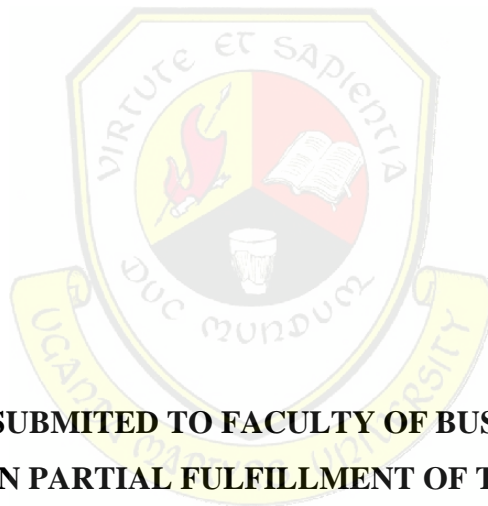


**PARTICIPATIVE MANAGEMENT STYLE AND EMPLOYEE PERFORMANCE; A CASE
STUDY OF EVEREST COLLEGE LUWEERO DISTRICT**

BY

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REGISTRATION NUMBER: 2012-B022-20064



**A RESEARCH REPORT SUBMITTED TO FACULTY OF BUSINESS ADMINISTRATION
AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF
THE AWARD OF THE DEGREE OF BACHELOR OF BUSINESS
ADMINISTRATION AND MANAGEMENT OF
UGANDA MARTYRS UNIVERSITY - NKOZI.**

JUNE, 2015

DEDICATION

This book is dedicated to my parents and Rev. Sr. Mary Susan Tibasiima. For they have made my life to be of a meaning and hope, indeed your love and care towards me is beyond comprehension and unconditional, May you live longer.

ACKNOWLEDGMENT

How can a person say “thank you” when there are so many people to thank? Obviously this book is a thank you to my parents who are powerful role models, and to Rev. Sr. Mary Susan Tibasiima who taught me love and kindness. Am right to say I am who I am because of you and perhaps God’s mercy.

The head teachers St. Josephs’ Girls Senior Secondary School Nsambya Rev. Sr. Pauline Namuddu and the former head teacher Rev. Sr. Agatha Mugwanya, you enabled me obtain a position to exercise my skills, education and abilities with a well established firm that has offered me professional and educational growth while being resourceful and innovative. Then entire staff of St. Josephs’ Girls Senior Secondary School Nsambya everyone has supported me in one way or the other most especially psychologically, I please accord to you a vote of thanks.

Friends are meant to share both in good and bad times, I therefore thank my friends; Sr. Josephine, Regiina, Pauline, Betty, Grace, Gorretti, Justine, Sarah, Teddy, Maria, Gladys, Asumpta, Jude, Vianney and Robert for the gift of love, guidance and encouragement throughout my studying period. God will always reward your good deeds.

Yet the people most directly responsible for this research becoming a reality include; Mr. Aloysious L. Mubiru my supervisor, you really guided me for this piece of work to fetch a meaning; without you I would be lost. Thank you very much, may you live to serve and guide others.

The lecturers through whose hands I have been baked, without your support it would still be a myth to come up with this book. I therefore extend my heartfelt appreciation to the entire family of Uganda Martyrs University in a special way the lecturers and all my classmates for the advice and being so good to me.

My brother Augustine for financial wisdom and inspiration may be my academic journey would be incomplete but you have been around whenever I could call for your help, God bless you.

My respondents of Everest College Luweero District, I also wish to extend my appreciation to you for the time and maximum cooperation you accorded me which enabled me obtain data needed for the successful completion of the study. Thank you so much for providing me with a levelled study environment.

The authors of books, journals and related materials whose earlier findings formed a basis of my literature I extend special appreciations to you.

With due regards from the bottom of my heart, I would like to thank all my brothers, sisters and all my relatives, I cannot conclude acknowledgment and I leave you unmentioned, for I know that you are always there for me. Please thank you.

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ABSTRACT

The researcher's concern was to investigate the relationship between participative management style and employee performance and the case study was Everest College School Luweero.

The study was guided by the following objectives; to find out the relationship between suggestion schemes and employee performance, to determine the role of self managing teams in improving the employee performance and to examine the relationship between Job enlargement and employee performance.

The researcher used both qualitative and quantitative methods during the collection of data. Data was collected with the use of questionnaires and the interview guide and the questionnaires administered were both open and close ended. In addition to those a sample of 48 respondents was selected, but only 45 were able to bring back filled questionnaires. The respondents comprised of male and female.

The information was analyzed by descriptive statistical techniques and presented in form of graphs, tables, frequencies and percentage distributions and also analyzed in line with the objectives of the study.

Findings indicated that; there is a weak and positive relationship between suggestions schemes and employee performance indicated by a Pearson correlation of ($r=.344$), there is a strong positive relationship between self managing teams and employee performance indicated by a Pearson correlation of ($r=.567$), and there is a weak positive correlation between job enlargement and employee performance indicated by a Pearson correlation of ($r=.399$).

