereabouts of the person and the easiest way to reach such person. However, email stood out amongst other communication methods. Some supervisors do not respond to the whatsapp text of some employees.
P12	Mostly email. I do not like instruction on the phone as mostly not clear.
P13	Email and face –to-face depending on the matter under discussion. Face-to-face create an opportunity for seeking clarification when necessary (preferred).
P14	Depend on the situation. Sometimes email or a combination of email and face-to-face.
P15	Emails and verbal communication. For serious tasks I do not like verbal communication, because supervisor may deny what was said if something goes wrong.

4.2.1.2 SUBORDINATES FEEDBACK ON ROLE & JOB PERFORMED

Q6: Describe how your supervisor provide feedback and advice on areas you need to improve?

TABLE 7: FEEDBACK TO SUBORDINATES ON ROLE AND JOB PERFORMED.

PARTICIPANTS	RESPONSES
P01	This is the areas that needs improvement. Communication with employees needs to improve. Sometimes you receive direction but not enough. On the Performance Agreement (PA) review, the only input can be received is on Quarter 4 appraisal.
P02	Not directly. However, if there is a training/workshop, a supervisor can pick a staff in need of such training. This shows that the supervisor knows the area of weakness/strength of employees, although not communicate such to employees.
P03	This only happened if you write a report and errors detected will be communicated to you for correction. On PA reviews, most targets require a contribution of the whole team.
P04	Sometimes. Due to the technicality of the position, no feedback of work performed, except if some information is missing. On PA reviews, no feedback at all.
P05	Not feedback, even on PA reviews. I feel performance system is not really serving its purpose but rather being done for the sake of meeting deadlines set and meet the requirement of PMS. Scores are not being checked and analysed. Performance not being recognised, and non-performer not being taken to task at all.
P06	Discussions happened and if task performed is missing some information, more information can be requested.
P07	Feedback is there but minimal and not really constructive. On the PA reviews, no feedback at all.
P08	Feedback not really happen much. On the PA reviews, we always disagree with actuals.
P09	No Feedback. PMS is for formability only.
P10	On the feedback, the supervisor can talk about an improvement on things such as late coming, but not really giving feedback on professional related activities.
P11	Feedback is there but not sufficiently done. PA reviews, no feedback at all. It seems PMS is for formality only.
P12	Yes occasionally.
P13	Supervisors ensure quality of work as most work goes to high ranking officials. Hence, feedback to that effect are being given regularly. On the PA reviews, yes feedback is given as well.
P14	No feedback. In most cases the supervisor doesn't know where juniors are lacking. On the PA reviews, no feedback at all.
P15	Feedback only given during the probation progress report.

Q: Describe how your supervisor compliments you for the job well done?

TABLE 8: COMPLIMENT TO SUBORDINATES

PARTICIPANTS	RESPONSES
P01	Compliment do not really happen a lot but on the finalisation of some report, a supervisor does compliment.
P02	Not directly. You can hear it from the third party where a supervisor show gratitude of your work but not to the affected employee.
P03	Supervisor is not really good in complimenting subordinates.
P04	A word thank you is always being said and not more than that.
P05	Not acknowledging employees for a job done.
P06	Compliment not really happen. However, if you go extra mile, the senior supervisor does compliment.
P07	Never received compliments.
P08	Compliment do give through email or text messages depending on the whereabouts of employee.
P09	Recognition of job well done is existing.
P10	The supervisor offers word of appreciation, even when a subordinate meets the deadline of a certain task.
P11	Compliment given if the report is well done, although that is not enough. I believe the supervisor can do more than that.
P12	Compliment is there. There is a whatsapp group and people congratulated on the platform.
P13	Yes. The supervisor tries to compliment employees and encourage them to do their job. You find a supervisor says that I wish I can do this and that if it was in my power but unfortunately, I cannot.
P14	Sometimes. It also depends on how a person view compliment because even if somebody says, 'I know you can do it' it is also a compliment.
P15	Although it is not really happening much, a supervisor can send an email appreciating a job well done. Sometimes lunch for employees to show appreciation.

