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LEADERSHIP SKILLS AND EMPLOYEE PERFORMANCE AT BANK OF AFRICA UGANDA

CASE STUDY: KAMPALA REGION

A dissertation presented to

FACULTY OF BUSINESS ADMINISTRATION AND MANAGEMENT

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Dedication

To my parents who laid the first foundation stone towards my education career.

Acknowledgements

Many people made important contributions to the realization of this work, but I must begin by thanking the Almighty God for the gift of life, and for making it possible for me to accomplish the work.

In a special way, I also thank Dr. Jacinta Bwegyeme and Mr. Cyprian Ssebagala for supervising me and providing guidance on my dissertation.

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List of Acronyms and Abbreviations

CAC:	Cronbach Alpha Coefficient
CVI:	Content Validity Index
DTB:	Diamond Trust Bank
BoA:	Bank of Africa
SPSS:	Statistical Package for Social Scientists
HR:	Human Resource

Abstract

A study was undertaken at Bank of Africa Uganda on the effect of leadership skills on employee performance. It specifically examined how staff coaching, mentoring and result-orientation affected employee performance. A cross-sectional study design was adopted in which both quantitative and qualitative data collection tools were used. Data was collected from 125 respondents particularly branch managers, sales team, loan officers, tellers, customer relations officers and human resource staff of BoA branches in Kampala region. Both quantitative and qualitative data were entered, cleaned and analysed. For quantitative data, descriptive and inferential statistics in terms of correlations and regression analysis were generated. On the other hand, qualitative data was analysed using thematic and content analysis techniques. The study findings revealed a weak positive correlation between staff coaching and employee performance at BoA-Uganda (r=0.309**) using Pearson Correlation coefficient. Similarly, multiple linear regression analysis showed that staff coaching is a predictor of employee performance at BoA-Uganda (Beta=0.228). It was also revealed that staff mentoring had a weak positive correlation between staff mentoring and employee performance at BoA-Uganda ($r=0.407^{**}$). The regression analysis showed that staff mentoring is a predictor of employee performance at BoA-Uganda (Beta=0.313). Lastly, the study findings revealed a weak positive correlation between result-orientation and employee performance at BoA-Uganda (r=0.442**). In addition, multiple linear regression analysis results showed that result-orientation is a predictor of employee performance at BoA-Uganda (Beta=0.263). Basing on the above findings, it can be concluded that leadership skills had a significant effect on employee performance at BoA-Uganda. To this end therefore, the study recommends the following; more frequent coaching sessions for employees at BoA-Uganda to propel employees to perform better, coaching sessions should be designed after personal analysis of each of the BoA-Uganda employees to ensure that it addresses their needs, the human resource department at BoA-Uganda should be involved in the mentoring programmes in the various branches, continuous review of employee expectations by top management so that the set targets are more realistic. Lastly, BoA-Uganda should incorporate more relational leadership styles alongside the result- oriented leadership styles so that employees feel more appreciated and this will consequently improve employee performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined the effect of leadership skills on employee performance in Bank of Africa Uganda (BoA-Uganda). In this study, leadership skills were adopted as the independent variable while employee performance in Bank of Africa Uganda were the dependent variable.

1.1 Background to the Study

The history of employee performance dates back in the 17th century (Bass & Stogdill, 1990). It was towards the end of the 17th century that there was a shift from treating humans as machines to human capital. According to Kaplan and Norton (1992), the origin of employee performance can also be traced back in the early 1960s when the performance appraisal systems were put in practice.

There was mounting pressure on employees to improve their performances in organisations globally in order to remain relevant in the increasingly competitive markets. As a result, a number of performance appraisal systems had been devised over time to examine the individual performance of employees (Idowu, 2017).

The world economy had not recovered fully from the ravaging effects of the Global Financial Crisis that rocked the world in 2008 (Burgstahler & Sawers, 2017). Consequently, great focus was put on employee performance in corporations across the globe. As such, various organizations defined strategies that harness unmatched performance from their employees (Burgstahler & Sawers, 2017).

Leadership skills play a significant role in the performance of employees in any organization. This is because every organisation has a reporting hierarchy for example employees always have a supervisor of the work done. Leadership skills portrayed by the supervisor play a significant role to ensure that the work produced is of good quality, work is efficient and effective and that the employees always attend to their tasks frequently (Khoza, Chetty, and Karodia, 2016).

According to Iqbal, Anwar & Haider (2015), leadership skills may be defined as a process by which people are directed, guided and influenced in achieving group goals. A leader is someone who influences his or her followers or group to achieve in a given situation. The followers may be his or superiors or peers as well as his subordinates of the leader. It is the willingness of people to follow that makes one a leader. Individuals tend to follow those whom they perceive as providing a means of achieving their own desires, wants and needs. Leadership skills also involves the acceptance of responsibility for the achievement of the group objectives. It is therefore essential for trust and cooperation between employers and employees at all time and this consequently increases employee performance.

Shafie, Baghersalimi and Barghi (2013) explains the importance of leadership skills on human beings who are apparently the biggest asset of any organization; “The main drivers of employee performance in organizations are usually the leaders, they give life to the organizations and provide achievable goals" (Shafie, Baghersalimi & Barghi, 2013). It is very paramount to provide workers with direction and psychological satisfaction to get the best from them. This direction can only come from leaders. In fact, leadership skills are very critical for employees in realizing their set strategies and objectives. The success or failure of employee performance depends on the effectiveness of leadership skills at all levels. Paracha, Qamar, Mirza, Hassan, and Waqas (2012) is in support of this "leadership skills play essential role in accomplishment of goals for employees at work place by satisfying the given objectives".

Ahmed, Shields, White, and Wilbert (2010) noted that specialists in many fields were concerned with employee performance including strategic planners, operations and finance, legal and organizational development. In recent years, many organizations attempted to manage employee performance by putting in place structures and systems that recognize the contribution of individuals and teams. This was in an attempt to boost morale of employees hence improvement in effectiveness and employee performance. Effective leadership skills were believed to hinge largely on coaching, mentoring as well as result-orientation.

Coaching relates to a collective helping relationship between the coach and the coachee which is focused on working in a systematic way towards agreed goals to enhance professional performance, foster an ongoing self-directed learning, increase personal satisfaction as well as enhancing personal growth (Grant & Stober, 2006). In a workplace, there are typically three parties to a coaching agreement (the coach, the coachee and their organization. The coaching agreement sometimes referred to as the contract sets out the goals for coaching and also directs the work between the coach and the coachee. It is a discipline as coaching draws from a number of study areas including psychology, sports and business (Morgan & Rochford, 2017).

Mentoring on the other hand typically involves two parties (a mentor and a mentee in a relationship (formal or informal), and the transfer of skills, knowledge and attitude with the objective of development and growth of the mentee (Bilesamni, 2011). It can be defined as 'offline help by one person or another in making significant transitions in knowledge, work or thinking (Morgan & Rochford, 2017). The practice can take the forms of one on one, team mentoring, peer mentoring as well as functional mentoring all aimed at molding an employee into a key performer.

Relatedly, result-orientation leadership skills are a behavioural approach in which the leader focuses on the activities that need to be performed in order to meet certain goals, or to achieve a certain performance standard (Hoyt & Forsyth, 2010). Result-oriented leaders focus on getting the necessary result, or series of result, in hand in order to achieve a goal. These leaders are typically less concerned with the idea of catering to employees and more concerned with finding the step-by-step solution required in order of meeting specific goals. They will often actively define the work and the roles required, put structures in place, and plan, organize, and monitor progress within the team (Griffin, Parker, & Mason, 2010).

Bank of Africa Uganda (BoA-Uganda) is a commercial bank in Uganda that recognise the need for expanding its employee performance as a remedy of boosting the overall performance of the bank. Currently, Bank of Africa Uganda operates 34 branches that are well spread across the country. Over the last 5 years, the bank had experienced a cumulative annual growth rate of about 17% in total assets, customer deposits and credit. The bank had over 430 employees across the different branches in Uganda. These employees were led by the managing director supported by a number of managers and supervisors. These leaders by mandate were expected to offer leadership skills in order to increase employee performance at Bank of Africa Uganda (BoAU, 2020). However, employee performance at BoAU has been declining with high levels of absenteeism, late coming of staff and customers taking long in queues before being served among others. The current study examined the effect of leadership skills on employee performance in Bank of Africa Uganda.

1.2 Statement of the Problem

Globally, employee performance is one of the most important strategies for the realisation of improved organisational growth. According to Derue, Nahrgang, Wellman, & Humphrey (2011), leadership skills is one of the main ingredients for the realisation of improved employee performance due to the fact that it propels employee's morale and skills among others. For example, leadership skills such as communication, participation, timely feedback, team-building, planning and dependability encourage employees to execute defined duties and deliver output within the set deadlines.

At Bank of Africa Uganda, leaders guide, plan and educate other employees within their ranks under specific assignments of the bank (BoAU, 2020). The employees are expected to emulate the good conduct of their leaders as a strategy of improving their performance at BoAU.

Despite the fact that BoA has tried to develop its leaders, employee performance at the bank is still wanting as reflected by high rates of absenteeism, poor quality of work, low productivity, as well as delayed task completion by staff. For example, in 2018, the annual

BoA-Uganda employee appraisal report revealed that 37.9% of the employees would not meet the set deadlines, constantly reported late, were unable to bring new clients on board and made a lot of un-corrected errors while conducting their duties (BoAU, 2018).

Continuous trend of poor employee performance at BoA-Uganda would result into low job satisfaction and high turnover rates as their senior employees join other competitors. As a result, the bank was likely to sink into continuous loss making hence get threatened into collapsing or shutting down. The extent to which leadership skills affect employee performance at Bank of Africa Uganda was not known which prompted the current study.

1.3 Objectives of the Study

The major and specific objectives of the study is presented below.

1.3.1 Major Objective

To examine the effect of leadership skills on employee performance at Bank of Africa Uganda.

1.3.2 Specific Objectives

i. To examine the effect of Staff Coaching on Employee Performance at Bank of Africa Uganda.

ii. To assess the effect of Staff Mentoring on Employee Performance at Bank of Africa Uganda.

iii. To assess the effect of Result-Orientation on Employee Performance at Bank of Africa Uganda.

1.4 Research Questions

i. In which way does Staff Coaching affect Employee Performance at BoAU?

ii. In which way does Staff Mentoring affect Employee Performance at BoAU?

iii. What is the effect of Result-Orientation on Employee Performance at BoAU?

1.5 Research Hypotheses

i. There is no significant effect of Staff Coaching on Employee Performance at BoAU

ii. There is no significant effect of Staff Mentoring on Employee Performance at BoAU

iii. There is no significant effect of Result-Orientation on Employee Performance at BoAU

1.6 Scope of the Study

The content, geographic and time scope of the study is presented below:

1.6.1 Content Scope

The study examined the effect of leadership skills on employee performance in Bank of Africa Uganda. Leadership skills were measured in terms of staff coaching, staff mentoring and result-orientation skills. On the other hand, employee performance was measured in terms of timeliness in report submission, number of clients attended to by tellers or loan officers, number of loans discharged, number of deposits made by tellers, and number of withdraws made by tellers at BoA-Uganda.

1.6.2 Geographical Scope

The study was carried out at Bank of Africa branches located in Kampala central, Kawempe and Nakawa divisions of Kampala region. This study area was appropriate because of the available transport means in the study area. Besides, BoA-Uganda in Kampala region had quite a big number of staff in various branches and also received a significant number of clients on a daily basis hence appropriate for the current study.

1.6.3 Time Scope

The study considered a time scope of 5 years from March 2015 to April 2020. This clearly showed the various leadership skills exercised and employee performance in Bank of Africa Uganda. In addition, this period was ideal for the study since it gave less time for lapse hence employees were able to tell their performance stories and challenges over a period of 5 years.

1.7 Justification of the Study

The stiff competition in the Ugandan banking industry that comprise of foreign and local banks mounts pressure on Bank of Africa Uganda to continuously improve the performance of its employees. However, employee performance largely depends on the leadership skills possessed by the various leaders in Bank of Africa in Uganda. The current study focussed on the effect of leadership skills on employee performance at BoAU. There were limited studies on the same topic since most studies reviewed focused on the effect of leadership styles on employee performance.

Also, important to note is that most studies conducted in Uganda on employee performance were based on a single branch of a bank and not covering several branches of the bank. For example, Kwesiga (2018) focused on only Centenary bank Entebbe branch. Nantege (2011) also focused on employee performance in Fina Bank Uganda Limited main branch. The current study therefore bridged the knowledge gap and also contributed to employee performance at BoA-Uganda in Kampala region.

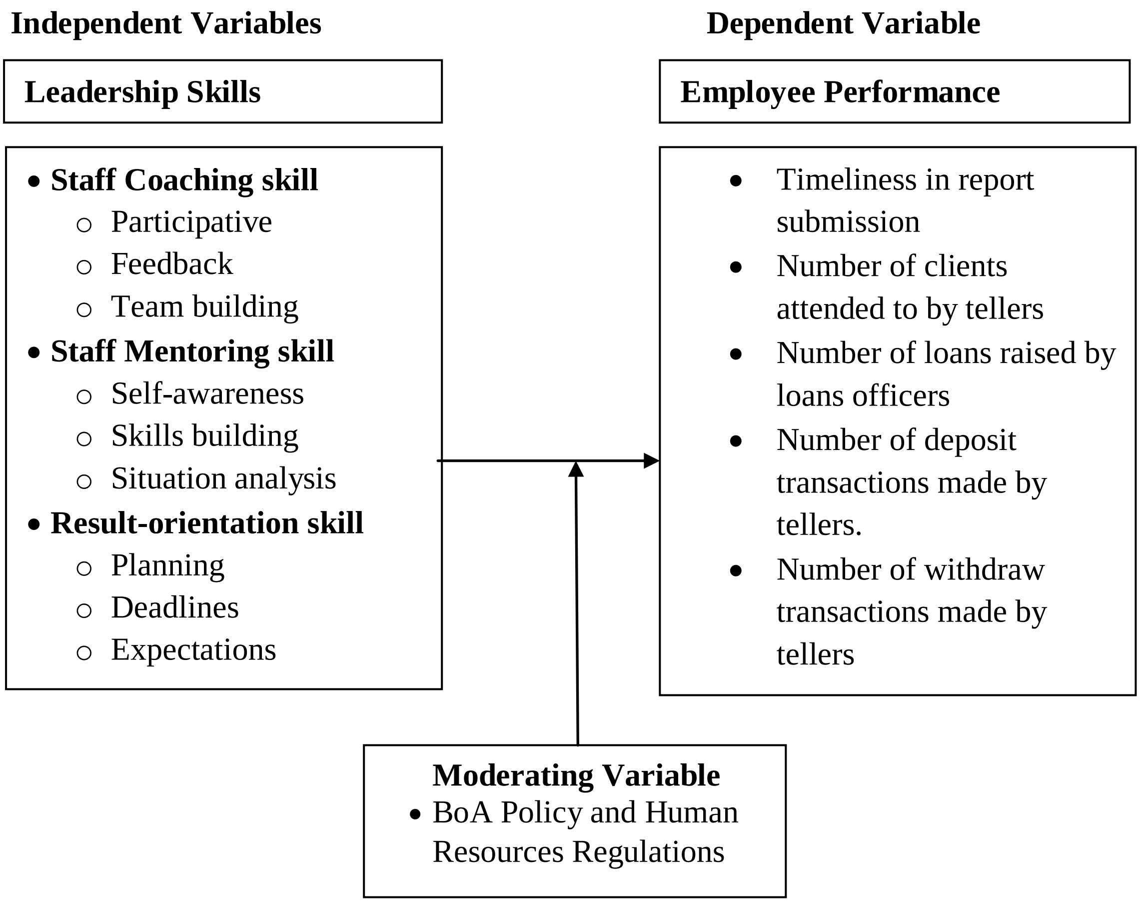
1.8 Significance of the Study

To the Government: The current study is important to policy makers especially the Parliament of Uganda, Bank of Uganda and Ministry of Finance, Planning and Economic Development in coming up with policies on the management of commercial banks in Uganda. This is because the leadership skills exhibited by bank leaders can have an effect on the general employee performance in commercial banks of Uganda.