The study recommended that; salaries of staff should be increased to enable them focus on their work, organize professional workshops for the staff, continuously give incentives, fringe benefits and promotions to the employees, empowering employees to increase their commitment, reinstate proper communication channels, use proper recruitment and selection tools, improving working conditions, and regulation of terminations and dismissals by the administration

CHAPTER ONE

GENERAL INTRODUCTION

1.1: INTRODUCTION

The study was on participative management style and the performance of employees. The dimensions of participative management style under the study covered suggestion schemes, self managing teams and job enlargement; whereas the measures of employee performance under the study included Staff attendance, Students' grades and abiding with the rules and regulations. According to Diggan (2012) participative management styles allows employees to take responsibility, accountability and authority over work done for the company. Diggan further says that; this leadership strategy empowers qualified employees and allows executives to focus on strategic planning while subordinates manage daily operation. Birungi (2006) says in this type of management the entire group is involved and accepts responsibility for goal setting and achievements, Subordinates have a considerable freedom of action.

The study was different from the earlier studies like that of Al-Hawari (2004) about a management styles and performance. This is because this kind of study focused particularly on participative management style other than studying the entire management styles on the employee performance.

1.2: BACKGROUND TO THE STUDY

Globally, leadership incorporates the accomplishment of the task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement Okumbe (1998). Maicibi (2005) contends that without a proper leadership style, effective performance cannot be realised in organizations. The purpose of participatory management style is to maximise productivity and efficiency for the organisation adopting it. Participatory management seems to have tremendous potential if managers and staff are willing to put in the necessary effort to see it work. Participatory management not only renders management more effective, it provides the entire staff with greater understanding of leadership, which they can transfer to other roles within the organisation, or even take with them to new settings. Bendix (1996) defines participative management as the involvement of employees in the organisation and planning of work processes in the work place.

Many of the problems in developing countries remain ignored due to poor management. According to Rotberg (2004), Africa has long suffered from poor, even malicious management. Their managers have used powers as an end in itself and not for public good, they have applied poisonous social or racial strategies and they have escaped the responsibility for their countries'. He stresses that the Africans themselves also declare that better management lies in the heart of sustainable development.

In organisations it is of utmost importance that employees form part of the decisions made by management that influence on their personality as well as those decisions that have an influence on their responsibilities. A sound principle that could be practised by managers to address this

aspect is that of participative management. Managers in the whole of Africa ensure that their personnel are managed in a participative manner.

It is expressed by Hecksher (1995), under the legislative prescripts and advantages of participative management that bureaucracy has reached its limits. The simplicity and power of top-bottom, rule-based administration created competitive advantage in the past but it blocks the responsiveness and continuous innovations that are the keys to improved performance to community of East African countries. This is why participative management must be seen as the road to success.

In Uganda management at work in organisations is a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all group members in achieving group goals in a particular context Cole (2002). Leadership in that context pursues effective performance in organisations.

Employee performance is one of the most important aspects in both public and private organisations all over the world. Employee performance is a process of establishing a share work place understanding about what is to be achieved at an organisational level (Wright, 2000). Wright further says that the employee performance is about aligning the organisational objectives with employee agreed measures, skills ,competency requirements, delivery plans and delivery of results where the emphasis on improvement in learning and development in order to achieve overall business strategy and to perform a high performance work force.

Swarthout (2014) says that managers must first hire employees with right skills and qualification for the job. Once the hiring process is complete managers seek to ensure that employees work is closely aligned with organisation goals and objectives. Swarthout further says that in order to

achieve employee performance managers must conduct employee performance appraisals, implement training and development programmes and decide when to promote and reassign.

Armstrong (2010), the oxford English dictionary defines performance as the accomplishment, execution, carrying out, and working out anything ordered or underwritten. This refers to output/out comes (accomplishment), but also states that performance is about doing work as well as being about results achieved.

In Uganda the improvement in performance in organisations requires that organisations are well led by competent leaders. This mainly achieved by training the leaders in order to help them improve on their leadership skills.

1.2.1: Background to the case study

Everest College School Luweero is a Secondary School that was founded by Mr. Ronald Ndawula in 2000 in Luweero district. It is a mixed day and boarding school that offers both Arts and Sciences, at Ordinary level and Advanced level. It is located in Luweero district forty (40) miles from Kampala.

The mission for the school is to provide quality and practical education to generate self-reliant, hard work, God fearing and visionary citizens ready to provide the pillars that will support the future. Vision for Everest College School Luweero is to be recognised as a leading institution in innovative, high quality and affordable education in the country and beyond. Everest College School will also set a new standard for delivering compassionate, respectful and responsive education and student care.

The objective for starting up this school was to improve the education status in Luweero District and also to teach God fearing students and seeing that the school excels.

The milestones of Everest College School are; by 5th year, students would have increased by 20%. This will be due advertisement and promotion strategies and provision of exceptional educational services to students for instance the provision of vocational skills to the students, by the fifth year of operation, the business would have gained reputation and would have at least 1000 students and above.