4.2.1.3 EMPLOYEE SUPPORT

Q: To what extend does your supervisor help you to execute your duty successful?

TABLE 9: Subordinate directive and support to execute their tasks.

PARTICIPANTS	RESPONSES
P01	Due to the technical nature of the position, mostly assistance comes in when an employee needs some tools to work with, a motivation to that effect can be done by the supervisors. Supervisor even encourage employee to shout when need more assistance.

P02	Much involve. Perhaps is because of the sensitivity of the nature of work that if an error does occur, the supervisor will be answerable.
P03	The supervisor is very open. If you stuck with something you can always seek for assistance.
P04	Due to the technicality of the position, no assistance comes from the supervisor, instead if need arise, it is better to consult employees below.
P05	If somebody ask for guidance, it will be accorded. However, there is no proper developing plan existing in the division.
P06	Assistance being offered daily, and any moment request is being made to a supervisor.
P07	The supervisor does not couch the juniors, but instead provide additional work from the poor performing employees.
P08	The direction is so minimal because in most cases I find my own ways on how to do my work.
P09	Support is there but not sufficient.
P10	Support is available because supervisor is accessible all the time.
P11	No directive or encouragement to subordinates to do the work.
P12	If it is a report to be written, supporting documents are provided to assist the subordinates with additional information.
P13	In this case, supervisor understand what needs to be done, this makes her/him to get involve in every step. Supervisor allows endless questions.
P14	If you initiate an idea, you will be given inputs to implement.
P15	Instead of a supervisor to give directive, you are reminded that I am your supervisor.

Q: What kind of support is available in your division when a staff member has personal problems such as death in a family or certain illness?

TABLE 10: Showing empathy to subordinates when times are harder.

PARTICIPANTS	RESPONSES
P01	Supervisor can give you a permission to go and attend to your personal issues and perhaps follow up on your return and ask how the process went, but not more than that.
P02	Employees contributes some money or visit a person. However, it is not a formal policy or directive. It is a personal thing that comes from employees themselves who feel to do so. On the point of a supervisor, messages to an affected person are being done just to check up on a person. It perhaps needs to be formalised as some feel they are not subject to do so and some end up not receiving the same treatment.
P03	Monetary contribution or visit one another and give whatever they can give. The supervisor also creates a platform for open discussion of

	personal issues when a subordinate is willing to discuss. Is a voluntary process.
P04	Cannot recall an event of death or hospitalised but when a compassionate leave is needed, it is being granted without hesitation. The supervisor does listen to such cases. It is commendable.
P05	Employees contribute monetary for the affected person. But this is a voluntary action from individual.
P06	The division really care for one another. If someone has some personal issues such as death or hospitalised, monetary contribution is being made. Mostly, supervisor contribute more to encourage others to follow suite.
P07	Employees contribute to one another but only happen to some and not all the employees. Since it is informally organised, it leads to some employees not befitting.
P08	Monetary contribution among employees, give flowers and get permission from a supervisor to visit those in the hospital or mourning their loved ones. Permission of such nature are not being denied at all.
P09	Contribute towards the affected person voluntarily.
P10	Employees sympathise with the affected one when the news is shared. For those who prefer to keep their issues in secret it is always respected. Hence, contribution towards the affected person is always made for events that are shared.
P11	Depend on individual employees how they feel with one another. If you are close to the person, you will assist or visit that person. If not close to the person, you may choose to let it pass.
P12	Individual efforts of contributing towards the affected person.
P13	In the case of death, supervisor encourage employees to contribute in the monetary form towards the affected person. Whereas in the case of an employee is hospitalised, fellow employees go and visit the patient in the hospital, just to give moral support. The supervisor give permission to employees to have some hours off to visit a colleague in the hospital. This is an indication that supervisors do care.
P14	Contribute financially from the goodness of individuals. Voluntary process that comes from the heart of employee to willingly want to contribute.
P15	Contribute towards the affected employee. The directorate avoid giving money to a person but at least buy something for an employee. Not consistency as some employees don't benefit.

CAPACITY BUILDING

Q: Were you identified for possible capacity building / on job training? If so how was this done by your supervisor?