To Bank Management: The study will benefit the employees of Bank of Africa Uganda in identifying the leadership skills that are appropriate for them in propelling their work satisfaction and motivation to work hard. The leaders at Bank of Africa Uganda will also benefit from the study by understanding the type of leadership skills they have and the extent to which they affect employee performance. It will also assist leaders in coming up with motivation strategies of their employees.

To Scholars: The research will contribute to the knowledge of academicians and to act as a basis for further research. After this research study, students from Uganda Martyrs University will use this information for obtaining literature to inform their future research studies.

1.9 Conceptual Framework



Source: *Adapted and Modified from* Sonko (2018). (Sonko, M.N. 2018. *Leadership Strategies to Improve Employee Performance in the Insurance Industry*. Thesis, Walden University).

Figure 1.1: Conceptual framework on the effect of leadership skills on employee performance

With guidance from Sonko (2018) through his study on leadership Strategies to Improve Employee Performance in the Insurance Industry, the researcher developed the above conceptual framework. It is based on the fact that staff coaching, staff mentoring and result-oriented leadership skills (independent variables) have a potential to affect employee performance (dependent variable) in any organisation including Bank of Africa Uganda. If leadership skills are used appropriately at Bank of Africa Uganda say for example mentoring of staff, it is expected to increase employee performance.

On the contrary, if leadership skills such as coaching, mentoring and result-orientation are not put in practice, there is a likelihood that employee performance at Bank of Africa Uganda will be affected negatively in terms of late deliveries, absenteeism, poor quality output, late reporting on duty and low number of customers served. However, the effect of leadership skills on employee performance can be moderated by regulatory policy from Bank of Uganda.

1.10 Definition of Key Terms

Coaching: In this study, coaching is a form of development in which an experienced person supports a junior and inexperienced person in achieving a specific personal or professional goal by providing training and guidance.

Leadership: In this study, leadership is a process where an individual influences another to direct their efforts and abilities towards attaining defined group or organizational goals.

Mentoring: In this study, mentoring is an act or process of helping and giving advice to a younger or less experienced person, especially in a job or at school.

Performance: In this study, performance is the achievement of objectives, tasks and requirements in a given time.

Quality: In this study, Quality refers to how good something is compared to other similar things for example the type of reports prepared by Bank of Africa Uganda staff.

Quantity: In this study, Quantity is an amount that one can measure or count for example the number of bank accounts opened by a salesperson at Bank of Africa Uganda.

Result-orientation: In this study, result-orientation is a skill where a person or an organization focuses on tasks and the end results of those tasks.

Situational Analysis: In this study, Situational Analysis refers to a process of identifying and evaluating existing internal and external elements that may impact an organization's ability to achieve its objectives.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents reviewed literature including a theoretical review on leadership skills and employee performance in an organisation. Specifically, it examined the effect of coaching, mentoring and result-orientation on employee performance in Bank of Africa Uganda. This was done through reviewing information in reports, journals, textbooks and academic theses.

2.1 Theoretical Framework

This study was anchored on the transformational as well as trait leadership theories as explained below.

2.1.1 Transformational Leadership Theory

This study was anchored on the transformational leadership theory by Bernard M Bass. The transformational leadership theory was first introduced by James Mcgregor Burns in his analysis of political leaders in1978. According to Burns (1978), transformational leadership is where leaders and their subordinates assist one another to attain a higher degree of motivation and morality.

Later in 1985, Bernard M Bass expanded the work of James Mcgregor Burns in his book "Leadership and performance beyond expectations" to include leadership in an organisational setting (Bass, 1985). According to Bass (1985), the level to which leaders are transformational is based on the impact that leaders have on their subordinates. Bass's transformational theory of leadership mainly focuses on four components of transformational leadership that is idealized influence, intellectual simulation, inspirational motivation and individualized consideration as shown in Figure 2.1.

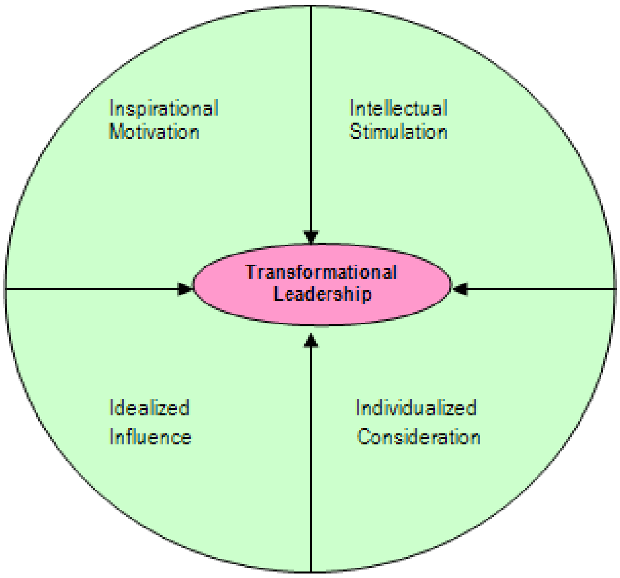


Figure 2.1: Transformational Leadership Theory

Source: **Bass (1985).**

According to transformational leadership theory, the following are the characteristics of transformational leaders;

Inspirational Motivation: The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment (Bass, 1985).

Idealized Influence: They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, ad demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization (Bass, 1985).

Intellectual Stimulation: Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the “what” in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective (Bass, 1985).

Individualized Consideration: Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions (Bass, 1985).

Transformational leadership theory is relevant to the study because Bank of Africa Uganda is a commercial bank whose employee’s performance depends on the leadership skills exhibited by the leaders. This requires Transformational leaders need to use their leadership skills to guide the employees to meet the bank’s strategic objectives. However, the theory has limitations. For example, transformational leadership makes use of impression management and therefore lends itself to amoral self-promotion by leaders. The theory is also very difficult to be trained or taught because it is a combination of many leadership theories.

Followers might be manipulated by leaders and there are chances that they lose more than they gain. In addition, the aspect of intellectual simulation is ambiguous and overlaps with some components of individualized consideration and inspirational motivation (Khatri, 2005). Similarly, idealized influence is broad and cannot be easily distinguished from inspirational motivation which causes overlaps in the components.

2.1.2 Trait Leadership Theory

Trait leadership theory was introduced at the end of the twentieth century and was tied to the great man's theory first proposed by Thomas Carlyle in the mid-1800s (Carlyle, 1888). Trait theory identifies the specific personality traits that distinguish leaders from non-leaders. It is based on the premise that leaders are "born, not made," rather than being developed through learning. This theory also focuses on characteristics that are linked to successful leadership across a variety of situations and it strives to believe that it is almost entirely on innate traits.

Trait theory also focuses on the difference between leaders and followers. With the assumption that people in leadership positions would display more traits than those in subordinate positions. However, there are relatively few traits that distinguish between the two. Leaders tend to be higher in things such as extroversion, self-confidence, and height, while the differences tend to be small. For example, if the leader is extroverted, that individual is outgoing, straight- forward, and usually has a huge ego. If he or she is introverted, they are usually timid, have terrible social skills and usually lack the ability to lead followers.

Carlyle's theory of leadership was based on the rationale that: certain traits produce certain patterns of behaviour; patterns are consistent across different situations; and that people are "born" with leadership traits (Kumar, Adhish & Deoki, 2014).

From the 1940s to the 1970s, psychologist Ralph Melvin Stogdill suggested that leadership is the result of the interaction between the individual and the social situation and not merely the result of a predefined set of traits. Soon after in the 1980s, James M. Kouzes and Barry Z. Posner posited that credibility was a key indicator of leadership skills, characterized by such traits as being honest, forward-looking, inspiring, and competent (Spector, 2016).

Given the variance in leadership traits, a study in Spain by Nichols and Cottrell (2014) attempted to distinguish behavioural traits that separated lower-level supervisors from higher-level supervisors. According to the researchers, the traits most commonly associated with great leadership include:

1. Intelligence and action-oriented judgment: Great leaders and smart and make choices that move the group forward.
2. Eagerness to accept responsibility: Strong leaders take on responsibility and don't pass the blame on to others. They stand by their success and take ownership of their mistakes.
3. Task competence: A great leader is skilled and capable. Members of the group are able to look to the leader for an example of how things should be done.
4. Understanding their followers and their needs: Effective leaders pay attention to group members and genuinely care about helping them succeed. They want each person in the group to succeed and play a role in moving the entire group forward.
5. People skills: Excellent interpersonal skills are essential for leading effectively. Great leaders know how to interact well with other leaders as well as with team members.
6. A need for achievement: Strong leaders have a need to succeed and help the group achieve their goals. They genuinely care about the success of the group and are committed to helping the group reach these milestones.

7. Capacity to motivate people: A great leader knows how to inspire others and motivate them to do their best.

8. Courage and resolution: The best leaders are brave and committed to the goals of the group. They do not hide from challenges.

9. Perseverance: Strong leaders stick with it, even when things get difficult or the group faces significant obstacles.

10. Trustworthiness: Group members need to be able to depend upon and trust the person leading them.

11. Decisiveness: A great leader is capable of making a decision and is confident in his or her choices.

12. Self-confidence: Many of the best leaders are extremely self-assured. Because they are confident in themselves, followers often begin to share this self-belief.

13. Assertiveness: A great leader is able to be direct and assertive without coming off as overly pushy or aggressive.

14. Adaptability and flexibility: Effective leaders don't get stuck in a rut. They are able to think outside of the box and adapt quickly to changing situations.

15. Emotional stability: In addition to being dependable overall, strong leaders are able to control their emotions and avoid overreactions.

16. Creativity: Perhaps most importantly, great leaders not only possess their own creativity, but they are also able to foster creativity among members of the group.

The theory is relevant to the study because of the fact that leadership traits have a bearing on the leadership skills among the managers at BoAU and consequently on employee performance. Despite the fact that trait leadership theory had been widely used, the theory had some weaknesses. For example, some researchers argued that certain traits are a characteristic of strong leaders (Kumar, Adhish & Deoki, 2014). However, it should be noted that there were people who possessed similar traits but did not become leaders. It has also been argued that certain traits are effective in some situations and less in others (Spector, 2016). Another weakness of traits leadership theory is that it was perceived as the traits of men, and not women, which resulted into arguments about gender characteristics and people seeing most successful leaders as only male (Cuddy, Wolf, Glick, Crotty, Chong & Norton., 2015).

2.2 Conceptual Review

2.2.1 Employee Performance

According to Nazir & Islam (2017), employee performance is the contribution of a member of an organization towards the set organizational goals. Employee performance amounts to timeliness, output of work, quality of work, presence at the workplace. Individual employee performance is reflected on the overall performance of the firm. Good employee performance leads to increased sales of the firm while bad employee performance leads to a decline in sales.

Similarly, Prasetyo & Amboningtyas (2018) state that employee performance is work output in relation to the work input and is dependent upon a number of factors. These mainly include; leadership style, regular performance appraisals, compensation, employee satisfaction, employee motivation, employee engagement work security and organizational culture. However, the leadership style is observed as one of the most important factors because it guides how employees carry out their duties.

Employee performance measures seek to reward the most outstanding employees in terms of productivity to implore corrective measures for the underperforming ones (Kim, Park, Cameron, Meadows, Ott & Xiao, 2017). A number of aspects can be taken into consideration when measuring employee performance such as work output, dependability, planning, teamwork and problem solving.

2.2.2 Leadership Skills

These are the strengths and abilities that individuals demonstrate in overseeing processes, guiding initiatives and well as steering employees to achieve their goals and objectives (Khan & Nawaz, 2016). In an organization, the major leadership skills include; coaching, mentoring and result-orientation.

Coaching involves an experienced person supporting a junior person to achieve a specific goal by providing training and guidance. Coaching is categorized into; peer coaching, internal coaching and external coaching. Peer coaching is carried out by colleagues at a similar level of ability and experience, where support and practice expertise can be shared one-to-one between the two parties or among a small group of peers (Shams, 2013). Internal coaching is the selection of coaches in an organisation to support the staff in learning and performance of their duties. Line managers through their day to day supervision, appraisal and on-the-job development provide internal coaching skills to the employees.

On the other hand, external coaching is one that focusses on strategic executive leadership skills development in an organisation. The external coaches provide confidentiality to the staff to focus on their performance goals. The job of the coach is to provide support to enhance, skills, resources and creativity which the coachee already has. Coaching aims to empower people to create and help them to discover their potential abilities and talents instead of focusing on what they cannot do (Wright, 2005).

Mentoring is a relationship between an experienced person and a junior staff with an aim of transferring skills, knowledge and attitude for the benefit of the junior staff (Rochford & Morgan, 2017).

Some of the core characteristics of mentoring are:

- It can have both personal and organizational focuses.
- Provision of guidance, feedback and confidential discussion to raise self-awareness and develop potential.
- Focusses on future career management and development offering information and signposting.
- Outside of the line management relationship.

Mentoring can be a formal matching arrangement or more informal and organic, such as when a mentee seeks out a mentor, a mentor seeks out a mentee and vice versa. There are different categories of mentoring according to the nature of the mentoring relationship, which include;

i. One-on-one mentoring where the mentor works with one mentee over a sustained period of time

ii. Team mentoring is when one mentee has team mentors who meet collectively to provide mentorship to a mentee. This approach is helpful for eliciting multiple perspectives and availing of a more diverse skillset. Likewise, a mentee can have numerous mentors who he/she meets with individually.

iii. Peer mentoring is another approach where colleagues, who are at similar stages in their career, mentor each other.

Functional mentoring is a more specific and structured type of mentoring relationship, to assist a mentee complete a particular project or assignment sometime as part of an educational or professional development programme (Rochford & Morgan, 2017).