After the fifth year of operation, the school hopes to expand by opening up branches in neighbouring trading centres and town like Kikyusa and other districts like Nakaseke, Wakiso among others, and the company will have employed more employees as the school will have expanded. These will be mainly allocated to other branches.

The core values of Everest College School Luweero are to; offer the highest quality education available to the students in Luweero district, respect diversity and individuality and hold each student's unique circumstances, commit to regular self-evaluation of our services and continuous quality improvement to ensure that best services are delivered, firmly believe that our staff are our best asset and we recognise and value the contribution of each member of staff and pursue our mission through strategic alliances and partnership with our stake holders.

1.3: STATEMENT OF THE PROBLEM

Employee performance of Everest College School Luweero has been declining over the years. For instance, according to the recent appraisal results of 2014 the performance level of employees at Everest College School was low (Everest College Luweero, 2014). This was

mainly attributed to the education system in Uganda particularly for secondary schools which is still centrally managed by the Ministry of Education and Sports (MoES).

Everest College Luweero introduced participative management styles such as suggestion schemes, self managing teams and job enlargement such that performance of employees can be improved. Despite all these participative management styles, employee performance at Everest College School has failed to improve. The study therefore, established whether the impact exists between participative management style and employee performance at Everest College School.

OBJECTIVES

1.4: GENERAL OBJECTIVE

The general objective was to examine the impact between participative management style and employee performance.

1.5: SPECIFIC OBJECTIVES

- i. To find out the relationship between suggestion schemes and employee performance.
- ii. The determine the relationship of self-managing teams in improving the employee performance
- iii. To examine the relationship between Job enlargement and employee performance

1.6: RESEARCH QUESTIONS

- i. What is the relationship between suggestion schemes and employee performance?
- ii. What is the role of self-managing teams on employee performance?
- iii. What is the relationship between job enlargement and employee performance?

1.7: HYPOTHESIS

Participative management style has a significant role on employee performance.

1.8: SCOPE OF THE STUDY

The scope of the study focused on the geographical scope, subject scope and the time scope.

1.8.1: Subject scope

The study focused on the relationship between participative management style and employee performance of Everest College Luweero. The study was based on how participative management style affect the performance of employees in terms of suggestion schemes, self managing teams and job enlargement may be of any impact if they are extended to employees in order to attract them to perform better. This was measured in terms of staff attendance, student grades and abiding rules and regulations.

1.8.2: Geographical scope

The study was carried out in Everest College Luweero; the school is located in Luweero the town council of Luweero District in Uganda. The reason for selecting Luweero District was because the performance of Luweero District is generally not good and employees in Everest College provided suitable information in regard to this study.

1.8.3: Time Scope

The study was conducted from August 2014to June 2015 in Luweero District. The study was conducted also in comparison with the related literature reviewed by other researchers from 1980 to 2015.

1.8.3: Significance of the study

The study was to help the managers of Everest College Luweero to understand at length the effect of participative management styles and recognise tool for improving productivity, quality, time management and effectiveness.

The study was also to help other schools which are like Everest College Luweero to understand the relevance or the irrelevance of participative management style in schools or other companies

The study was to help the future researchers/academicians. They will be able to get a starting point as a reference to their future study.

1.8.4: Justification of the study

The study was intended to discover the reason for the poor performance of staff despite the fact that participative management style was practiced to improve the level of performance.