Q: How effective was the training, good, fair or poor? Please motivate your answer.

Q: What could be done to make the training more effective and meaningful?

TABLE 11: INDICATION OF OPPORTUNITY FOR GROWTH

PARTICIPANTS	RESPONSES
P01	Not yet. Although several opportunities came by, there is not funds to go for training.
P02	As training opportunities comes up, the supervisor nominates a suitable employee. Duration of some trainings were short, and one cannot grasp the entire content in a short period. To make training effective, perhaps local institutions can be approached to fill the gap before approaching international level.
P03	Yes, the supervisor identifies the training which was very effective because the content was in line my duty.
P04	Not at all. Just gain knowledge through doing the work (learn by doing). Worked for a certain project and gain the necessary skill from that project. Prefer to learn through the job than workshops and trainings.
P05	Yes. I attended some trainings. Some trainings were effective, but some were repetition of information. To make training effective, individual to highlight their training needs and content being assessed before decision to attend. Sometimes managers attend the same trainings many times because it is aboard, instead of giving a chance to their juniors. While juniors are sent to attend local trainings.
P06	Yes. Informed by the supervisor to attend. Even in the case a staff has seen a training opportunity and request a permission to attend, supervisor do not really turn down the request. The in-house training attended were helpful, but the external training was based on career growth but not really relate to my line of duty. Training that are relate to my job are not offered locally and there are no funds to go abroad.
P07	Not attend any training. Supervisor do not initiate training needs. Perhaps because the supervisor does not know the needs of the junior employees.
P08	Yes. But only local although I wanted to attend international training as well. Indeed, trainings were very good and effective.
P09	Yes, and Training was very effective
P10	In many cases when training opportunity arises, supervisors nominates the suitable employee to attend. If training is specific to a certain position, it will be directed to the person occupying the position. Some trainings were good and some fair. Mostly, the content depends on the organiser of the training and time allocated to the training. To make training effective, training request should be clear who should attend, perhaps a pre-

	assessment of the training need to be done before undertaking the training and content analysed before. The correct duration needs to be assessed beforehand. Employees also to be encouraged to implement the skill learned at the training.
P11	The last training, I attended was in 2015. Supervisor do not initiate training, but employees found opportunities and beg supervisor to attend. Training was effective because we were guided well on how to make some changes at our workplace.
P12	Yes, and the training was effective.
P13	Not at all.
P14	Yes, and the training was good.
P15	Subordinates were told to identify the trainer on the area they are lacking skill and training was effective. Due to the complexity of the industry, most good trainings are offered outside the country which is costly. Hence, no approval by supervisors.

TEAM BUILDING EFFORTS

Q: Team building encourages teamwork in an organisation, how often does the organisation or your division conduct team building exercises?

TABLE 12: BUILDING OF TEAM EFFORTS

PARTICIPANTS	RESPONSES
P01	No team build exercise took place during my tenure and no discussions to that effect has ever took place.
P02	Not at all. It was proposed by subordinates, but it looks like supervisors don't believe team building exercises will indeed improve the current status quo. I believe people differ from work and when they are at social events. It is then during social events you will have an opportunity to see other side of the person and know a person better.
P03	Never took place. It looks as if supervisors are not viewing team building exercises as important.
P04	One exercise for the department was done. I feel that these exercises are not really helping but rather bring year end functions where all employees come together to celebrate the achievements of the year will assist to stimulate team performance.
P05	Although the need is identified, funding to let team building exercise is a challenge.
P06	The department had one team building exercise. At a divisional level, team building exercises are being done quarterly in-house due to lack of funds available for the team to out. Hence, individual contributes funds and come together after hours and socialise or buy birthday cakes.