Result-orientation leadership skills is a behavioural approach in which a leader focuses on the tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard (Forsyth, Banks & McDaniel, 2012).

Result-oriented leaders focus on getting the necessary task, or series of tasks, in hand in order to achieve a goal. These leaders are typically less concerned with the idea of catering to employees and more concerned with finding the step-by-step solution required in order to meet specific goals. They will often actively define the work and the roles required, put structures in place, and plan, organize, and monitor progress within the team (Griffin, Parker, & Mason, 2010).

The advantage of result-orientation leadership skills is that it ensures that deadlines are met and jobs are completed. It is particularly useful for team members who do not manage their time well. Additionally, leaders that are result-oriented tend to exemplify a strong understanding of how to get the job done, focusing on the necessary workplace procedures and delegating work accordingly to ensure that everything gets done in a timely and productive manner (Griffin, Parker, & Mason, 2010).

Result orientation leadership skills also involve leaders setting highly challenging goals for the employees to follow. According to Phillips & Gully (2015), setting of challenging goals both in work and personal self-improvement is an indication of the expected standards expected at the work place. By setting challenging targets for the followers, the employees feel that their leader has confidence in them even when the situation is complex and not so easy to comprehend (Moorhead & Griffin, 2012).

2.3 Actual Literature Review

2.3.1 Staff Coaching and Employee Performance in Organizations

Losch, Traut-Mattausch, Mühlberger and Jonas (2016) defined coaching as a relationship between a coach and a client also known as a coachee where they jointly set goals and develop practical ways through which these goals are to be achieved to foster personal growth of the coachee. They further established different forms of coaching and these include; team coaching, execute coaching, business coaching and personal coaching.

Team coaching is a development process in which members of a team are supported by their supervisors to make coordinated decisions and utilize the available resources in the organization (Losch et al., 2016). It was therefore important that the researcher filled this gap by examining the effect of leadership skills on employee performance at BoA-Uganda in Kampala Region.

Similarly, executive coaching is where a leader who has a managerial position in a company is guided by an external consultant on how to achieve a defined set of goals while attaining skills that improve his performance and subsequently improve the overall performance of the organization (Losch et al., 2016). The researcher therefore found it imperative to ascertain whether there is executive coaching of leaders in managerial positions at BoA-Uganda in Kampala Region and its contribution to employee performance.

On the other hand, personal coaching also known as life coaching is a process that involves one on one interactions between a coach and the client or student (Losch et al., 2016). A relationship is built over a long period of time where what is discussed is confidential and aimed at boosting the client's personal growth and development in various spheres of life.

Lastly, business coaching is where a business owner is trained by a coach how to manage a successful business, develop a vision and align his personal goals to achieve the vision. Business coaching is aimed at elevating the business from its current financial position to what the business owner intends it to be (Losch et al., 2016).

According to De Haan and Rotmans (2011), it's not the model of coaching per se which is important for success; rather it's the nature of the coaching relationship. Accordingly, models of coaching highlight the key elements to the relationship which are the quality of the relationship between the coach and the coachee, the need for the reflection on the practice as well as the assessment and Evaluation of the progress. This therefore implies that the entire coaching practice should be systematically organized if it's to yield results and that coaching should emphasize the nature of the relationship between the parties than focusing on the model of coaching so as to achieve the desired objectives.

De Haan and Duckworth (2012) observed that the outcomes of coaching are significantly related to the relationship with the coach, the self – efficacy of the coachee as well as the range of techniques used by the coach. This thus implies that the level of trust and the coach's openness to introspection are key if the practice of coaching is to bear fruits. Relatedly, research by Ellam and Palmer (2011) indicates that individuals with lower self-acceptance are likely to accept a professional coaching intervention. This implies that successful coaching hinges on effective attitude change amongst the coaches.

Rochford and Morgan (2017) submit that coaching should be introduced as a compulsory practice adding that the coaching agreement is coachee led and will not be effective the coachee feels coerced to participate. Thus, coaching should be seen as a benefit which is targeted at developing people's potential rather than an intervention that for failing performers. Similarly, in sports, it is believed that elite athletes have a number of coaches and that no high performing athletes achieve best results without coaching. This may imply that no single individual is perfect and hence everyone needs a further touch to achieve acceptable and undisputed performance.

Coaching is believed to have positive outcomes not only for the practitioners but also for the performance especially in areas of sports, academics and employment among others (Dougherty et al., 2013). The study contends that managers who are coached are more likely to set goals, consult with senior colleagues to aid organizational improvement as well as having an improved on the job performance. Similarly, coaching interventions have been reported to increase workplace wellbeing, reduce depression and stress, help staff deal with organizational change, improve communication between staff as well as increasing the competitiveness of organizations (Oconor & Caranagh, 2013). This implies that if well executed, coaching has immense tangible benefits to the organization.

Coaching is believed to be helpful in supporting the consolidation of and implementation of new learning and training (Losch et al., 2016). Therefore, employees may hardly deliver effectively if they relied on knowledge acquired in training institutions yet with a little a coaching, productivity and performance will positively improve.

In considering the effect of coaching on organizations, the most frequent focus has been put on the potential of coaching to enhance leadership skills behaviour which is usually assessed by ratings of workers, peers and managers. For example, Perkins (2009) examined the impact of coaching on leadership skills behaviour in organizations and found that receipt of coaching significantly improves leadership skills and positively influences performance. This Implies that with coaching, the shaped behaviour of leaders will also enhance the behaviour and attitude of employees which in turn triggers high performance.

2.3.2 Staff Mentoring and Employee Performance in Organizations

Mentoring is where a more skilled employee is intentionally partnered with a less skilled employee to enable the less skilled employee achieve a pre-agreed set of competencies within the organization (Taruru, Keriko, Ombui, Karanja and Tirimba, 2015). As a result, employees are able to continuously have skilled workforce even as part of the more experienced labour force retires. The researcher filled the research gap by examining how staff mentoring was conducted in BoA-Uganda and its contribution to employee performance.

According to Tolan, Henry, Schoeny, Lovegrove and Nichols (2014), effective mentoring not only enhances professional development but also a targeted intervention for children and the young people and thus one of the most widely used approaches in promoting aggression and delinquency among the youth. The general processes of mentoring are the same regardless of the context since it involves one individual helping, guiding and offering assistance another more junior individual. Further still, while youth mentoring takes place in the form of a more formalized program, the strength of the evidence lends itself to considering the usefulness of this approach with other groups (Rochford & Morgan, 2017). The current study presents the different ways in which mentoring has been conducted at Bank of Africa Uganda.

Mentoring is believed to assist in knowledge transfer within an organization and also vital as a targeted intervention to support staff during or when someone is newly appointed, implementing a new innovation or applying evidence to a practice (Bryant & Terborg, 2008). The study findings seem to suggest that for effective performance, staff should be adequately mentored to enhance their sills and ability to perform. This in turn triggers unequalled levels of organizational performance.

According to Melnyk (2007), mentoring is positively related with career development, improved self–confidence as well as improvement in implementation potential of new innovations. Mentoring results into increased personal and professional satisfaction. This is because mentoring comes with unmatched levels of enthusiasm for achievement of better results. Relatedly, Melnyk (2007) conquers that lack of a mentor may be perceived a barrier to career progression. Thus, mentoring plays a vital role in enabling individuals build and enhance their professional networks through exposure while at the same time challenging the individual staff to be achievers.

Further, according to Rochford and Morgan (2017), mentoring can be used as a form of socialization helping a new graduate or a newly appointed employee adapt to norms and expectations of the workplace and their profession. Relatedly, peer mentoring has been found to be helpful for front line practitioners especially the medial workers and educators and that this results into increased productivity, enthusiasm as well as improved leadership skills ability (Bryant & Terborg, 2008). The above study by Rochford and Morgan (2017) seems to link mentorship with only new employees and hence the current study filled this gap by finding out the effect of mentoring on employee performance at Bank of Africa Uganda.

Furthermore, mentoring initiatives have been linked to helping organizations execute succession planning & enhance employee retention and that distance mentoring or e–mentoring over the email or skype can be to practitioners working in isolated settings, working in non–social shift hours in rural areas as well as those in geographically disadvantaged areas (Rochford & Morgan, 2017).

Wallen, Mitchell, Melnyk, Fineout-Overholt, Miller-Davis, Yates, and Hastings (2010) state that if well performed, mentoring can help improve the feelings of organizational support staff, assist in managing stress for graduates and also help in preventing burnouts. This in turn translates into high levels of staff retention and hence increased productivity and performance. The current study filled the research gap by understanding the effect of mentorship on employee performance at Bank of Africa Uganda.

Relatedly, Wallen et al. (2010) and Baranik et al. (2010) concluded that there is an association between formal mentoring and group cohesion which in turn is associated with better staff retention and improved organization performance and as such mentoring may result into more satisfactory outcomes when the mentors themselves have had a major input into the design of the programme (Hobson, Ashby, Malderez, & Tomlinson, 2009). The current study examined the effect of mentorship on employee performance at Bank of Africa Uganda.

Strands and Bosco (2009) submit that mentoring does not only benefit one party. They further observe that mentors too realize increased professional satisfaction, feelings of reward and opportunity for knowledge transfer with the mentee. The practice offers mentors a valuable. opportunity for self-reflection regarding their own practice including the insights into career progression. Further, McGeorge and Stone (2010) observe that mentoring sometimes comes at a cost to the mentor who may incur both a time cost as well as an emotional cost. They advise that for organizations considering mentoring as an initiative, it is imperative that there are organizational level monitoring measures in place such as anonymous mentor feedback surveys, support systems including mentor network meetings so as to ensure appropriate safeguards are in place to support ongoing developments. The current study bridged the knowledge gap by examining the effect of mentorship on employee performance at Bank of Africa Uganda.

2.3.3 Result-Orientation and Employee Performance in Organizations

Ha-Vikström (2017) defines a result-oriented way of leadership as one where a leader mainly focuses on meeting organizational goals with little or no effort put in building relationships with his subordinates. The researcher therefore examined how result-orientation is practiced by leaders at BoA-Uganda in Kampala Region and its consequent effect on employee performance.

The advantage of result-orientation leadership skills is that it ensures that deadlines are met and jobs are completed, and it is especially useful for team members who do not manage their time well. Additionally, leaders with result-orientation skills tend to exemplify a strong understanding of how to get the job done, focusing on the necessary workplace procedures and delegating work accordingly to ensure that everything gets done in a timely and productive manner (Griffin, Parker, & Mason, 2010). The current study understood that result-orientation is practised by leaders at Bank of Africa Uganda which has resulted into a significant effect on employee performance.

Result-oriented leadership skills is characterized by leaders developing goals that are highly challenging for the followers. Leaders do this because they expect the followers to perform at their best levels. At Bank of Africa, it was revealed that leaders conduct performance appraisals with staff, in which result-orientation skills are exercised to assign tasks to the employees. It is therefore necessary for leaders to exercise their leadership skills effectively in a bid to bring about increased employee performance in an organisation for instance at Bank of Africa Uganda.

Fayyaz, Naheed, and Hasan (2014) examined the effect of result orientation and relational leadership skills on employee performance and the moderating impact of communicator competence using a sample of 200 employees. The results indicated that there is a strong positive and significant association between supervisors' communication competence, task orientation and relational leadership skills styles with employee performance. Further, the results indicated that communication competence fails to moderate the relationship between result-orientation leadership skills and employee performance an recommends that organizations need to combine relational leadership skills and communication competence to ensure high levels of performance.

The Michigan studies support the relevance of both result-orientation behaviour and relational behaviour observing that in result-oriented leadership skills, the key functions are planning, scheduling, coordinating work and activities to subordinates and also provision of technical assistance by managers, (Yukl, 2010). On the other hand, relational leadership skills empower managers to be more supportive and helps towards the subordinates; the managers show trust, confidence and act friendly including understanding the problems of subordinates. The current study focused on the effect of result-orientation, staff coaching and mentoring on employee performance at Bank of Africa Uganda. Relational leadership skills were therefore not examined in this study.

Den Hartog and Belschak (2012) submits that if subordinates are unable to understand the leaders' requirements regarding tasks and goal achievement, chances of inefficiency are high and that the quality of communication is of key importance for better consideration of tasks and goals for better outcomes. The current study found that result-orientation had a significant effect on employee performance at Bank of Africa Uganda.

Relatedly, Yen and Lee (2011) add that result-orientation leadership skills are an important management function to maximize efficiency and achieve organizational goals that are achieved with the help of the work force. This implies that every staff must be well aware of the expectations of their respective employers and execute tasks efficiently and subsequently aid achievement of objectives of their respective organizations. The current study found that result-orientation had a significant effect on employee performance at Bank of Africa Uganda. This is because all the set targets and goals were spelled out during the performance appraisal of the employees by their leaders.

Othman, Hamzah, Abas, and Zakuan (2017), investigated the influence of leadership skills on employee engagement and the moderating effects of the communication styles. Using multiple regressions, the results indicate that employee orientation leadership skills is a significant predictor of employee engagement and that joining the communication style significantly moderates the relationship between production orientation and employee engagement. Therefore, leaders who emphasize production should use joining communication style so that employee engagement can be optimized. The current study looked at Bank of Uganda regulatory policy and not communication style since it is already embedded in each of the leadership skills exhibited by leaders at Bank of Africa Uganda.

Tabernero, Chambel, Curral, and Arana (2009) examined the role of result-orientation versus relational oriented leadership skills in relation to the development of normative contracts and group performance. The results indicated that leaders' behaviour influence the development of normative contracts, group processes and performance and that both result-orientation and relational orientation behaviour had a positive influence on both development of transactional and relational normative contracts respectively. The current study did not dwell on relational orientation leadership skills but rather examined the effect of result-orientation leadership skills on employee performance at Bank of Africa Uganda.

Relatedly, Lumbasi, Ouma, and K'Aol, (2016) investigated the effects of leadership skills on the performance of senior managers of the company of the year award winning companies for the period 2010–2013 in Kenya. Adopting a descriptive correlational design, the results indicated that applying result-orientation leadership skills has a significant positive relationship on employee performance and subsequently on organizational performance. The current study employed a cross-sectional research design with correlation and multiple linear regression analyses contrary to the above study hence adding new knowledge. Consequently, result orientation leadership skills had a significant positive effect on employee performance at Bank of Africa Uganda.

2.4 Summary of Literature Review

The reviewed studies had a number of research gaps: In the first instance, most of these studies focused on leadership styles and organizational performance unlike this study which focused on the effect of leadership skills on employee performance. In addition, these studies were done at least five years ago indicating the need for the current study at BoA-Uganda in Kampala region.

Some of these studies, for example Yukl (2010) did their studies in Michigan of United States of America which is a developed country. The working conditions, leadership skills and employee performance in Michigan are different from those of BoA-Uganda in Kampala region which is situated in Uganda as a developing country.