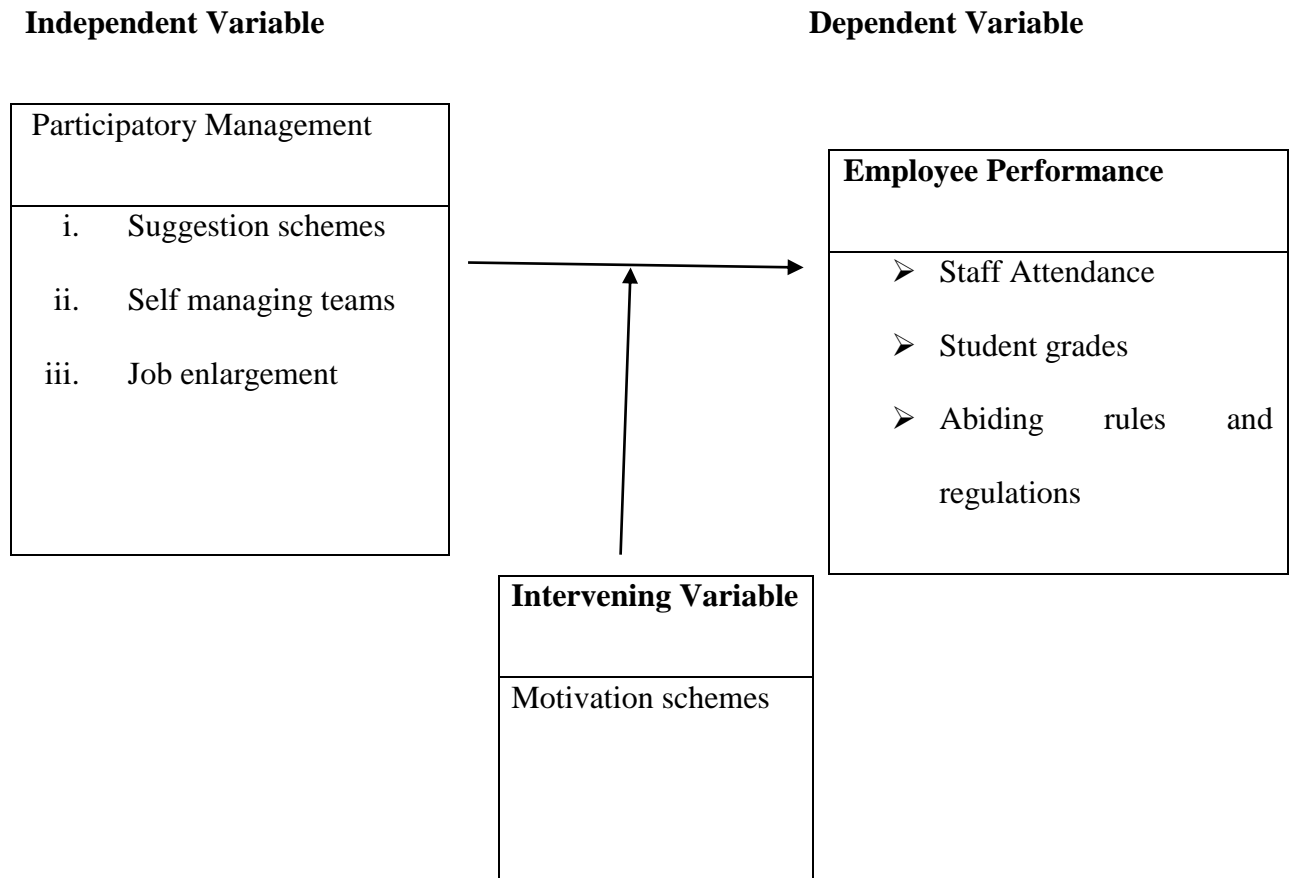
The study was intended to discover the efficiency and effectiveness of participative management at Everest College Luweero.

1.9: THE CONCEPTUAL FRAME WORK

Jensen (2011) says that participative management style is defined as a management style in which the managers place emphasis on employee involvement or participation in decision making process. Jensen further said this management method is also called employee involvement or participative decision making and it also presents many potential benefits to companies that choose to encourage it in form of improved employee performance.

Bayarkova (2012) says that participative management is a method of empowering employees to participate in the organisational decision making. That this practice grew up in the humanitarian in 1920's and is based on some of the principles discovered by the scholars doing research. This kind of management result into increase in performance.

FIGURE: 1 CONCEPTUAL FRAME WORK



Source: (Jensen, 2011; Bayarkiva)

In order to establish the research questions, the following conceptual framework was adapted. The independent variable is participative management style measured by suggestion schemes, self managing teams and job enlargement as having an impact on employee performance which is the dependent variable measured by staff attendance, student grades and abiding by the rules and regulations. However, other factors may have an indirect impact on organisational performance. These factors are presented as the moderating variables; they may include motivation schemes among others.

1.10 DEFINITION OF KEY CONCEPTS

Suggestion scheme: This is a system in which people who work for an organisation suggest ways in which it could be improved, and are given rewards for useful suggestions (Macmillan Dictionary).

Job enlargement: According to the Business dictionary is defined as a job design technique in the number of tasks associated with the job is increased to a greater variety of activities thus reducing monotony on the job.

Self managing teams: This refers to a self-organised semiautonomous small group of employees whose members determine, plan, and manage their day-to-day activities and duties under reduced or no supervision (Business Dictionary).

Performance: This is the accomplishment of a given task measured against present known standards of accuracy, completeness cost and speed. In a contract performance it is deemed to be fulfilment of the obligations in a manner that releases the performer from all liabilities under the contract. The oxford English dictionary also defines performance as the accomplishment, execution carrying out anything ordered or undertaken.

Management: According to the Business Dictionary, It refers to the organisation and co-ordination of activities of a business in order to achieve the defined objectives. Peter Drucker (1909-2005) defined management as including both marketing and innovation.

Participative management: It refers to the involvement of stakeholders at all levels of an organization in the analysis of the problems, development of strategies, and implementation of solutions (Reference for Business).

Employee performance: According to the Business Dictionary it refers to job related activities expected of a worker and how well these activities were executed.

Employee: According to the Ministry of Business, Innovation and Employment refers to anyone who has agreed to be employed, under a contract of service, to work for some form of payment. This can include wages, salary, commission and piece rates.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher described variables of participative management style and employee performance; discussed literature review of specific objectives and dimensions of variables under the study.