	The division believes that team building exercises enhance the understanding of team's personalities.
P07	Not even discussed as there is no departmental or divisional meeting taking place, so no platform is created for employee to give their inputs and air their concerns.
P08	Never took place or ever discussed. Feel it is needed urgently in the department.
P09	Never. I agree it assist in building a team.
P10	Never. It was proposed but never take place and reason given is insufficient funds. It is really needed for employees to know one another as people behave differently at work and when they are at social events.
P11	The directorate had a team building in 2015. The idea of team building might be good but changing a grown-up person through team building exercise may not be an easy thing to do. Social places and workplace are two different places. So, character can change.
P12	One in 2015. Employees with personal differences managed to reconcile.
P13	Only one exercise took place since the inception of the directorate in 2014. It is not really happening often, but it is needed to bring the supervisors close to the rest of the employees.
P14	Two team building exercises took place but did not yield any fruits because employee came back and continue with the usual. No implementation of recommendation made during the team building session.
P15	Since 2017- 2019 only one team building exercise took place. The recommendation made during the team building exercise are not implemented after the session, which defeat the purpose of the exercise.

Q: How do your supervisor distribute tasks among staff members in your division?

(g) Individually

(h) Team

(i) Other (specify)

TABLE 13: TASKS DISTRIBUTION METHOD AND EFFORTS TO BUILD TEAMWORK.

PARTICIPANTS	RESPONSES
P01	Both individually and team. Technical part to me non-technical to others.
P02	Since the supervisor believe in teamwork, work being given to a team leader by says Ms/Mr. who with your team please work on this. It will be up to the team leader to decide whether the task will be done individually or by the team.

P03	Individually or in the meeting.
P04	Individually. Sometimes the division discuss the task at hand and decide who the suitable employees to handle the task.
P05	It depends on the task at hand.
P06	It depends, if it on a specific task, it will be given to a specific person responsible for such task, but a general task is being given to the team to handle.
P07	It depends on the need that arises. Sometimes it is individually distributed. In some cases, a directive come from the above that a meeting should take place and thus when a supervisor calls a meeting.
P08	Most tasks are being distributed through the secretary to different employees. The secretary can miss some information which lead to the implementer to have more questions with no answers.
P09	Individually
P10	Mixer of individual and in the meeting with the entire team.
P11	Individually. Tasks are being distributed among employees but not of the same value. In some cases, you find some employees are given tasks but if an employee is not in favour of the supervisor will be given the least task.
P12	Individual
P13	Individually
P14	Via emails or a hard copy send with route form for employees to indicate that they have seen the information.
P15	Mixer of both. Since the division is understaffed, supervisors look at who is available and distribute the tasks. The more you do your work, the more you will get a lot of work to do.

4.2.1.4 LEVEL OF EMPLOYEE COMMITMENT TOWARDS THE INSTITUTIONAL MANDATE

Q: In your view, is the institution currently under/ average/over performing?

TABLE 14: REALISATION OF SUBORDINATES' CONTRIBUTION TOWARDS THE MANDATE FULFILMENT.

PARTICIPANTS	RESPONSES
P01	Average. In some cases, employees want to perform but there are so many obstacles.
P02	Under performing. This can be viewed through many unsatisfied clients complaining of poor service delivery. Although most of them are not complaining formally, such complains are being heard here and there.
P03	Average
P04	Average. The division performed well but clients complain about the performance of other divisions.
P05	Average

P06	Average. There is still a lot needs to be done, because of some delay experienced due to many bureaucracies in the public institutions.
P07	Average. However, an institution is capable to do better. Hence, the department needs a strong leadership that can pull everybody in the same direction.
P08	Average
P09	Average
P10	Above Average. It is a highly regarded institution
P11	Average.
P12	Average
P13	Average. Few cases of highly perform but mostly is average.
P14	Average. However, institution can increase the current performance.
P15	Average, taking into consideration the challenges mentioned. If the misaligned employees are being placed in line of their qualification, this will lead into boosting the performance and loyalty to an organisation. Employee inclusion will increase performance. Provide resources to employees to do their jobs than performance will increase.

Q: How does such performance influence you personally or team performance?

TABLE 15: LEVEL OF OWNERSHIP AND COMMITMENT TOWARDS THE GOAL ATTAINMENT.