Whereas a number of studies reviewed had adopted a qualitative analysis on the effect of leadership skills on employee performance, for example Rochford and Morgan (2017), the current study provided a more detailed analysis using both the quantitative and qualitative study approach.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. Key aspects are; research design, area of study, study population, sample size, sampling techniques, data collection methods and instruments, quality control methods, data analysis techniques, ethical considerations and limitations of the study.

3.1 Research Design

A Cross Sectional Survey design was considered for this study with a mixture of quantitative and qualitative data collection methods. According to Kothari (2004), a cross sectional survey design is the collection of data mainly using questionnaires or structured interviews to capture quantitative or qualitative data at a single point in time. Cross sectional survey design was chosen because it was time saving and was cheap financially because the researcher went to the field once (Frechtling, 2002).

The study utilized both qualitative and quantitative approaches in the collection of the data. Quantitative approach enabled the researcher to gather quantifiable facts for the study while the qualitative approach helped in attaching detailed meaning to the outcome of the quantitative approach (Amin, 2005).

3.2 Area of Study

Following the rule of the thumb, the study was conducted at Bank of Africa Uganda specifically in 9 out of 18 branches within Kampala region. These branches included; Kawempe, Kololo, Ntinda, Nakivubo, Wandegeya, Park, Kampala road, Equatorial and Main

Branch. This study area was appropriate because of a high usage of banks by people staying and working in the region. Most government ministries, departments, agencies as well as non-governmental organisations are situated in Kampala region and hence Bank of Africa Uganda targets such customers. BoA Uganda employees were tasked with a responsibility of serving their customers satisfactorily in all the bank branches within Uganda.

3.3 Study Population

The study population comprised of 250 employees in the 9 selected branches of Bank of Africa Uganda within Kampala region (BoA HR records, 2019). The bank employees included; Branch Managers, Operations Managers, heads of business, heads of marketing, branding officers, Customer relationship officers, Tellers, Sales team members (account opening staff), Loan officers and human resource officers. Employees at Bank of Africa Uganda were chosen because they were knowledgeable about their performance and the leadership skills exhibited by their managers and supervisors.

3.4 Sample Size and Sampling Techniques

A sample size and sampling techniques that was considered for the study is presented below.

3.4.1 Sample Size

A sample of 152 out of 250 BoA-Uganda employees in 9 branches with in Kampala region were considered for the study. The samples were determined using 1970 Krejcie and Morgan technique table (Krejcie & Morgan 1970) as shown in Appendix IV. This technique provides a sample size in terms of standard numbers arising from a given population. Table 3.1 presents the sample size of the respondents and the sampling techniques that were used.

Table 3.1: Sample selection of respondents and procedure used

Category	Population	Sample	Sampling techniques
Managers (Branch, Operations, business, marketing)	36	18	Purposive sampling
Sales team	62	47	Simple random sampling
Loan officers	57	33	Simple random sampling
Tellers	57	28	Simple random sampling
Customer relations officers	26	14	Simple random sampling
HR staff	12	12	Simple random sampling
Total	**250**	**152**	

Source: Adopted from BoA-Uganda Human Resource Records (2019).

3.4.2 Sampling Techniques

The study adopted simple random sampling and purposive sampling techniques in the selection of the study respondents during data collection. Simple random sampling was employed to select; 47 out of 62 sales team, 33 out of 57 loan officers, 28 out of 57 tellers, 14 out of 25 customer relations and 12 out of 12 Human Resource staff in 9 branches for Bank of Africa within Kampala region. This procedure gave an equal chance to all respondents in being considered for the study. A list of BoA-Uganda employees was obtained from the Human Resource Manager and it was used as a sampling frame. Random numbers were generated in Microsoft excel to select the names of BoA-Uganda employees that participated in the study. Simple random sampling procedure was used because of the availability of sampling frame and it minimized sampling bias (Mugenda & Mugenda, 2003).

On the other hand, purposive sampling technique was used to select 18 out of 36 managers in 9 branches of Bank of Africa within Kampala region. They included; Branch Manager, Operations Manager, head of businesses, head of marketing, branding officer and Customer relationship officer. Purposive sampling is a technique in which a researcher identifies the respondents that he or she deems appropriate to provide the required responses for the study. This technique was appropriate in interviewing the targeted managers in 9 Bank of Africa branches in Kampala region in a short time (Sekaran 2010). Bank of Africa managers were selected purposively for the study because they were knowledgeable about leadership skills and how it affected employee performance.

3.5 Sources of Data

Both primary and secondary data was collected for the study.

3.5.1 Primary Data

Primary data was gathered by administering a questionnaire and interview guide to employees of Bank of Africa in 9 branches within Kampala region. This data provided up-to-date information on the leadership skills currently portrayed by the leaders at Bank of Africa Uganda and its effect on employee performance.

3.5.2 Secondary Data

Secondary data was gathered from Bank of Africa annual report 2019 and the employee appraisal reports for 2019. This data provided additional information on employee performance as well as the different leadership skills exhibited by the leaders at Bank of Africa Uganda.

3.6 Data Collection Methods and Research Instruments

Data collection methods employed during the study included; questionnaire survey, interview and document review (Amin 2005). Following the three methods, the following research instruments were used during data collection; questionnaire, interview guide and document review checklist.

3.6.1 Questionnaire Survey

Questionnaire survey refers to a method where a set of questions on a form are asked to a group of persons who are deemed to have particular information required by a particular researcher (Amin 2005). The questionnaire used was close-ended and it was in English since it targeted Bank of Africa employees that were literate. According to Kothari (2004), questionnaires are free from interviewer's bias because the responses represent customers perceptions.

A questionnaire instrument was used in collecting quantitative data by administering it among employees at BoA-Uganda who included; the sales team, loan officers, tellers, customer relations officers and the human resource staff. The questionnaire was used in this case because it generated a lot of information from a large number of respondents in a short period of time (Mugenda & Mugenda 2003).

3.6.2 Interview

An Interview is a friendly fact-finding conversation formulated in question form between a researcher and a respondent. An interview was key in this study because it was enriched with a lot of information from the respondents (Mugenda & Mugenda 2003). This method was appropriate because it encouraged probing for deeper information from the respondents which was very useful in generating the study findings.

An interview guide instrument was used in collecting qualitative data by administering a set of questions to managers at Bank of Africa managers branches in Kampala region in Kampala region (Appendix II). According to Amin (2005), administering an interview guide generates in-depth information necessary for the study especially through probing. The study interview guide was therefore structured with probing questions and statements to generate in-depth information from the respondents.

3.6.3 Document Review

Document review is a process of analysing books and other documentation to answer the study objectives (Kothari 2004). The information collected was used to supplement the questionnaire survey and interviews in generating the study findings on the effect of leadership skills on employee performance at the Bank of Africa branches in Kampala region (Kothari 2004).

A document review checklist instrument was employed in the extraction of relevant information for the study from various existing documents (Appendix III). The document review checklist was structured with key documents to inform the study They included: Bank of Africa Annual reports, Bank of Africa Human resource records, employee appraisals, academic reports as well as journal articles.

3.7 Quality Control Methods

The researcher ensured that the research instruments were both valid and reliable by undertaking a number of procedures as elaborated below.

3.7.1 Validity

According to Farnpan (2008), validity is concerned with how accurately the data obtained in the study represents the variables under study. In this study, the researcher assessed the validity by giving the instruments to 3 experts including the academic supervisor. These experts were asked to rate each item of the instruments as “relevant” or “irrelevant” to the study. The ratings of the 3 experts were thereafter computed and a Content Validity Index (CVI) established as below;

$$CVI = \frac{\text{No. of items rated relevant (R)}}{\text{Total no. of items(R+IR)}}$$

Where; R is Relevant and IR is Irrelevant.

The results of the computation are presented in Table 3.2.

Table 3.2: The Content Validity Index (CVI) for the Research

Questionnaire Section	Number of items	Experts	Content Validity Index
Staff Coaching	10	3	0.740
Staff Mentoring	10		0.832
Result-orientation	10		0.750
Employee Performance	10		0.869
Total	**40**		**0.798**

Source: Field Data., 2020.

According to Amin (2005), for the instrument to be accepted as valid it should have a CVI of 0.7 or above. A Content Validity Index of research instrument was generated from the computations (staff coaching=0.740; staff mentoring=0.832; result-orientation=0.750 and employee performance=0.869). The total CVI was 0.798 that is above 0.7 indicating that the research instruments were valid for the study.

3.7.2 Reliability

Reliability was determined by piloting the research instruments at Diamond Trust Bank (DTB) Kampala road branch. Piloting was aimed at assessing comprehensiveness, sentence construction and language clarity of research instruments.

Cronbach alpha coefficient reliability test was undertaken to find out the reliability of instruments using Statistical Package for Social Scientists (SPSS) as shown in Table 3.3.

Table 3.3: The Cronbach Alpha Coefficients (CAC) of Internal Consistency

Questionnaire Section	Number of Items	Cronbach Alpha Coefficient
Staff Coaching	10	0.736
Staff Mentoring	10	0.718
Result-orientation	10	0.811
Employee Performance	10	0.825
Total	**40**	**0.773**

Source: Field Data., 2020

From the findings, Cronbach Alpha coefficient for the questionnaire items were computed (staff coaching=0.736; staff mentoring=0.718; result-orientation=0.811 and employee performance=0.825). The Total CAC was 0.773 which is above the recommended threshold of 0.7 for a reliable research instrument (Mugenda and Mugenda, 2003).

3.8 Data Analysis and Presentation

Both quantitative and qualitative data were analyzed after entering data collected from the field.

3.8.1 Quantitative Data Analysis

Statistical Package for Social Scientists (SPSS version 26) was used in the analysis of quantitative data. Quantitative data was analysed using descriptive and inferential statistics. Descriptive statistics for background characteristics of respondents and Likert scale variables were generated using mean, standard deviation, frequency distributions and percentages. The results were presented using frequency distribution tables, pie-charts and bar graphs. For Likert scale, data means below 3.5 implied disagreement, while data means of 3.5 and above implied agreement with the variable statements under analysis (Mugenda and Mugenda, 2003). Inferential statistics were generated using Pearson Correlation Coefficient and multiple linear regression analyses to find out the effect of leadership skills on employee performance at Bank of Africa Uganda.

Pearson correlation coefficient (r) was interpreted following the size and direction (positive or negative) of the effect as follows: The Pearson correlation coefficient values range from -1 to +1. The size of the value of the Pearson correlation coefficient is interpreted based on the range in which it lies as illustrated; values of 0.0 to 0.5 represent a small or weak negative effect, 0.5 to 0.7 is a medium or moderate effect and 0.7 to 1.0 is a large or strong effect (Walpole & Myers., 2012).

On the other hand, multiple linear regression analysis was undertaken to establish the predictive capability of leadership skills on employee performance at Bank of Africa Uganda. Beta coefficients on the effects of staff coaching, staff mentoring and result-orientation on employee performance were performed. The size of the coefficients (0.0-0.5 as weak effect; 0.5-0.7 as moderate effect; and 0.7-1.0 as strong effect) and sign (positive or negative) were followed during interpretation of the findings (Walpole & Myers., 2012).

3.8.2 Qualitative Data Analysis

Thematic and content analysis was conducted out of the qualitative data collected from the field. Thematic approach was used to analyse data where themes, categories and patterns were identified in order to complement the quantitative study findings.

On the other hand, content analysis involved editing and reorganisation of qualitative data into meaningful shorter sentences. All the findings were reported in verbatim using quotation marks (Golafshani, 2003).

3.9 Ethical Considerations

The researcher presented an introductory letter from Uganda Martyrs Nkozi University to the Human resource manager at BoA-Uganda Head office requesting for permission to collect data in different branches of Kampala region. The approval letter obtained from the Human resource manager was then presented to the branch managers in the 9 branches of BoA Uganda within Kampala region for permission to collect data.

The aspects of confidentiality, voluntary participation and informed consent were given special consideration during data collection. Francey & Weitz, (2003) assert that ‘‘prospective research participants should be fully informed about the procedures and risks involved in research and must give their consent to participate.’’

Questionnaires were designed in such a way that they did not mention the name of the respondents and also a statement emphasizing strict confidentiality with which data was treated was expressly stated in the questionnaire and responding was optional. Further, all information read and summarized from other writings was acknowledged to avoid plagiarism.

Finally, only direct speech and quotations were used in report writing in a bid to ensure confidentiality. The final report did not possess the names of respondents or even employee positions at Bank of Africa.

3.10 Limitations of the Study

The researcher faced a number of challenges during data collection as explained;

There was a likelihood of non-response errors during data collection. The researcher however increased on the targeted bank branches from 6 to 9 in Kampala region in a bid to minimize the non-response errors in the study.

The researcher received incomplete information from the respondents as a result of the busy schedules by the Bank of Africa employees. This limitation was however overcome by leaving behind the questionnaires to the bank employees who were too busy to respond to the study. These questionnaires were picked later after being filled at a convenient time of the respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The study findings and the interpretation of results on the effect leadership skills and employee performance at BoA-Uganda are shown below. This chapter also presents the response rate, background information of the respondents, descriptive statistics, correlations and regression analysis results. The response rate in the whole study is explained in Table 4.1.

4.1 Response Rate

Table 4.1 presents the response rate for the study done on leadership skills and employee performance at BoA-Uganda.

Table 4.1: Response Rate of the Respondents

Category	Respondents		Response rate (%)
	Targeted	Achieved	
Managers	18	18	10.0
Sales team	47	38	80.9
Loan officers	33	29	87.9
Tellers	28	25	89.3
Customer relations officers	14	09	64.3
HR staff	12	6	50.0
Total	**152**	**125**	**82.2**

Source: Field Data., 2020.

The study received a high response rate of 82.2% from Bank of Africa staff in 9 branches within Kampala region. These Branches include; Kawempe, Kololo, Ntinda, Nakivubo, Wandegeya, Park, Kampala road, Equatorial and Main Branch. According to Amin (2005), a response rate of 70% and above is adequate for a representative study hence the current study with a response rate of 82.2% was adequate.

4.2 Background Information of the Respondents

The background information of the respondents who participated in the study is presented below.

4.2.1 Percentage Distribution of Respondents by Gender

Figure 4.1 presents the percentage distribution of respondents (sales team, loan officers, tellers, customer relations offers and HR staff) who responded to the questionnaire survey by gender.