2.1 Theoretical framework

There have emerged many theories seeking to explain the relationship between participative leadership style and employee performance over the years. Theories that explain management effectiveness in terms of situational moderator variables are called Contingency theories. The contingency or situational approach recognises that neither the democratic nor the autocratic extreme is effective in all extension management situations.

2.1.1 Participative Management style

Anonymous (2014) defines participative management style as an open form of management where employees are actively involved in organization decision making process. This concept is applied by managers who understand the importance to human intellect and seek strong relationship with their employees. They understand that employees are facilitators who deal directly with the customers to satisfy their needs. Participative management style can also be termed as Industrial Democracy or co-determination or employee involvement as well as participative decision making. Open and honest communication always produces good results for both the organization as well as workers.

According to Diggan (2012) participative management styles allows employees to take responsibility, accountability and authority over work done for the company. Diggan (2012) further says that this leadership strategy empowers qualified employees and allows executives to focus on strategic planning while subordinates manage daily operation.

Birungi (2006) says that in this type of management the entire group is involved and accepts responsibility for goal setting and achievements. Subordinates have a considerable freedom of action.

Grimsley (2014) defines participatory management as the situation where decisions are made with most feasible amount of participation from those affected by the decisions. Participatory management attempts to add a democratic dimension in modern management which has generally been top-down and hierarchical in nature. This type of management has been used today by a number of significant companies. Understanding how it works will allow you, either as a manager or employee to better function in an organization that uses it.

Jensen (2011) says that participative management is a style in which leaders place emphasis on employees involvement in the management process. This management method is also known as employee involvement or participative decision making, and presents many potential benefits to the companies that choose to encourage it. Jensen (2011) further says that this is usually accompanied by providing employee with ample opportunities to become involved in the process of setting goals, setting suggestions and solving problems. And this basic premise for participative management is to shift the burden of decision making from the sole shoulders of managers and supervisors onto the entire company this result into employee pride, creativity and innovation, proper communication and others.

2.1.2 Employee performance

Wright (2000) defines employee performance as a process of establishing a shared work place understanding about what is to be achieved at an organisational level. Wright further says that the employee performance is about aligning the organisational objectives with employee agreed measures, skills, competency requirements, delivery plans and delivery of results where the emphasis is on improvement in learning and development in order to achieve overall business strategy and to perform a high performance work force.

According to Business dictionary (2014), employee performance refers to the Job related activities expected of a worker and how well these activities are executed. That many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to identify suggested areas for improvement.

Swarthout (2014) say managers must first hire employees with right skills and qualification for the job. Once the hiring process is complete managers seek to ensure that employees work is closely aligned with organisation goals and objectives. Swarthout further says that in order to achieve employee performance managers must conduct employee performance appraisals, implement training and development programmes and decide when to promote and reassign.

Gerhart and Hollenbeck (1997) say the organisational context an inevitable purpose of performance appraisal is to arrive at some judgment about the worth of the individual contribution of the organisation over a period of time. Gerhart and Hollen further say that companies that seek to pursue quality over an extended period of time would make development of the individual primary concern of the appraisal activity.

2.2 PARTICIPATIVE MANAGEMENT STYLE AND EMPLOYEE PERFORMANCE

It is believed that participative management brings many benefits to an organization. These benefits include creating a sense of ownership in the company, a sense of pride and motivating employees to increase productivity in order to achieve their goals and objectives (McMillan, n.d.). Employees who are invited to participate in the decision-making process of the company are more likely to feel themselves as a part of a team whose members have a common goal. Their sense of self-esteem and creative fulfillment will be heightened.

To adopt a participative management style, first, the company could set up a suggestion box. Any employees who have suggestions for the work environment improvement of the company or organization could drop a letter included their opinions in the box. Second, as employees feel isolated from the management, co-partnership could be established between employees and their manager. In this way, employees are paid in the form of shares and not in the form of cash.

Becoming shareholders of the company will require employees to participate in every activity of the management (Krutza & Wiff, 2011). Third, holding some casual parties or functions to bring employees and the management closer, talking and communicating with each other under casual context will make employees and the management to know each other from other aspects which cannot be known in the working environment. This will tighten the relationship between them.

One of the leading challenges in public management has been implementing effective human capital strategies to enhance government performance and accountability. As a result of the emphasis on performance and results-oriented government services, researchers in public administration and government agencies have stressed effective human resources management strategies such as job satisfaction, team empowerment, participative management, and strategic

planning (Noer 1993; DeLeon and Taher 1996; DeSantis and Durst 1996; Rago 1996; Ting 1996; MSPB 1998a, b; GAO 1999).

For years, researchers (Brayfield and Crockett 1955; Petty, McGee, and Cavender 1984; Iaffaldano and Muchinsky 1985) have disputed the extent to which increased job satisfaction leads to improved performance. Iaffaldano and Muchinsky (1985) conclude that the relationship has been only weakly manifested. Brayfield and Crockett (1955) conclude there is no evidence of a relationship between job satisfaction and performance. On the other hand, based on a meta-analysis, Petty, McGee, and Cavender (1984) demonstrate a strong relationship between job satisfaction and performance.