PARTICIPANTS	RESPONSES
P01	It affects the individual performance, but perhaps it is also beneficial to slow and non-performer to catch up with the rest of employees.
P02	Negatively. If some tasks are behind, it takes efforts to bring all up to date. Again, if there is no willingness by employees to do their work due to no incentives for performers, this can contribute to under-performance.
P03	It can negatively affect individual performance. The division is battling with projects that are not moving due to several obstacles. This affect performance negatively.
P04	Each division has their own tasks, so their performance will not affect individual divisions.
P05	It affects individually as all employees will perform at the average level.
P06	Not really affected as individuals in this division are very committed to their work.
P07	Individuals become average performers. However, if an institution starts rewarding performers, when non-performer witness the reward system, they will start performing to be rewarded as well.
P08	The performance of the organisation can affect individual negatively.

P09	It brings up individual introspection
P10	It puts individual and teams on good pressure. As a committed individual you do not want to be in the group that pull the performance of the organisation down. So, it is a good pressure that makes employees more competitive.
P11	Despite the average performance, the portion of the employees are trying their best to fulfil their contribution.
P12	Allows initiative to improve performance.
P13	If the average become a culture in the organisation, individual who are highly perform will become average performer.
P14	Negatively affected because non-performer affects others.
P15	Negatively affected. It is frustrating because I can do more and I am not growing professionally.

EMPLOYEE RETENTION

Q: Have you ever thought of leaving the institution? YES/NO

If your answer is YES, what circumstances or incidence make you feel like leaving the institution?

If your answer is NO, what had encouraged you to stay with the institution?

TABLE 16: Subordinates intention to leave the institution

PARTICIPANTS	RESPONSES
P01	Not really as I am just with the institution for one year at this stage. There is still a lot to do on the position as it has been vacant for long. On the other hand, I am thinking of career growth, but I am comforted by the availability of vacant positions and opportunity for employee to further their study.
P02	Many times. For personal growth purposes only. If growth is being created, I am willing to stay.
P03	No. This is my first job comparing to the previous job where a person feels happy and being listened to by the supervisor.
P04	No. I like the institution. There are so many works to do in the institution. The young employees seem to come and go. So, I need to stay to transfer skill. This is to match the old experience with flesh ideas from new graduates.
P05	Yes. Although work ethics is existing in the institution, career growth is not available. Reach the stage where no more learning new ideas. If an opportunity of secondment to other division in the department is being created by supervisors, I will stay.
P06	Yes, for the purpose of career growth only. If growth is created within, I am willing to stay because of good environment to work for.

P07	Yes. I feel like not growing anymore. But if opportunity is created, I can stay as this is one of the public institutions to work for.
P08	Yes. Looking for more challenging job as the current is no more challenging. However, if challenging opportunity is created or accorded, I will stay.
P09	Yes, for growth purposes. But if growth is created, I will stay.
P10	Leaving the institution is an issue that cross everybody's path. Looking for better opportunities and better the career.
P11	Yes. I feel I got what I needed to get from the institution, and I am looking for something more challenging. I feel the environment is not of my liking anymore. Looking at the current set up of the institution, looking at what the supervisor is doing, it is not something that I would like to do at all.
P12	Many times, for personal development. Looking for environment that allow one to stretch your thinking capacity.
P13	Yes. Mainly for career growth, especially when you feel that there are better places to give your best. Hence, looking for career outside the organisation.
P14	Yes, for career growth. If the growth is created within the institution, I will stay because I like the institution. Work environment needs to be good. However, the Public service Act prevent employees to be promoted to a higher position if there is another level between, this rule demotivates employees. Hence, it must be abolished to allow capable employees to move.
P15	Yes. I feel there is no growth opportunity for technical employees. If opportunity is created that technical employees can grow, I will consider staying in the organisation. You find an employee taking up a position which is not in line of his/her qualification because it is the only opportunity which was available. If these employees are not realigned to the right positions it will demotivate them.

4.2.1.5 ANY OTHER RELATED INFORMATION

Q: Any remarks or additional information that you would like to share?

TABLE 17: PROVIDE OPPORTUNITY FOR INFORMATION NOT DISCUSSED IN THE ABOVE QUESTIONS.