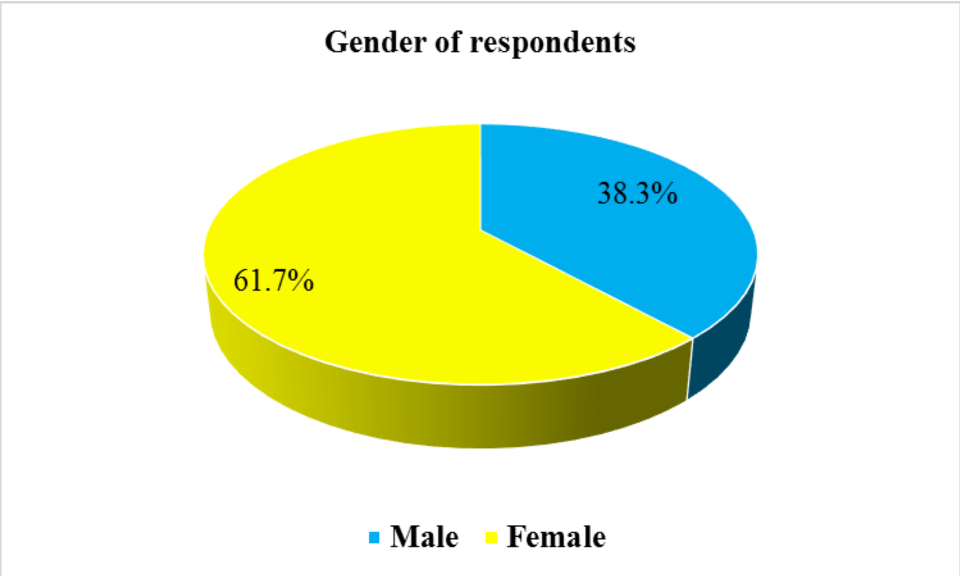


Figure 4.1: Percentage distribution of respondents by Gender
Source: Field Data., 2020.

Figure 4.1 reveals that most of the respondents were females (61.7%, 66 out of 107). On the other hand, there were 41 men out of 107 (38.3%) who participated in the study. This shows that the BoA-Uganda employment policy is in line with the government policy of ensuring gender equality in all sectors of the economy.

4.2.2 Percentage Distribution of Respondents by Age Group

Table 4.2 presents the percentage distribution of respondents by age group at Bank of Africa Uganda.

Table 4.2: Percentage Distribution of Respondents by Age Group

Age group of the respondent	Frequency	Percentage (%)
18-25 Years	37	34.6
26-35 Years	45	42.1
36-45 Years	18	16.8
46+ Years	7	6.5
Total	**107**	**100.0**

Source: Field Data (2020).

The findings indicate that most of the study respondents were aged 26-35 (42.1%) followed by those aged 18-25 (34.6%) and 36-45 years (16.8%) respectively. Few of the respondents were aged 46 and above (6.5%) as shown in Table 4.2. There were many youths staff aged 26-35 probably due to the need for BoA-Uganda to inject new ideas and enthusiasm in its operations which is usually common among youthful employees.

4.2.3 Percentage Distribution of Respondents by Educational Level

Figure 4.2 presents the percentage distribution of respondents by their educational level at BoA-Uganda.

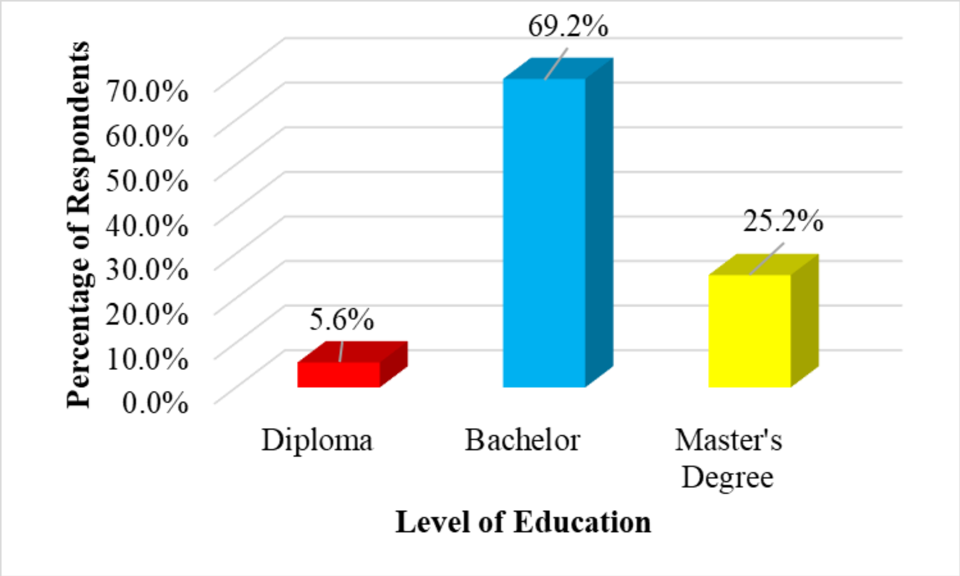


Figure 4.2: Percentage distribution of respondents by Educational Level
Source: Field Data., 2020.

The study findings show that majority of the BoA-Uganda employees that responded to the questionnaire had attained a Bachelor's degree (69.2%, 74 out of 107) followed by those with Master's degree (25.2%, 27 out of 107) respectively. Only 6 study respondents working at BoA-Uganda had attained Diploma education (5.6%) as shown in Figure 4.2. It can be observed that most of the employees of BoA-Uganda had at least a bachelor's degree which probably explains why the leaders at BoA-Uganda practice various leadership skills because of the varying educational levels attained by the employees.

4.2.4 Percentage Distribution of Respondents by Position held

Table 4.3 presents the percentage distribution of respondents by position held at BoA-Uganda.

Table 4.3: Percentage Distribution of Respondents by Position held

Position held	Frequency	Percentage (%)
Sales Team	35	32.7
Loans officers	19	17.8
Tellers	20	18.7
Customer Relations	28	26.2
Human Resource Staff	5	4.7
Total	**107**	**100.0**

Source: Field Data (2020).

The results revealed that most of the study respondents were part of the sales team (32.7%) followed by customer relations (26.2%) and tellers (18.7%) respectively. A few of the respondents were loans officers (17.8%) and human resource staff (4.7%) as shown in Table 4.3. This shows that the study respondents were selected from various departments within branches of BoA-Uganda which minimized bias in the study.

4.2.4 Work Experience at Bank of Africa Uganda

The study respondents in the questionnaire survey were asked the duration they had worked at BoA-Uganda and the findings are presented in Figure 4.3.

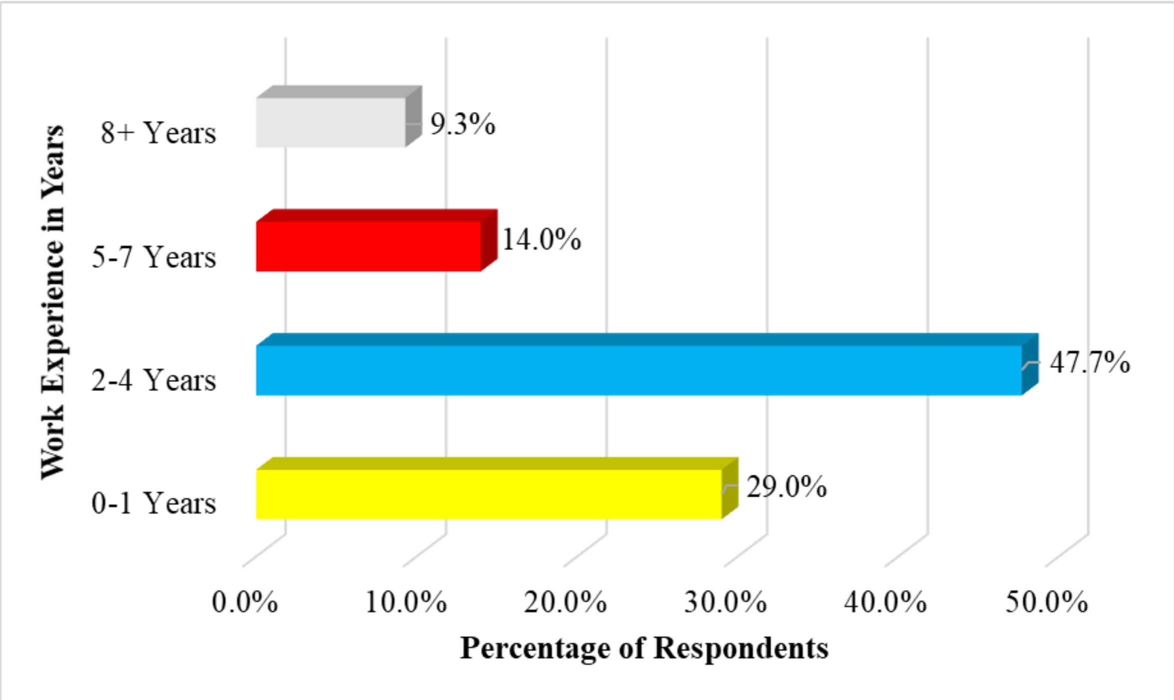


Figure 4.3: Percentage distribution of respondents by Work Experience

Source: Field Data (2020).

Results in Figure 4.3 indicate that majority of the study respondents had worked in BoA-Uganda for 2-4 years (47.7%, 51 out of 107). These were followed by those who had worked at BoA-Uganda for 0-1 year (29.0%, 31 out of 107). Also, a significant number of BoA-Uganda employees had worked for 5-7 years (14%, 15 out of 107) and 8+ years (9.3%, 10 out of 107) respectively.

4.3 Descriptive Statistics on Leadership Skills and Employee Performance at BoA-Uganda

This section presents the descriptive statistics on staff coaching, staff mentoring, result-orientation and employee performance at Bank of Africa Uganda. Descriptive statistics in terms of mean, standard deviation, frequencies and percentages were computed to describe the data variables.

The findings are presented following a Likert scale as indicated; *SD=Strongly Disagree, D= Disagree, U=Uncertain, A= Agree* and *SA= Strongly Agree.* Means below 3.5 implied disagreement, while data means of 3.5 and above implied agreement with the variable statements under analysis (Mugenda and Mugenda, 2003). The results from quantitative data were triangulated with data from qualitative study.

4.3.1 Views of respondents on Staff Coaching at Bank of Africa Uganda

Table 4.4 presents the views of respondents on staff coaching at Bank of Africa Uganda.

Table 4.4: Views of respondents on Staff Coaching at Bank of Africa Uganda

Views of respondents on Staff Coaching	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std
My supervisor encourages strong participation in any new activities	0.9	5.6	1.9	66.4	25.2	**4.1**	0.8
The supervisor allows me to ask as many questions as I can	3.7	3.7	5.6	65.4	21.5	**4.0**	0.9
Team coaching encourages group problem solving	24.3	18.7	2.8	37.4	16.8	3.0	1.5
Managers take training of employees as first priority	34.6	10.3	3.7	36.4	15	2.9	1.6
The coaching team is committed to the instructional needs of the supervisor	14.0	13.1	6.5	50.5	15.9	3.4	1.3
The coaching team is committed to employee's needs	37.4	15	2.8	39.3	5.6	2.6	1.5
My supervisor bases on the comments in my appraisal to help me perform	9.3	9.3	10.3	57.0	14.0	**3.6**	1.1
Supervisors provide guidance and constructive feedback.	38.3	7.5	1.9	43	9.3	2.8	1.5
I receive feedback on tasks accomplished from my supervisor	5.6	15	2.8	60.7	15.9	**3.7**	1.1
My Supervisors provides clearer instructions with little option for variation or creativity	20.6	15.0	5.6	44.9	14.0	3.2	1.4
Grand Mean						**3.3**	1.3

Source: Field Data (2020).

Results in Table 4.4 reveal that out of the 10-variable statements that respondents were asked on staff coaching at BoA-Uganda, only 6-variable statement had data mean below 3.5 while 4 variable statements had data means above 3.5. Based on the scale of 1-Strongly Disagree to 5-Strongly Agree, any data mean of above 3.5 indicates support of the existence of the variable used to explain staff coaching at BoA-Uganda.

To this end therefore, the study results reveal that majority of the respondents disagreed that staff coaching was practised at BoA-Uganda. This is because 7 out of 10 variable statements had data mean below 3.5. The findings therefore seem to reject the statistical claim that there was staff coaching at BoA-Uganda given that majority of the data means were below a threshold of 3.5. This is confirmed by the following statements: Team coaching encourages group problem solving (mean=3.0; Std=1.5). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.5; Managers take training of employees as first priority (mean=2.9; Std=1.6). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.6; The coaching team is committed to the instructional needs of the supervisor (mean=3.4; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3; The coaching team is committed to employee's needs (mean=2.6; Std=1.5). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.5; Supervisors provide guidance and constructive feedback (mean=2.8; Std=1.5). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.5; and My supervisor provides a clearer step by step instructions with little option for variation or creativity (mean=3.2; Std=1.4). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.4.

On the other hand, 4-variable statement seemed to accept the statistical claim that there was staff coaching at BoA-Uganda given that their data means were above 3.5. These variable statements are; My supervisor encourages strong participation in any new activities (mean=4.1; Std=0.8). The variation of the responses from the respondents on this statement was small at a standard deviation of 0.8; The supervisor allows me to ask as many questions as I can (mean=4.0; Std=0.9). The variation of the responses from the respondents on this statement was small at a standard deviation of 0.9; My supervisor bases on the comments in my appraisal to help me perform (mean=3.6; Std=1.1). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.1; and I receive feedback on tasks accomplished from my supervisor (mean=3.7; Std=1.1). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.1.

On the overall, given that the grand mean was below 3.5 out of a 5-point scale (grand mean=3.3), it implies that majority of the respondents disagreed that staff coaching was practised at BoA-Uganda. The respondent's views were far apart from each other at a standard deviation of 1.3.

The qualitative study findings reveal that staff coaching is inadequate at BoA-Uganda as elaborated by one of the key informants thus:

> *At Bank of Africa Uganda, we have many branches scattered through-out Kampala region but the staff in each branch are usually few and yet the work is enormous. Each branch has an average of 2 tellers. Now, if you take away one of them or subject him or her for coaching, the branch will be overwhelmed with work and customers will complain bitterly. Due to such reasons, most of our staff are left to attend to customers and they are rarely coached. Everybody minds on his or her business.* **TUY, Main Branch, BoA-Uganda. 19th March 2020.**

4.3.2 Views of respondents on Staff Mentoring at Bank of Africa Uganda

Table 4.5 presents the views of respondents on staff mentoring at Bank of Africa Uganda.

Table 4.5: Views on Staff Mentoring at Bank of Africa Uganda

Views of respondents on Staff Mentoring	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std
My supervisor values ongoing learning and growth for employees	7.5	15.9	0.0	57.0	19.6	**3.7**	1.2
My supervisor is willing to share skills, knowledge and expertise	6.5	11.2	0.9	54.2	27.1	**3.8**	1.1
My supervisor sets and meet ongoing personal and professional goals of BoA-Uganda	22.4	19.6	4.7	39.3	14.0	3.0	1.4
We usually have skill-building programmes	17.8	12.1	2.8	42.1	25.2	3.4	1.4
My supervisor delegates work to employee	2.8	7.5	2.8	65.4	21.5	**4.0**	0.9
My work is well aligned with the bank's objectives	18.7	26.2	2.8	40.2	12.1	3.0	1.4
My supervisor reviews report and make comments	8.4	14.0	3.7	56.1	17.8	**3.6**	1.2
My supervisor values the opinions and initiatives of others	21.5	26.2	7.5	35.5	9.3	2.9	1.4
My style of work has improved in BoA-Uganda	12.1	18.7	15.0	37.4	16.8	3.3	1.3
Mr supervisor knows the capabilities of the employees	15.9	11.2	6.5	53.3	13.1	3.4	1.3
Mean of Means						**3.4**	1.3

Source: Field Data (2020).