Despite researchers' disagreement about the relationship between job satisfaction and productivity (Brayfield and Crockett 1955; Petty, McGee, and Cavender, 1984; Iaffaldano and Muchinsky 1985), studies reveal that satisfied employees are more likely to have low absenteeism and turnover (Carsten and Spector 1987; Locke 1976; Tett and Meyer 1993; Hackman and Oldham 1975; Farrell and Stamm 1988; Brooke and Price 1989; Barling, Wade, Fullagar 1990; Kemery et al. 1985; Kemery, Mossholder, and Bedeian 1987; Pierce, Rubenfeld, Morgan 1991; Eby et al. 1999).

With respect to organizational performance and individual productivity, absenteeism and retention are significant targets for current human resource management in both the private and public sectors (Carsten and Spector 1987; Locke 1976; Eby et al. 1999). Specifically, several researchers (Eby et al. 1999; Pierce, Rubenfeld, Morgan 1991; Thomas and Velthouse 1990) have argued those enhancing individuals' perceptions of empowerment and fair treatment may intensify affective reactions toward work and, ultimately, reduce rates of turnover and

absenteeism. Given the significant cost of employee absenteeism and turnover for organizational performance, scholars must clearly identify variables such as empowerment, participative management, quality of work life, and the role of managers that affect job satisfaction in government agencies (Bruce and Blackburn 1992; Rainey 1997).

Several researchers have found that strategic planning has been widely implemented in federal, (1) state, and local governments (Berman and West 1998; Berry and Wechsler 1995). Berman and West (1998) find that strategic planning is the most widely used productivity-improvement strategy in both municipalities and non-profit organizations. Although there is considerable research showing that participative management positively affects employees' job satisfaction (Drucker 1954, 1974; Likert 1967; Daley 1986; Bernstein 1993), little empirical research has been conducted on the relationship between the participative management of strategic planning processes and employees' job satisfaction in the public sector. Government agencies' widespread use of strategic planning raises a research question regarding the relationship between employees' participation in strategic planning processes and job satisfaction in the public sector.

Participative decision making is the extent to which employers allow or encourage employees to share or participate in organisational decision-making Probst, (2005). According to Cotton et.al (1988), the format of participative decision making could be formal or informal. In addition, the degree of participation could range from zero to 100% in different participative management strategies.

Participative decision making is one of many ways in which an organisation can make decisions. The leader must think of the best possible style that will allow the organisation to achieve the

best results. According to psychologist like Abraham Maslow, workers need to feel a sense of belonging to an organisation (Maslow's Hierarchy of Needs).

2.3 SUGGESTION SCHEMES AND EMPLOYEE PERFORMANCE

Valentin (1988) says the involvement of employees in introducing the staff suggestion schemes and related initiatives is a key to success. Valentin further urged that goals of staff suggestion schemes are aimed at benefiting the interests of workers. This means that employees when given chance to make suggestions can help them improve their working environment and improve their welfare and thus lead to the improved performance of employees in the organizations.

Flevy (2012) says employee suggestion schemes are important tool in the organization to elicit employee's creative ideas. Flevy further says over the past decades, suggestion schemes have been studied from many perspectives. This is the situation in which the management of the organization can know the problems or the challenges their employee goes through is by allowing to make suggestions. The researchers agree with Flevy (2012) that suggestion schemes elicit employees creative ideas because Management would only get ideas from the employees only if there is a platform where they can address their ideas or challenges such that the management can address them and in that way employees will be in position to improve their performance.

Graham (1976) discusses various aspects of suggestion systems which are used as management tools. Graham (1979) further says inclusion of securing constructive ideas from as many employees as possible will encourage employee creativity, active management support, responsibilities of the suggestion committee and employees to have positive attitude about the organization. This means that once employees are given opportunities to make suggestion they

will be encouraged to work hard since their voice can be heard which will improve the performance of the organization since the employee become actively involved in the organization activities. The researcher agrees with Graham (1979) that suggestion schemes lead to employee creativity and responsibility which result into increase in the employee performance.

Faragher (2013) says staff can cynical about engagement programmes, but suggestion schemes can produce high levels of employee participation and real commercial results. Faragher (2013) continues to say that sometimes the smallest ideas make a significant difference, he cited an example of At Sainsbury's someone on the shop floor worked out that while the popularity of mangoes went up after a two for 2.50 pounds deals, the packaging they came up with accommodated five mangoes so they tended to be a lot of wastage because of the old number. That repackaging fruit in boxes of six has saved the company around 60,000 pounds and credit and thanks is to be given to suggestion made by the company which was equally tested and has yielded good results and has fostered employee performance.