PARTICIPANTS	RESPONSES
P01	Employees leaving institution to do proper hand over to the next person. To avoid a person, get to the office without anybody to give a brief of what has been happening in the office. To allow institutional memory being passed over.
P02	As an organisation, we need to start incentivising employees. In terms of filling vacant positions, we intend to overlook internal employees and focus on recruiting from outside the organisation. Since the internal employees has institutional memories as opposed to outsiders, this led to the demotivate employees and make them feel that their contributions are not valued by the organisation. In most cases, internal employees are required to orienting new employees to settle. Interview cannot be the only way to recruit employees but to look at other mechanisms to do so where rewards to internal employees can be considered. If not, the output from employees will drop.
P03	On the capacity building, you find some training opportunities comes up but not really in line of the division but beneficially to the department. Perhaps opportunity can still be given to all because it will benefit the department.
P04	There is inconsistency between divisions within the same department. More corporation among divisions is required to unify divisions. Unification of supervisors in dealing with issues.
P05	No additional information at this stage.
P06	Supervisors needs to have a clear guideline on how they want the work to be done. Communication on who is where also needs to improve where notification can be made on the whereabouts of supervisors and other employees.
P07	Suggest Human Resource (HR) division to assist supervisors to supervise their employee well. Communication needs to be improved between supervisors and their junior staff members. Supervisor to assist subordinates in getting things done whether it is regarding payment of their benefit or work relates assistance. Show empathy if things are not moving. Supervisor to communicate progress, reasons for delays and measures in place.
P08	Communication in the department needs to improve. It seems like supervisors are afraid of subordinates as mostly tasks are distributed through the secretary instead of talking to the respectively subordinates directly.
P09	None

P10	We have employees who choose not to do their work, but supervisors are not really doing anything to such employees. Supervisors need to start dealing with non-performance. This affect commitment in the division and institution as a whole.
P11	Communication need to improve, whereby supervisor need to indicate where he/she is not happy. You find an instruction given to subordinates through another subordinate while communication should be made between a supervisor and subordinate and not through a third party. This may cause information breakdown. In addition, sometimes supervisors would like to show subordinates that he/she is superior to the subordinate which is not necessary.
P12	None
P13	The issue of supervisors treats state properties as theirs, favour some employees and disregard others, contribute to underperforming. Favouritism has emotional attachment. A supervisor needs to know their junior staff members, their talent, and capabilities. So that they can manage them based on those areas. Supervisor needs to be neutral and treat all equal. By so doing, the organisation will increase its performance.
P14	None
P15	Leadership comes with responsibility. Much is required from much giving. Give more to get more. Sometimes a junior employee says something constructive in the meeting, supervisor may feel offended and choose to side-line the employees for being vocal in meetings. This can scare the junior to hold on to their vital information for the fear of being intimidated or side-lined. In addition, Supervisors needs to learn to receive critics for the betterment of the directorate. To learn to accept their mistake other than blaming everything on their subordinates.

APPENDIX 7: STAFF MOVEMENT

STAFF RESIGNATION FOR THE YEAR 2015 – 2019.

Table 25: List of Employees left organisation in 2015

Employee	Directorate / Department	Date Joined	Date Termination	Number of years in Inst.	Termination Reason
E1/2015	DB	15/12/2014	31/07/2015	7months	Contract/students
E2/2015	DF	01/02/2001	28/02/2015	14 years	Retirement
E3/2015	DB	18/06/2014	31/12/2015	6months	Contract/students
E4/2015	DA	18/11/2013	30/06/2015	2years	Resignation
E5/2015	DB	01/09/2014	31/12/2015	7months	Student
E6/2015	DE	07/04/1998	31/07/2015	17 years	Retirement
E7/2015	DD	01/09/1997	30/09/2015	18 years	Resignation
E8/2015	DE	01/08/2013	31/08/2015	2 years	Death
E9/2015	DB	04/08/2014	30/11/2015	1 year	Resignation
E10/2015	DF	21/03/2000	31/10/2015	15 years	Retirement
E11/2015	DB	15/12/2014	31/07/2015	7months	Student
E12/2015	DA	02/09/2013	31/10/2015	2 years	Student
E13/2015	DB	15/12/2014	31/07/2015	7 months	Student
E14/2015	DB	01/07/2014	31/10/2015	3months	Student
E15/2015	DB	10/01/1994	30/09/2015	21 years	Retirement
E16/2015	DB	03/02/2014	31/07/2015	1 year	Student
E17/2015	DE	01/01/2003	28/02/2015	12 years	Retirement
E18/2015	DB	05/09/2014	31/10/2015	1 year	Student