It was found out that out of the 10-variable statements asked to respondents about staff mentoring at BoA-Uganda, 6-variable statements had data mean below 3.5 while 4-variable statements had data means above 3.5.

The study results therefore reveal that majority of the respondents disagreed that there was staff mentoring at BoA-Uganda as evidenced by majority 6-variable statements with data means below 3.5. The findings seem to reject the statistical claim that staff mentoring was practised at BoA-Uganda as evidenced by: My supervisor sets and meet ongoing personal and professional goals of BoA-Uganda (mean=3.0; Std=1.4). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.4; We usually have skill-building programmes (mean=3.4; Std=1.4). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.4; My work is well aligned with the bank's objectives (mean=3.0; Std=1.4). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.4); Supervisors value the opinions and initiatives of others (mean=2.9; Std=1.4). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.4; My style of work has improved in BoA-Uganda (mean=3.3; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3 and My supervisor knows the capabilities of the employees (mean=3.4; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3.

However, there were 4–variable statements that seemed to accept the statistical claim that staff mentoring was practised at BoA-Uganda. This is because their data means were above 3.5 as indicated thus: My supervisor values ongoing learning and growth for employees (mean=3.7; Std=1.2). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.2; My supervisor is willing to share skills, knowledge and expertise (mean=3.8; Std=1.1). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.1; My supervisor delegates work to employees (mean=4.0; Std=0.9). The variation of the responses from the respondents on this statement was small at a standard deviation of 0.9; and My supervisor reviews reports and makes comments (mean=3.6; Std=1.2). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.2.

The grand mean of 3.4 indicates that majority of the respondents disagreed that there was staff mentoring at BoA-Uganda. The respondent’s views were far apart from each other at a standard deviation of 1.3.

In line with the quantitative study findings above, staff mentoring was reportedly uncommon at Bank of Africa Uganda due to high levels of employee turnover as elaborated below thus:

> *Most of our employees are new in our branch due to high staff turnover and so staff mentoring has not been possible. Most employees seem not to focus on long term career in banking and at the same time, a few of the senior banking that we have remained with do not take mentoring as a serious venture because of thinking that the employees mentored will leave the bank in a few years ahead.* **UIY, Kawempe Branch, BoA-Uganda. 20th March, 2020.**

Although the above findings reveal that staff mentoring is not regularly practices at BoA-Uganda, a key informant revealed that staff mentoring was key in one of the bank branches as elaborated thus:

> *We have one on one interactions with our immediate supervisors where they share their personal experiences in banking. Others offer advice on the mode of conduct and which career paths one should take to advance to greater positions at BoA-Uganda.* **ABZ, Equatorial Branch, BoA-Uganda. 18th March, 2020.**

4.3.3 Views of respondents on Result-orientation at Bank of Africa Uganda

The views of respondents on result-orientation at Bank of Africa Uganda are shown in Table 4.6.

Table 4.6: Views of respondents on Result-orientation at Bank of Africa Uganda

Views of respondents on Result-orientation	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std
My supervisor plans ahead of time for the activities	0.9	4.7	2.8	70.1	21.5	**4.1**	0.7
BoA-Uganda has a framework for achieving its planned results	0.9	2.8	3.7	62.6	29.9	**4.2**	0.7
BoA-Uganda plans for goals it wishes to achieve over time	12.1	38.3	2.8	32.7	14	3.0	1.3
My supervisor is strict on deadlines	41.1	8.4	0.9	35.5	14	2.7	1.6
My reports are always worked on time	26.2	17.8	5.6	38.3	12.1	2.9	1.5
My supervisor always reminders me about submission days	21.5	22.4	2.8	34.6	18.7	3.1	1.5
My supervisor communicates his expectations to staff well	3.7	9.3	0.0	60.7	26.2	**4.0**	1.0
Results expected from employees are clearly identified	35.5	17.8	2.8	34.6	9.3	2.6	1.5
Expectations from employees are continuously reviewed	13.1	15.0	4.7	50.5	16.8	3.4	1.3
My supervisor evaluates performance against set objectives	15.9	9.3	9.3	47.7	17.8	3.4	1.3
Mean of Means						**3.3**	1.2

Source: Field Data (2020).

In the same vein, findings in Table 4.6 reveal that out of the 10-variable statements that respondents were asked on result-orientation at BoA-Uganda, 7-statements had data means below 3.5 while 3-variable statements had data means above 3.5.

The findings therefore imply that majority of the respondents were in disagreement with the statistical claim that result-orientation skills were practised by leaders at BoA-Uganda. This is justified by the following statements with mean below 3.5: BoA-Uganda plans for goals it wishes to achieve over time (mean=3.0; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3; My supervisor is strict on deadlines (mean=2.7; Std=1.6). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.6; My reports are always on time (mean=2.9; Std=1.5). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.5; My supervisor always reminders me about the submission days of activities (mean=3.1; Std=1.5). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.5; Results expected from employees are clearly identified (mean=2.6; Std=1.5). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.5; Expectations from employees are continuously reviewed by the management (mean=3.4; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3; and My supervisor evaluates performance against set objectives (mean=3.4; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3.

On the other hand, there seem to be 3 variable statements that accept the statistical claim that result-orientation skills were practised by leaders at BoA-Uganda. This is justified by the fact that 3 out of 10 variable statements had data means above 3.5 as elaborated: My supervisor plans ahead of time for the activities (mean=4.1; Std=0.7). The variation of the responses from the respondents on this statement was small at a standard deviation of 0.7; BoA-Uganda has a framework for achieving its planned results (mean=4.2; Std=0.7). The variation of the responses from the respondents on this statement was small at a standard deviation of 0.7; and My supervisor communicates his expectations to staff well (mean=4.0; Std=1.0). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.0.

The grand mean indicates that majority of the respondents disagreed that result-orientation skills were practised by leaders at BoA-Uganda (Grand mean=3.3). The respondent’s views were far apart from each other at a standard deviation of 1.2.

The qualitative study findings indicate that the BoA-Uganda encourages result-orientation and has designed a template to help the branches to track their goals and achievements as elaborated thus:

> *BoA-Uganda is purely result-oriented, we have annual targets for each employee. They are broken down to monthly targets then daily targets that are monitored via a Microsoft excel programme. This enables us predict what an employee ought to achieve within a period and assess what he has actually achieved.* **YPZ, BoA Wandegeya Branch. 18th March, 2020.**

4.3.4 Views of respondents on Employee Performance at Bank of Africa Uganda

The views of respondents on employee performance at Bank of Africa Uganda are shown in Table 4.7.

Table 4.7: Views of respondents on Employee Performance at Bank of Africa Uganda

Views of respondents on Employee Performance	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std
I always deliver my reports on time as instructed by my supervisors	11.2	17.8	3.7	57.9	9.3	3.4	1.2
I am always available whenever needed	0.9	8.4	4.7	70.1	15.9	**3.9**	0.8
I always report at work in time	2.8	7.5	0.9	65.4	23.4	**4.0**	0.9
I spend little time on performing a particular task	21.5	18.7	3.7	45.8	10.3	3.0	1.4
My work is always free from common mistakes	22.4	20.6	5.6	45.8	5.6	2.9	1.3
I always receive excellent grades during performance appraisal	9.3	22.4	3.7	57.9	6.5	3.3	1.2
I am accountable for all works and actions at work	6.5	13.1	2.8	65.4	12.1	**3.6**	1.1
My output at work is adequate and consistent	15.9	14	2.8	55.1	12.1	3.3	1.3
I effectively use the available resource at work	18.7	18.7	5.6	45.8	11.2	3.1	1.4
My contribution at work has increased revenue for BoA-Uganda	26.2	13.1	3.7	45.8	11.2	3.0	1.5
Mean of Means						**3.4**	1.2

Source: Field Data., 2020

Lastly, Table 4.7 indicates that majority of the respondents that participated in the study were in disagreement that there was optimum employee performance at BoA-Uganda. This is because 7 out of 10-variable statements had data means below 3.5 thereby rejecting the statistical claim that there was optimum employee performance at BoA-Uganda. These variable statements included; I always deliver my reports on time as instructed by my supervisors (mean=3.4; Std=1.2). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.2; I spend little time on performing a particular task (mean=3.0; Std=1.4). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.4; My work is always free from common mistakes (mean=2.9; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3; I always receive excellent grades during performance appraisal (mean=3.3; Std=1.2). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.2; My output at work is adequate and consistent (mean=3.3; Std=1.3). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.3; I effectively use the available resource at work (mean=3.1; Std=1.4). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.4 and My contribution at work has increased revenue for BoA-Uganda (mean=3.0; Std=1.5). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.5.

On the other hand, 3-variable statements seemed to accept the statistical claim that there was optimum employee performance at BoA-Uganda given that they had data means above 3.5: I am always available whenever needed (mean=3.9; Std=0.8). The variation of the responses from the respondents on this statement was small at a standard deviation of 0.8; I always report at work in time (mean=4.0; Std=0.9). The variation of the responses from the respondents on this statement was small at a standard deviation of 0.9 and I am accountable for all works and actions at work (mean=3.6; Std=1.1). The variation of the responses from the respondents on this statement was wide at a standard deviation of 1.1.

On the overall, the grand mean indicates that most of the respondents that participated in the study were in disagreement that there was optimum employee performance at BoA-Uganda (grand mean=3.4). The respondent's views were far apart from each other at a standard deviation of 1.2.

Furthermore, qualitative study findings confirm that the employee performance at BoA-Uganda was inadequate. This is elaborated thus:

> *If l would rate my subordinates on a scale of 1-10 now, I would give them 4 out of 10 because 50% of them are under budget which means that they have been unable to meet their monthly targets. Sometimes, some of the targets are unrealistic due to changes in business.* **ABZ, Kampala Road, 19th March, 2020.**

4.4 Correlations Analysis

Pearson correlation coefficient (r) test was employed to establish the effect of staff coaching, staff mentoring and result-orientation on employee performance at Bank of Africa Uganda. The findings on the correlation analysis are presented in the section below. Pearson correlation coefficient (r) was interpreted following the size and direction (positive or negative) of the effect as follows: The Pearson correlation coefficient values range from -1 to +1. The size of the value of the Pearson correlation coefficient is interpreted based on the range in which it lies as illustrated; values of 0.0 to 0.5 represent a small or weak negative effect, 0.5 to 0.7 is a medium or moderate effect and 0.7 to 1.0 is a large or strong effect (Walpole & Myers., 2012).

4.4.1 Correlations between Staff Coaching and Employee Performance at BoA-Uganda

The correlation analysis results on the effect of staff coaching on employee performance at Bank of Africa Uganda are presented are Table 4.8.

Table 4.8: Correlations between Staff Coaching and Employee Performance at BoA-U

Correlations		Employee Performance
Staff Coaching	Pearson Correlation	**.309****
	Sig. (2-tailed)	0.001
	N	107

** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2020).

The results of Table 4.8 reveal that staff coaching has a weak positive correlation with employee performance at BOA Uganda indicated by a correlation value of r = 0.309**; p <0.01. This implies that increase in staff coaching activities will bring about a small positive improvement in employee performance at BoA-Uganda.

The correlation between staff coaching and employee performance at BoA-Uganda was statistically significant (**p=0.001**) since the p-value was less than the recommended critical value of 0.01 at 99% confidence interval. Thus, the relationship between staff coaching and employee performance at BoA-Uganda was statistically significant. Because of this, the null hypothesis *"staff coaching has no significant effect on employee performance at Bank of Africa Uganda"* was rejected and the alternative hypothesis was accepted that staff coaching has a significant effect on employee performance at Bank of Africa Uganda.

The qualitative study findings underscore the need for effective staff coaching at BoA-Uganda if it is to result into improved employee performance. This is elaborated by one of the key informants thus:

> *Yes, I should agree that employees are trained before being posted to a branch. However, this training is never thorough and new employees do not master immediately. When a teller for example is posted, he is expected to be attached to the manager for 3 months for guidance but in most cases, the managers are too busy to offer staff mentoring and this results into mistakes and shortages at work which consequently is a sign of low employee performance.* **WQE, Kampala Road Branch, BoA-Uganda. 17th March 2020.**

An interview with one of the qualitative study findings revealed how their quarterly training sessions have increased the number of new clients thus:

> *Staff coaching is practiced at BoA-Uganda because we usually have regular training sessions at the branch where specific departments like sales, tellers, loans officers gain skills to effectively conduct their duties. This has increased the number of new clients because employees have a better understanding of the market and increased product knowledge.* **UBM, Park Branch, BoA-Uganda. 18th March, 2020.**

In addition, it was revealed that having daily morning hurdles has enabled BoA-Uganda employees report early to work and gain skills to do work more efficiently:

> *We have morning hurdles every Thursday where we are taught about new BoA-Uganda products on the market, guided on how to go about the day's activities by the Branch Manager and any challenges encountered during the previous day are addressed. This enables us report early at work and gain skills to do our work more efficiently because we know what to do.* **ZAY, Kololo Branch, BoA-Uganda. 19th March, 2020.**

4.4.2 Correlations between Staff Mentoring and Employee Performance at BoA-Uganda

Table 4.9 presents the correlation analysis results on the effect of staff mentoring on employee performance at BoA-Uganda.

Table 4.9: Correlations between Staff Mentoring and Employee Performance at BoA-Uganda

Correlations		Employee Performance
Staff Mentoring	Pearson Correlation Sig. (2-tailed) N	**.407**** 0.000 107

** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2020).

The results of Table 4.9 reveal that staff mentoring has a weak positive correlation with employee performance at BOA Uganda indicated by a correlation value of r = 0.407**; p <0.01. This implies that increase in staff mentoring initiatives will bring about a small positive improvement in employee performance at BoA-Uganda.

In addition, the test of significance (p) shows a statistically significant correlation between staff mentoring and employee performance at BoA-Uganda (**p=0.000<p=0.01**) at 99% confidence interval. Because of this, the null hypothesis *"staff mentoring has no significant effect on employee performance at Bank of Africa Uganda"* was rejected and the alternative hypothesis was accepted that staff mentoring has a significant effect on employee performance at Bank of Africa Uganda.

Furthermore, a key informant explains how providing mentorship to employees enables them be more productive and ensures continuity of leadership as detailed thus:

> *Staff mentoring is very important in ensuring improved employee performance at BoA-Uganda. This is because it ensures that staff learn what to do so that they are able to take on their roles effectively. An employee who has undergone staff mentoring is key in maintaining continuity of leadership even if the leader is absent from the branch or has*

left the bank. **YMK, Wandegeya Branch, BoA-Uganda. 20th March, 2020.**

4.4.3 Correlations between Result-orientation and Employee Performance at BoA-U.

The results on the effect of result-orientation on employee performance at BoA-Uganda are presented in Table 4.10.