Faragher (2013) still goes ahead to say staff suggestion schemes are nothing new. That more recently, however employees such as Sainsbury's ensure their schemes drive real business value, as well as raise employee engagement and participation. Both Siemens and Sainsbery mange their schemes online and track how many staff participate, although staff can still submit suggestions via postcards or paper forms from the shop floor. According to Anthony Denatale, operations Manager that an association that promotes employee engagement programmes a growing trend is for a greater collaboration on suggestions; this is a system where staff put ideas and other staff vote, comment or expand them. He adds communicating the status of idea to the staff is the key because it maintains the momentum in the scheme and measures staff that their

idea has not disappeared into the black hole. This makes the employee happy and like what they will enable them to improve their performance at the work place.

Murtagh says staff can be sceptical about employee engagement initiatives, but is tangible and shows the management that they are interested in what they have to say which gives employee morale. The one owns the employee suggestions schemes differs from one company to another. Unless there is continuous communication and feedback however a suggestion scheme can fall flat. Many software systems allow both staff and Management to track and update the status of the idea. Murtagh continues to say that public recognition of ideas that have worked well can go so much further than a financial reward. When staffs see another person receiving recognition for an idea and want to emulate that. In most cases what drive the success of suggestion schemes is quite simple, staffs who are distributed around the business and interacting directly with customers can often see things that managers cannot see.

Clegg (2013) says suggestion schemes is a formal mechanism which encourages employees to contribute constructive ideas for improving their organization that such a schemes could offer benefits like the promotion of continuous and effective communication- an additional channel of communication from operational level staff to the institution and their managers, means of improving employee's involvement, source of innovative ideas, means of collecting market and customer information, means of encouraging continuous improvement behaviours and practices, elimination of inefficiencies waste or duplication, quality assurance/improvement through staff involvement, increasing safety, promoting health and improving morale, identification of training needs and opportunity to nominate colleagues who deserve a thank you .

Healthfield (2014), describes employee suggestion schemes are means by which employees are encouraged and enabled to offer ideas relating to business. That is the ability to adapt and improve key processes and output is vital aspect of the organizational success. Creativity and innovation have a significant role to play insuring this and employee suggestion schemes are one way of being able to obtain input and ideas from the people who work most closely at the customer.

2.4 SELF MANAGING TEAMS AND EMPLOYEE PERFORMANCE

Ad de and et al (2006) says a self managing team in service delivery suggests the importance of developing confidence beliefs about a team's collective competence. He says team efficacy has reciprocal, casual relationship with service revenues and customer perceived quality. This means that self managing teams promotes confidence among the staff, it also increases the relationship among the team members and the entire organization. The researcher agrees with Ad de and et al (2006) because in most cases confidence and competency grows only if one is given the autonomy to do activities yourself.

Leslie (2014) argues that time management of teams in the work place, that time management experts are overly concerned with individual employee habits when the increasingly collaborative nature of work makes collective time management more important. He continues to say that structured time off programmes in which employees in a team perceive individually scheduled time off during the work week will increase productivity and improve job performance both through improving the employee's quality of work life and through the process of team time management. This means that self managing teams allows the team to make own plans and to schedule time when to be off or on duty which gives them a lot of morale and are

able to do work with one heart which will lead to efficiency and productivity and thus employee performance will improved.

Jalal (2013) Argues that empowerment fosters innovation, motivation and instils shared values to promote the atmosphere for learning, knowledge and accomplishment, and more responsibility generates greater productivity and commitment. He continues to say that many employees are more productive when empowered by management. Firms recognize the importance of increased employee performance and measure it. Self managing teams do not only affect the employee performance but also customer satisfaction. This means if the management want to improve the level of performance of employees they have to empower them so that employees can be innovative and will able to learn more from one another and in that case employee performance will have to improve.

Sharon (2007) says the proposition that the individuals define their role, or their orientation has a powerful influence on the behaviour resulting in more or less effective job performance. The development of more flexible role orientation presents relatively unexpected avenue for enhancing employee performance particularly in self-managing teams. This means self managing teams orient themselves that make people in those teams to learn more on how things are in a given company. This in the end brings about the improved performance of the employees in a given industry.

Coetzer (2009) says that organizations are increasingly reliant on performance of employee teams need to be aware of the influence of adult attention deficit on team members, their relationships and with other team members and their performance. Providing individual training and team interventions that target the cognitive, emotional and behavioural capacity for

completing necessary tasks is especially important for team members afflicted with the disorder. This means those self managed teams have already shown results on employee good performance in some organizations. The members are able to arrange and plan accordingly and be in position to meet deadlines since planning and implementation is in their hands. This gives employees morale to work hard and leading to improved employee performance.

Cohen (1996) says self managing work teams' effectiveness is defined as both high performance and employee quality of work life. This shows that self managing teams are identified in terms of high performance and quality work. The teams ensure that they do their best to impress the managers in so doing they produce quality work which increase their levels of performance.