Total Employees left					18 Employees
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The above table indicate that 18 employees left the institution in 2015. The institution recruited nine (9) students on contracts which came to an end. Students were recruited to assist in executing some duties as the institution is understaffed. Some students were recruited in order for them to get a practical theory as per their academic requirements. Four (4) retirements and three (3) resignations were recorded in this year. The record shows that two retirements came from the same directorate while others came from different directorates. Whereas the resignations came from different directorate.

Table 26: List of Employees left organisation in 2016

Employee	Directorate / Department	Date Joined	Date Termination	Number of years in Inst.	Termination Reason
E1/2016	DD	01/08/1995	30/04/2016	21 years	Retirement
E2/2016	DE	01/04/2004	31/07/2016	12 years	Promotion
E3/2016	DB	22/12/2014	31/07/2016	1.7 months	Student
E4/2016	DD	01/05/2002	30/06/2016	14years	Retirement
E5/2016	DD	01/02/2016	30/06/2016	4months	Resignation
E6/2016	DD	03/11/2014	30/06/2016	1.7 years	Student
E7/2016	DB	01/09/2015	30/06/2016	9 months	Student
E8/2016	DF	13/07/2015	30/04/2016	9 months	Student
E9/2016	DC	11/02/2008	03/04/2016	8 years	Death
E10/2016	DF	01/02/2003	31/01/2016	13 years	Resignation
E11/2016	DD	04/01/2016	31/08/2016	8months	Student
E12/2016	DD	04/01/2016	31/08/2016	8 months	Student
E13/2016	DD	18/01/2016	31/07/2016	6 months	Student
E14/2016	DA	01/05/1990	31/07/2016	26 years	Retirement
E15/2016	DD	04/08/2015	30/06/2016	10 months	Student

E16/2016	DD	01/09/2003	17/06/2016	13 years	Resignation
E17/2016	DB	01/08/1985	30/06/2016	31 years	Retirement
E18/2016	DD	04/01/2016	31/08/2016	7 months	Students
E19/2016	DB	01/10/1982	31/03/2016	34 years	Retirement
E20/2016	DB	01/09/2005	31/01/2016	11 years	Resignation
Total Employees left					20 Employees

Based on the record above, the institution recorded 20 employees left the institution and this number includes about nine (9) students. One (1) employee was promoted by another Public institution. Five (5) retirements and four (4) resignations were recorded from three directorates respectively. DD suffer a loss of four (4) employees left the directorate while DB lost three (3) employees. DA and DF lost one person each.

Table 27 : List of Employees left organisation in 2017

Employee	Directorate / Department	Date Joined	Date Termination	Number of years in Inst.	Termination Reason
E1/2017	DB	09/05/2016	31/08/2017	1.3 years	Student
E2/2017	DD	01/07/2014	31/05/2017	3years	Resignation
E3/2017	DD	13/05/1985	30/06/2017	32 years	Early retirement
E4/2017	DC	06/11/1995	30/06/2017	22 years	Resignation
E5/2017	DD	15/02/1982	30/09/2017	35 years	Early retirement
E6/2017	DA	01/06/1999	31/08/2017	18 years	Retirement
E7/2017	DB	01/09/2005	31/08/2017	12 years	Resignation
E8/2017	DH	27/04/2015	12/06/2017	2 years	Resignation

E9/2017	DB	01/02/2009	31/01/2017	8 years	Resignation
E10/2017	DB	12/02/1992	31/08/2017	25 years	Early retirement
E11/2017	DF	05/07/2016	31/01/2017	6 months	Student
E12/2017	DB	01/08/2002	30/04/2017	15 years	Retirement
E13/2017	DB	01/09/2015	31/08/2017	11 months	Student
E14/2017	DA	04/06/1991	31/08/2017	26 years	Retirement
E15/2017	DD	01/05/2002	31/10/2017	15 years	Retirement
E16/2017	DB	13/06/2016	28/02/2017	8 months	Student
E17/2017	DD	01/05/2002	31/10/2017	15 years	Retirement
E18/2017	DA	03/11/2008	30/11/2017	9 years	Early retirement
E19/2017	DD	19/05/1999	31/08/2017	18 years	Retirement
Total Employees left					19 Employees