Table 4.10: Correlations between Result-orientation and Employee Performance at BoA-U

Correlations		Employee Performance
Result-orientation	Pearson Correlation Sig. (2-tailed) N	**.442**** 0.000 107

** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2020).

The results of Table 4.10 reveal that result oriented leadership has a weak positive correlation with employee performance at BOA Uganda indicated by a correlation value of r = 0.442**; p <0.01. This implies that increase in result-orientation skills among leaders will bring about a small positive improvement in employee performance at BoA-Uganda.

The test of significance (p) further show a statistically significant correlation between result-orientation and employee performance at BoA-Uganda (**p=0.000<p=0.01**) at 99% confidence interval. Because of this, the null hypothesis *"result-orientation has no significant effect on employee performance at Bank of Africa Uganda"* was rejected and the alternative hypothesis was accepted that result-orientation has a significant effect on employee performance at Bank of Africa Uganda.

The qualitative study findings present the importance of result-orientation skills at BoA-Uganda and how they can significantly affect employee performance as explained thus:

> *We have Personal Development Plan and Personal Improvement Plans. There are personal career and company goals that each employee is supposed to think about. Targets are set for each individual and they are supposed to be annual and monthly. The manager is supposed to break them down into monthly and weekly targets for employees. However, it is a challenge to set targets for tellers for example because they do not influence how many customers should walk into the bank and carry out transactions. We also have cases where staff do their best to get business and, in the end, bring no business. This results into low employee performance.* **ZAY, Nakivubo Branch, BoA-Uganda. 18th March, 2020.**

On the other hand, in one of the branches for BoA-Uganda, result-orientation was existent and this had a significant effect on employee performance at BoA-Uganda thus:

> *As a manager, I receive daily reports on the sales team, customer relations team and my own report showing how much we have achieved and what we need to achieve to meet the annual targets. Through this, employees are held accountable, they do not just sit and wait for a salary. They are therefore forced to add value to the company in terms of number of new business brought.* **XPL, Ntinda Branch, BoA-Uganda. 19th March, 2020.**

As if that was not enough, a key informant in one of qualitative interviews revealed that setting targets at BoA-Uganda pushes employees to perform well to achieve the targets:

> *Every employee at BoA-Uganda has targets to achieve at the end of the day irrespective of whether they are the Manager, at the teller or doing sales. Those that consistently achieve these targets even get rewards. This pushes employees to perform well to achieve these targets. It also enables managers identify employees that are performing below the set targets and*

place them on performance improvement plans. **UBM, Kololo Branch, BoA-Uganda. 19th March, 2020.**

4.5 Multiple Linear Regression

To establish the predictive capability of the independent variable on the dependent variable, a multiple regression was employed. Results in Table 4.11 presents the multiple linear regression results on the effect of leadership skills on employee performance at Bank of Africa Uganda.

Table 4.11: Effect of Leadership skills on Employee Performance at BoA-Uganda

	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	Std. Error	Beta	t	p-value
(Constant)	1.339	0.432		3.101	0.002
Staff Coaching	0.146	0.055	0.228	2.659	**0.009***
Staff Mentoring	0.238	0.067	0.313	3.565	**0.001***
Result-orientation	0.328	0.115	0.263	2.855	**0.005***

Dependent Variable: **Employee Performance at BoA-Uganda**
R=**0.560**
R Square=**0.314**
Adjusted R Square=**0.294**
Std. Error=**0.752**
F=**15.723**
Sig.=**0.000**

* Effect is statistically significant at the 0.05 level (2-tailed).

Source: Field Data (2020).

Table 4.11 shows a linear relationship between leadership skills and employee performance at BoA-Uganda (Sig.=0.000). All the variables measured under leadership skills are predictors of employee performance. These included; staff coaching (Beta=0.228), staff mentoring (Beta=0.313) and result-orientation (Beta=0.263). Given Adjusted R Square=0.294, it can be concluded that on the overall, leadership skills is a weak predictor of employee performance since the value of Adjusted R –Square is small that is less than 50%. Indeed, only 29.4% of employee performance at BoA-Uganda can be attributed to leadership skills while 70.6% is attributed to other factors such as employee motivation and amount of salary earned among others.

The regression analysis interpretation of the coefficients followed is as follows; the size of the coefficients (0.0-0.5 as weak effect; 0.5-0.7 as moderate effect; and 0.7-1.0 as strong effect with either a positive or negative direction (Walpole & Myers., 2012).

In this regard therefore, staff coaching is a predictor of employee performance at BoA-Uganda (**Beta=0.228**). This implies that 22.8% increase in staff coaching will bring about 22.8% improvement in employee performance at BoA-Uganda. The results further show that staff coaching had a statistically significant effect on employee performance at BoA-Uganda ($p=0.009^* < 0.05$). This is because its p-value is less than the critical value of 0.05 at 95% confidence interval.

Results also show that staff mentoring was a predictor of employee performance at BoA-Uganda (**Beta=0.313**). This implies that 31.3% increase in staff mentoring will bring about 31.3% improvement in employee performance at BoA-Uganda. In addition, staff mentoring had a statistically significant effect on employee performance at BoA-Uganda ($p=0.001^* < 0.05$) at 95% confidence interval.

Lastly, result-orientation skills by leaders is a predictor of employee performance at BoA-Uganda (**Beta=0.263**). This implies that 26.3% improvement in result-orientation will bring about 26.3% improvement in employee performance at BoA-Uganda. Indeed, the effect of result-orientation on employee performance at BoA-Uganda ($p=0.005^* < 0.05$) was statistically significant at 95% confidence interval.

In conclusion, it should be noted that staff mentoring (Beta=0.313, p=0.001*) affected most employee performance at BoA-Uganda followed by result-orientation (Beta=0.263, p=0.005*) and staff coaching (Beta=0.228, p=0.009*) respectively.

Qualitative findings show that staff coaching is key in ensuring that employees are performing well as elaborated thus:

> *An employee who is coached is efficient, reliable and fast in performing tasks which illustrates good employee performance. In addition, employees become very equipped on how to attend to clients that they can take on any role. In fact, a teller can easily do what a person doing sales can do when they are properly coached.* **UIA, Main Branch, BoA-Uganda. 20th March, 2020.**

During an interview with a key informant, it was revealed that staff mentoring played a significant role in employee performance as elaborated thus:

> *Staff mentoring enables managers discover employees' capabilities and help them achieve personal as well as organizational goals. For instance, through mentoring we are able to know that an employee at the teller ought to be doing marketing instead. Indeed, I have been able to convince people to take on different roles and they have performed exceptionally well.* **TYU, Ntinda Branch, BoA-Uganda. 20th March, 2020.**

Lastly, the qualitative study findings also emphasized the effect of result-orientation on employee performance as indicated thus:

> *When targets are set, employees get a sense of direction of what they have to achieve and work towards it. It also enables them keep track of their performance and improve accordingly. This ensures that employee*

performance is always at its best. **ZAY, Nakivubo Branch, BoA-Uganda. 18th March, 2020.**

To this end therefore, the qualitative findings supplement the quantitative data in confirming that staff coaching, staff mentoring and result-orientation have an effect on employee performance at BoA-Uganda.

4.6 Discussion of Findings

4.6.1 Effect of Staff Coaching on Employee Performance at BoA-Uganda

The study findings reveal a weak positive correlation between staff coaching and employee performance at BoA-Uganda (r=0.309**) using Pearson Correlation coefficient. Similarly, multiple linear regression analysis showed that staff coaching is a predictor of employee performance at BoA-Uganda (Beta=0.228). Qualitative study findings revealed that on the overall, regular staff coaching was inadequate at BoA-Uganda which affected employee performance for both new and old staff.

The finding above are in line with other scholars such as Losch et al (2016) whose study was based on 84 respondents that were assigned individual coaches. It was established that individual coaching enabled the respondents obtain personal satisfaction in their duties and was key in enabling the respondents perform their duties with ease. However, individual coaching was perceived by top management as very costly for companies to undertake. They instead used group coaching to achieve similar results at cheaper costs and only opted for individual coaching when preparing a few employees for specific tasks.

This finding is also in agreement with scholars such as Morgan and Rochford (2017) who assert that coaching can significantly improve employee performance if employees are willing to accept the service and should not be made compulsory. This is due to the fact that employees are more willing to change and learn from their coaches when coaching is perceived as a way of unleashing an individual's full potential rather than a punishment for under performers. In addition, there is need for utmost confidentiality between the coach and the coachee in order to build trust that is essential in discovering the coachee's weaknesses so that the relevant help is rendered.

The finding is in agreement with that of scholars Ellam and Palmer (2011) who say that organizations implore coaching as a means of improving employee productivity and dealing with underperforming employees. This is because coaching fosters creativity and equips employees with adequate skills to perform at the workplace. Coaching of employees should however be in line with both the organizational and employees' needs if it is to produce the intended results. Furthermore, the coaches should be trained and have the relevant experience before they take up coaching roles.

Similar to the study findings, a study done in Michigan in the United States of America revealed that there are positive outcomes of coaching that are in the form of employee development, commitment and increased job satisfaction (Yukl, 2010). This is because a number of line managers that were interviewed stated that their subordinates felt more valued and respected when they were coached and this consequently increased employee loyalty. It was also established that subordinates obtained higher job- related competencies that helped them build strong customer relationships.

The study findings concur with Dougherty et al (2013) who found out that human resource departments in firms often invest in coaching to foster employee development (Bhatti et al, 2012). This is because coaching enables employees to cope with stress and focus on work related issues at the firm thereby producing high quality output. Coaching also enhances skills of employees and enables them easily adopt to the organizational cultures of companies. Firms are therefore able to retain their employees for longer period of times because their career development is considered by management.

The study findings are also in agreement with a study done on the impact of coaching in organizations which showed that coaching was a popular intervention in organizations that greatly improved employee performance (Perkins, 2009). However, the employee performance did not improve based on the number of coaching sessions but rather the level of employee engagement during the coaching sessions. Employee engagement was on the other hand dependent on the employees' attitudes towards coaching. Indeed, majority of the coaches said that employees who had a positive attitude towards coaching, engaged more during the sessions and this translated to an equal improvement in their performance.

Lastly, the current study is in agreement with Ha-Vikström (2017) who argues that coaching enables employees set realistic goals and are compelled to do whatever it takes to achieve these goals. This is because experienced coaches at the workplace are able to discover employee's potential and guide them on how to fully use it to benefit the organization as a whole. Furthermore, for coaching to be effective, coaches ought to give room for innovation of employees to enable them create solutions to the ever-changing consumer needs.

4.6.2 Effect of Staff Mentoring on Employee Performance at BoA-Uganda

The study findings revealed a weak positive correlation between staff mentoring and employee performance at BoA-Uganda ($r=0.407^{**}$) after the computation of Pearson Correlation coefficient. Similarly, multiple linear regression analysis showed that staff mentoring is a predictor of employee performance at BoA-Uganda (Beta=0.313). The qualitative study findings revealed that staff mentoring was inadequate at Bank of Africa Uganda partly due to high levels of employee turnover.

The above findings are in line with the study of McGeorge and Stone (2010) which showed a positive significant relationship between staff mentoring and employee performance. Mentoring programmes in firms encouraged sharing of ideas and experiences between the protégé and the mentors on a variety of aspects of life including career advancement. This improved performance appraisal ratings of a number of employees due to the skills enhancement and career guidance. Indeed 76.4% of the employers agreed that mentoring programmes at the workplace positively improve employee performance appraisal ratings.

The study findings agree with Rochford and Morgan (2017) who argue that mentorship programmes at the workplace make employees develop positive attitudes towards their jobs which are crucial in improving employee performance. Mentoring however requires a lot of commitment from both parties to achieve the desired results. There is also need for organizational support from the top management in the mentoring programmes so that employees have adequate time to interact with their mentors.

The current study findings are in agreement with a study done by Wallen et al. (2010) who found out that mentoring facilities professional growth of employees through knowledge transfer and psychosocial support. This is due to the fact that mentors build trust with their mentees over time and therefore help them deal with their personal problems and obtain a work life balance that boosts their self-image. Mentors also share knowledge with mentees on how to better themselves at the workplace, expose them to important people in their field of work and assign them challenging tasks in a bid to improve their performance at the workplace.

In agreement with the study findings, a study done in Kenya showed that mentoring improves both the mentor and mentee's performance at the workplace. This is because the mentee who is usually the inexperienced employee at the workplace is able to change their perception of the workplace, acquires new skills and becomes more proficient in accomplishing tasks. The mentors on the other hand, are able to take on leadership roles in the mentoring relationship. They are also able to evaluate and revise their own practices and goals in order to guide the mentees achieve their personal goals that are aligned with organizational goals.

Similar to the study findings, Strands and Bosco (2009) indicate that mentors provide constructive criticism and suggestions that foster employee growth and performance within an organization. This leads to increased promotions, compensations as well as job satisfaction of employees due to career development that many strive to obtain at the workplace. In addition, both correlation and linear regression analysis from a sample of 162 managers that had acted as mentors showed that mentoring has a significant relationship with employee performance.

The study findings also agree with a study done by Wallen et. al (2010) who noted that mentored employees were more committed to their jobs compared to their non-mentored counterparts because they felt more valued by their employers. They also exhibited good work ethic and were able to effortlessly convince clients to buy company products hence increased revenue obtained by the company. Customer loyalty was also increased because of the good customer service as well as attractive innovative products that were tailormade for the clients.

Lastly, the study findings were in agreement with Othman et. al (2017) who assert that mentoring in the form of one on one interactions enables managers identify employee weaknesses and strengths. This enables them set realistic goals that can be achieved by their subordinates as well as challenge them to achieve more. Constructive feed- back of managers who take on mentoring roles also enables employees adopt better ways of doing work that are more efficient and facilitate team work.

4.6.3 Effect of Result-orientation on Employee Performance at BoA-Uganda

The study findings revealed that there was a weak positive correlation between result-orientation and employee performance at BoA-Uganda (r=0.442**). On multiple linear regression analysis, result-orientation was established to be a predictor of employee performance at BoA-Uganda (Beta=0.263). The qualitative study findings noted that result-orientation was inadequate at BoA-Uganda despite its importance.

Studies done elsewhere were in agreement with the study findings. For example, Fayyaz et. al (2014) showed that supervisors that focus on end results force employees to be more productive because they demand for results. It also boosts creativity of employees because supervisors are not concerned on how tasks are performed but rather accomplishing the tasks. Thereby enabling employees come up with a variety of methods to accomplish the tasks.

Supervisors that focus on end-results further encourage team-building due to the fact that employees learn to work together to accomplish tasks.

The study findings concur with another study done by Othman et. al (2017) which revealed that result-oriented leaders often give rewards to employees who achieve their targets. This encourages employees to unveil their abilities in a bid to meet the targets and obtain the rewards. However, employees that fail to meet the set targets may be punished in order to scare others from doing the same. In addition, result-oriented leaders provide clarity on their expectations from employees thereby eliminating laziness in employees.

Inconsistent with the study findings, Ha-Vikström (2017) indicates that there is a likelihood of wrong actions taken by managers under result-orientation leadership and these can cause devastating effects on the organization. This is because result-oriented leaders aim at achieving certain results and hence do not build relationships with their subordinates which limits their participation. In addition, result-oriented leaders exert a lot of pressure on their subordinates that translates to low quality work produced because employees only aim at producing results and do not mind about the quality of the work.

The study findings agree with findings from a study done by Lumbasi et. al (2016) which showed that majority of the award-winning companies employed result-oriented techniques to push their employees to achieve their annual goals. This was because 65.7% of the respondents agreed that they set goals for each of their departments. The rest said that though they would not set collective goals for each of the departments, their employees were supposed to achieve a certain target per month. Attainment of these targets was indeed the primary indicator of employee performance of the award-winning companies. As a result, employees were more productive, reported early at work and accomplished tasks within very short periods of time.

Similarly, the study findings were in agreement with Den et al (2012) who argue that employee performance can only be improved when they are given targets to achieve with in a period of time. In fact, more workers arrived in time when they were given standard operating hours. There was also timely submission of reports when a specific submission date was set. Furthermore, there were more products sold when employees in the marketing department were given a target number of products to be sold.

Lastly, the study findings are also consistent with De Haan and Duckworth (2012) who noted that result-orientation leadership skills had a positive effect on employee performance. This was because result-oriented leaders regularly supervised subordinates and checked their task progression compared to relational leaders who focused on building friendships which compromises both the quantity and quality of work output.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of study findings, conclusion, recommendations and suggestions for further research.

5.1 Summary of Findings

The summary of study findings on the effect of leadership skills on employee performance at Bank of Africa Uganda are presented below.

5.1.1 Effect of Staff Coaching on Employee Performance at BoA-Uganda

The study findings reveal that there was a weak positive correlation between staff coaching and employee performance at BoA-Uganda (r=0.309**) using Pearson Correlation coefficient. Similarly, multiple linear regression analysis showed that staff coaching is a predictor of employee performance at BoA-Uganda (Beta=0.228). Qualitative study findings revealed that on the overall, regular staff coaching was inadequate at BoA-Uganda which affected employee performance for both new and old staff.

5.1.2 Effect of Staff Mentoring on Employee Performance at BoA-Uganda

The study findings revealed that there was a weak positive correlation between staff mentoring and employee performance at BoA-Uganda (r=0.407**) after the computation of Pearson Correlation coefficient. Similarly, multiple linear regression analysis showed that staff mentoring is a predictor of employee performance at BoA-Uganda (Beta=0.313). The qualitative study findings revealed that staff mentoring was inadequate at Bank of Africa

Uganda partly due to high levels of employee turnover. It was revealed that staff mentoring enabled supervisors discover employee capabilities and help them attain personal as well as organizational goals.

5.1.3 Effect of Result-orientation on Employee Performance at BoA-Uganda

The study findings revealed that there was a weak positive correlation between result-orientation and employee performance at BoA-Uganda (r=0.442**). On multiple linear regression analysis, result-orientation was established to be a predictor of employee performance at BoA-Uganda (**Beta=0.263**). The qualitative study findings noted that result-orientation was inadequate at BoA-Uganda despite its importance. Result-orientation was key in pushing employees to perform well. It also helped managers to identify employees that were performing below the set targets so as to place them on performance improvement plans. Lastly, result-orientation gave employees a sense of direction on their achievements and their targets.

5.2 Conclusions

The study findings reveal that staff coaching, staff mentoring and result-orientation had a significant positive effect on employee performance at BoA-Uganda. This was found out after performance of Pearson Correlation analysis, multiple linear regression analysis, content and thematic analysis of qualitative data. The study therefore calls for strategies to improve on staff coaching, staff mentoring and result-orientation at BoA-Uganda and this will consequently increase employee performance.

5.3 Recommendations

Based on the findings, the study proposes a number of recommendations in a bid to improve on employee performance at BoA-Uganda;

5.3.1 Effect of Staff Coaching on Employee Performance at BoA-Uganda

There is need for more frequent coaching sessions for employees at BoA-Uganda. The human resource team at BoA-Uganda should schedule more coaching sessions for employees in the various branches at BoA-Uganda focusing on both organisational and personal goals of employees. This will make them more attractive and propel employees to perform better.

There is need to analyse the strength and weaknesses of employees at BoAU before designing coaching programmes. This will ensure that BoA-Uganda employees are enrolled in coaching sessions that address their needs and enable them perform better at the workplace. The Senior managers and the human resource team can carry this out by designing coaching programmes based on employee appraisals.

There is need for regular evaluation of coaching programmes at BoA-Uganda by the Human resource team through employee surveys and performance evaluations. This will enable them attain employee's reactions towards coaching programmes and ensure that they achieve the desired goals for which they were instituted. This will consequently add more value on staff coaching so as to realise improved employee performance at BoA-Uganda.

5.3.2 Effect of Staff Mentoring on Employee Performance at BoA-Uganda

The Human resource department at BoA-Uganda should be more involved in the mentorship programmes at the various branches so that they are not limited to one-on-one interactions between supervisors and their subordinates. Managers in the branches should be trained in mentoring and assigned subordinates whom they can mentor. This will make subordinates at BoA-Uganda feel more valued and enable them easily learn from their superiors which will consequently improve their performance.

Given that there is irregular skill building at BoA-Uganda, there is need to lobby for more mentorship programs through the Human resource department. This will lead to career progression of employees and increase employee retention at BoA-Uganda because it will increase employee performance.

There is need for a feedback mechanism between mentors and mentees at BoA-Uganda such that mentorship programmes contribute to employee performance as expected. The Human resource department should carry this out by creating informal avenues for mentees to interact with their mentors about their personal development plans and progress made on any tasks assigned. Mentors will also be able to make adjustments in the mentoring programmes depending on how the mentees are performing.

5.3.3 Effect of Result-orientation on Employee Performance at BoA-Uganda

BoA-Uganda should incorporate more relational leadership styles alongside the result-oriented leadership style. The managers at the BoA-Uganda branches should not only demand for results at the end of a period but also focus on the ways through which the results are obtained and build friendships with their subordinates. This will ensure that employees' efforts are appreciated and this will consequently increase employee performance.

The top management of BoA-Uganda needs to discuss the various targets set with the employees during staff meetings before they are implemented. There is also need to continuously review the set targets. This will ensure that realistic targets are set that motivate employees to perform well and give them greater job satisfaction. Therefore, more employees will be able to be retained for long periods of time.

BoAU human resource team should inform the mentors and coaches about the set targets so that they devise ways of ensuring that the employees attain the necessary skills to achieve them. Targets set by the leaders at BoA-Uganda will become more achievable when employees have been equipped with result-orientation skills.

5.4 Suggestion for Further Research

The future area of research includes the following;

- The effect of leadership skills on job satisfaction at Bank of Africa Uganda.
- The contribution of employee rewards on employee performance at Bank of Africa Uganda.
- A bigger study should be conducted in all BoA-Uganda branches in the country to fully understand the effect of leadership skills on employee performance at BoA-Uganda. This will be very instrumental in the designing of policies aimed at improving employee performance at Bank of Africa Uganda.

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APPENDICES

Appendix 1: Questionnaire for BoA-Uganda Employees

Dear Sir/Madam,

My name is Vivienne Ndawula Namusoke, a student of Uganda Martyrs University undertaking Master of Business Administration. Am conducting my academic research on the topic **"Leadership skills and employee performance in Bank of Africa Uganda; A case study of Kampala Region".** You have been chosen to take part in this study by filling a questionnaire on the above topic. The information you will provide will be used for academic purposes only. I would like to request you to give me some of your time and answer a few questions. The study will take about 10 minutes only. I would appreciate your honest opinions. All your responses will be kept confidential.

Thank you

QUESTIONNAIRE NUMBER	☐ ☐ ☐

SECTION A: BACKGROUND CHARACTERISTICS OF RESPONDENTS (Select the right answer)		
01	Gender of respondent	1)Male ☐ 2) Female ☐
02	Age group of the respondent	1) 18-25 Years ☐ 2) 26-35 Years ☐ 3) 36-45 Years ☐ 4) 46+ Years ☐
03	Level of Education	1) Diploma ☐ 2) Bachelor ☐ 3) Master's degree ☐ 4) PhD ☐ 5) Others ☐ (Specify) ……………….
04	Position held	________________________
05	Work Experience	1) 0-1 Years ☐ 2) 2-4 Years ☐ 3) 5-7 Years ☐ 4) 8+ Years ☐

For the following questions, please tick the number of your choice as indicated in the Key

5. Strongly Agree	4. Agree	3. Uncertain	2. Disagree	1.Strongly Disagree

SECTION B: STAFF COACHING AT BANK OF AFRICA UGANDA (Please identify the extent to which you agree or disagree on the following)						
	Participative	5	4	3	2	1
B.1	My supervisor encourages strong participation in any new activities					
B.2	The supervisor allows me to ask as many questions as I can					
B.3	Team coaching encourages group problem solving					
	Team Building					
B.4	Managers take training of employees as first priority					
B.5	The coaching team is committed to the instructional needs of the supervisor					
B.6	The coaching team is committed to employee's needs					
	Feedback					
B.7	My supervisor bases on the comments in my appraisal to help me perform					
B.8	Supervisors provide guidance and constructive feedback.					
B.9	I receive feedback on tasks accomplished from my supervisor					
B.10	My Supervisors provides a clearer step by step instructions with little option for variation or creativity.					

SECTION C: STAFF MENTORING AT BANK OF AFRICA UGANDA (Please identify the extent to which you agree or disagree on the following)						
	Skills-building	5	4	3	2	1
C.1	My supervisor values ongoing learning and growth for employees					
C.2	My supervisor is willing to share skills, knowledge and expertise					
C.3	My supervisor sets and meet ongoing personal and professional goals of BoA-Uganda					
C.4	We usually have skill-building programmes					
	Situation-analysis					
C.5	My supervisor delegates work to employee					

C.6	My work is well aligned with the bank’s objectives					
C.7	My supervisor reviews my reports and makes comments					
	Self-awareness					
C.8	My supervisor values the opinions and initiatives of others					
C.9	My style of work has improved in BoA-Uganda					
C.10	Mr supervisor knows the capabilities of the employees					

SECTION D: RESULT-ORIENTATION AT BANK OF AFRICA UGANDA (Please identify the extent to which you agree or disagree on the following)						
	Planning	5	4	3	2	1
D.1	My supervisor plans ahead of time for the activities					
D.2	BoA-Uganda has a framework for achieving its planned results					
D.3	BoA-Uganda plans for the goals it wishes to achieve over a period of time					
	Deadlines	5	4	3	2	1
D.4	My supervisor is strict on deadlines					
D.5	My reports are always worked on time					
D.6	My supervisor always reminders me about the submission days of activities					
	Expectations	5	4	3	2	1
D.7	My supervisor communicates his expectations to staff well					
D.8	Results expected from employees are clearly identified					
D.9	Expectation from employees are continuously reviewed by the management					
D.10	My supervisor evaluates performance against set objectives					

SECTION E: EMPLOYEE PERFORMANCE AT BANK OF AFRICA UGANDA (Please identify the extent to which you agree or disagree on the following)						
	Timeliness	5	4	3	2	1
E.1	I always deliver my reports on time as instructed by my supervisors					
E.2	I am always available whenever needed					
E.3	I always report at work in time					
E.4	I spend little time on performing a particular task					
	Quality Output	5	4	3	2	1
E.5	My work is always free from common mistakes/errors					
E.6	I always receive excellent grades during performance appraisal					
E.7	I am accountable for all works and actions at work					
	Quantity of Output	5	4	3	2	1
E.8	My output at work is adequate and consistent					
E.9	The number of transactions I make have consistently increased					
E.10	The number of clients I attend to daily has increased					
Thank you						

Appendix II: Interview Guide for BoA-Uganda Managers

Dear Sir/Madam,
My name is Vivienne Ndawula Namusoke, a student of Uganda Martyrs University undertaking Master of Business Administration. Am conducting my academic research on the topic **"Leadership skills and employee performance in Bank of Africa Uganda; A case study of Kampala Region".** You have been chosen to take part in this study by filling a questionnaire on the above topic. The information you will provide will be used for academic purposes only. I would like to request you to give me some of your time and answer a few questions. The study will take about 20 minutes only. I would appreciate your honest opinions. All your responses will be kept confidential.
Thank you

Position: ____

BoA-Uganda Branch: ____

Date of Interview: ____

Questions

Section A: Staff Coaching

4. Is staff coaching practiced by leaders at this branch?

If yes, briefly state how?

5.Explain how staff coaching affects employee performance at this branch?

Section B: Staff Mentoring

6. Is staff mentoring practiced by leaders at this branch?

If yes, briefly state how?

7.Explain how staff mentoring affects employee performance at this branch?

Section C: Result-Orientation Leadership Skills

8. Briefly explain how result-orientation leadership skills have been practiced by leaders at this branch?

9. In which way has result-orientation leadership skills affected employee performance at this branch?

Section D: Employee Performance at BoA-Uganda

10. By a scale of 1-10, what is the level of employee performance at this branch? Give a reason to justify the scale you have indicated.

11.What are some of the strategies that have been put in place to improve on employee performance at BoA-Uganda?

12. In which other ways can employee performance be enhanced at this branch?

13. Any other issues that you may want to raise?

Thank You

Appendix III: Document Review Checklist

The documents and reports listed below helped in supplementing the data obtained from other data collection methods:

1. Bank of Africa annual Reports
2. Bank of Africa employee appraisal reports
3. Bank of Uganda reports
4. Academic reports
5. Journal articles

Appendix IV: Sample Size Determination Table

SAMPLE SIZE DETERMINATION TABLE BASED ON A GIVEN POPULATION

N	***S***	***N***	***S***	***N***	***S***
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie & Morgan (1970)

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

Appendix V: Data Collection Introduction Letter

Uganda
Martyrs
University

making a difference

Office of the Dean
Faculty of Business Administration and Management

Your ref.:
Our ref.:

Nkozi, 5th February 2020

Dear Sir/Madam,

Re: Research Work Assistance

Greetings from Uganda Martyrs University.

This is to introduce Vivienne Ndawula Namusoke who is a student of this University. As part of the requirements for the award of the Master of Business Administration of this University, the student is required to carry out field research as part of the dissertation to conclude the programme.

I therefore request you to render the student such assistance as may be necessary and conduct the research.

Thank you in advance.

Yours Sincerely,

UGANDA MARTYRS UNIVERSITY OFFICE OF THE DEAN 05 FEB 2020 P.O. BOX 5498, KAMPALA FACULTY OF BUSINESS ADMINISTRATION AND MANAGEMENT

Mr. Ssebagala Cyprian
Associate Dean