In 2017, the institution contracted four (4) students only. Five (5) resignation of which were from one directorate were recorded in this year. The year has a record of four (4) early retirements. These are employees who reached the age between 55 to 59 years. The system allows such employees to apply for early retirement should they feel to do so. However, the institution normally does not have prior information on the number employees with intention to apply for early retirement. Apart from the early retirement, the institution recorded six (6) retirements at the age of 60, which bring the total number of retirements to ten (10) in one year. The record further shows that DD as a directorate recorded the highest number of five (6) employees left due to retirement and resignation. Followed by DB lost four (4) employees due to retirement and resignation respectively.

Table 28 : List of Employees left organisation in 2018

Employee	Directorate / Department	Date Joined	Date Termination	Number of years in Inst.	Termination Reason
E1/2018	DB	12/04/1983	31/07/2018	35 years	Early retirement
E2/2018	DE	08/08/2011	18/02/2018	7 years	Resignation
E3/2018	DE	01/04/2015	29/06/2018	3 years	Resignation
E4/2018	DE	01/08/2011	30/03/2018	7 years	Resignation
E5/2018	DA	18/03/1996	28/02/2018	22 years	Early retirement
E6/2018	DB	07/04/2014	31/12/2018	4 years	Resignation
E7/2018	DD	02/05/2007	31/08/2018	11 years	Resignation
E8/2018	DD	01/04/2002	31/07/2018	16 years	Resignation
E9/2018	DD	07/05/1999	31/01/2018	19 years	Early retirement
E10/2018	DF	01/07/2016	04/04/2018	2 years	Resignation
E11/2018	DD	23/10/1995	30/11/2018	23 years	Early retirement
E12/2018	DA	05/09/1998	30/11/2018	20 years	Resignation
E13/2018	DB	01/08/2002	20/02/2018	16 years	Resignation
E14/2018	DA	18/04/2002	30/09/2018	16 years	Resignation
E15/2018	DA	16/12/2013	31/01/2018	5 years	Resignation
Total Employees left					15 Employees

The year 2018 recorded 15 employees left the institution. No students were contracted during the year. Four (4) early retirements were recorded with no record of retirement at the age of 60. Resignations in this year was about 11 employees with DE and DA suffer the highest number of three (3) employees each.

Table 29: List of Employees left organisation in 2019

Employee	Directorate / Department	Date Joined	Date Termination	Number of years in Inst.	Termination Reason
E1/2019	DB	01/04/2014	30/09/2019	5 years	Resignation
E2/2019	DD	01/07/1991	29/11/2019	28 years	Early retirement
E3/2019	DB	16/05/1986	31/01/2019	33 years	Early retirement
E4/2019	DD	01/05/2002	30/04/2019	17 years	Death
E5/2019	DB	11/04/2016	28/01/2019	3 years	Resignation
E6/2019	DB	02/01/1997	28/02/2019	22 years	Retirement
E7/2019	DD	01/05/2003	01/05/2019	16 years	Resignation
E8/2019	DD	01/05/2014	31/10/2019	5 years	Resignation
E9/2019	DA	03/10/2011	30/09/2019	8 years	Retirement
E10/2019	DB	01/04/1990	31/01/2019	29 years	Retirement
E11/2019	DB	01/04/1993	30/04/2019	26 years	Retirement
E12/2019	DB	01/04/2014	31/05/2019	5 years	Contract ended
E13/2019	DE	01/01/1991	31/08/2019	28 years	Early retirement
Total Employees left					13 Employees

The year 2019 recorded about 13 employees left the institution. No students were contracted in this year. Four (4) resignations were recorded. Three (3) early retirements and four (4) retirements at the age of 60 were recorded during the year. One (1) employee past on during the year.