MacDonald (2014) says a self managing team is a group of employees working together who are accountable for all the aspects of their tasks. A self managing team has considerable discretion over how work gets done. This means the majority of key decisions about activities are made by people with a direct knowledge of and who are most affected by those choices. Self managing teams are distinct from self directed teams. While the latter define their own goals, scope of self managing team's authority is limited by goals that are established by others which encourage them to work hard thus by improving the level of performance. MacDonald (2014) continues to show the advantages and disadvantages of self managing teams. One of the advantages is organizations in various fields use self managing teams to boost productivity and motivate employees. That members of self managing teams are able to plan, coordinate, direct and control their activities for example they set the work schedule and assign tasks, in this way they share both managerial and technical skills. The disadvantage of self managing teams is lack of hierarchical authority meaning that the personal relationships can over whelm good judgment; it

can also lead to conformity, which can inhibit creativity or make it difficult for team members to be critical on each other.

Cho (2008) argues that a self managed team is a group of employees that are responsible and accountable for all or most of the aspects of producing a product or delivering a service. That traditional organizational structure assigns tasks to employees depending on their specialist's skills or functional department within which they work. A self managing team carries out supporting tasks, such as planning and scheduling work flow and a managing annual leave and absence to technical tasks. Cho (2008) further describes the advantages and disadvantages of self managing teams whereby they tend to be less costly and are more productive compared to employees working within a traditional hierarchical structure because team performs both technical and management tasks. On the other hand team members are likely to conform to team norms than raise issues that may upset other team members. The researcher agrees with Cho (2008) that self managing teams are less costly and more productive because they are free to make their own decisions which improves their performances however, the researcher disagrees with that team members will fear to discuss issues that may annoy the colleagues simply because they are guidelines in the organizations that have to followed when an activity is to be carried out.

Armstrong (2005) says self managed team's leadership is quite different from traditional management and provides alternative traditional role. In the self managed teams the manager's role decides to permanently or temporarily set aside position of authority and to move inside the work group to provide direction, communication, group process facilitation, coordination and support. To move inside the work group, traditional leader announces to subordinate staff members that they are being delegated the authority to manage the defined area of responsibility

or to make a decision. The team has the responsibility and authority for reaching consensus decision that everyone can support. this make the subordinates happy and are motivated to work hard to able to meet the goals of the organization thus leading to better performance.

Rouse (2014) argues a self directed team is a group of people usually the employees in the company, who combine different skills and talents to work without the usual managerial supervision toward a common purpose or goal. Typically self managed teams have somewhere between 2-35 members. Self directed teams use their company's mission statement to develop their purpose which must be meaning full and beneficial to the organization. Purposes might include problem solving, increasing sales and productivity, career training and product improvement. Members must decide how they want to work together and must agree on rules and deadlines for accomplishing their purpose. Some groups create charter or rules of what is expected of each member and if a problem arises during the course of the project the team members work together to provide the solution which results into a greater performance in a given organization.

2.5 JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE

Woods (2014) assert that job enlargement is an increase in the job tasks and responsibilities to make a position more challenging. It is a-horizon of expansion which means that the tasks added are at the same level as those in the current level. He emphasises that sometimes a change in work tasks can add a much needed boost of enthusiasm due to change in daily activities and can improve morale which lead to improvement in employee performance. The morale will also need to increase employee productivity to accomplish new tasks so that the employee has a change to implement methods that speed up their output. It also shows the employee that management is

aware of the work he or she is doing and can accomplish more which can satisfaction and lead to employee performance.

Riley (2012) argues that job enlargement which sometimes called horizontal loading involves addition of extra, similar, tasks to a job. Job enlargement remains itself essentially unchanged. The employee rarely needs to acquire new skills to carry out new additional tasks and the motivational benefits are usually not experienced. Riley (2012) continues to explain that the negative aspect of job enlargement is sometimes viewed by the employee as a requirement to carry out more tasks for the same amount of pay which de motivates the employees resulting into poor performance.

Hartzell (2014) explains that job enlargement is a job redesign strategy that increases only a particular job. That while job enlargement is limited in that it does not provide the additional responsibilities or authority that job enlargement does, it is useful in reducing some of the monotony associated with doing the same thing day in day out. The belief is that once boredom is reduced, motivation to perform at higher levels of productivity increases leading to increase in the employee performance.

Harbour (2014) argues that job enlargement increases the number and variety of tasks assigned to a position. The danger in the work place is that employee does not feel increased job satisfaction as their work load expands, despite improving productivity for the business. Instead they may experience an unmanageable work load, confusion regarding how performance is evaluated and requests to perform tasks outside their job tasks. This reduces their morale resulting into poor employee performance.

Hollenbeck (2010) Job enlargement says job enlargement is adding of challenges or new responsibilities to employees' current Jobs. This could include special project assignment, switching roles within work teams or researching new ways to serve the clients and the customers. For example an engineering employee may join a task force developing new carrier path development as a result the engineer not only learns about the organisation carrier development but uses leadership and organisational skills to help the task force reach its goals and in this way the performance level of employees would have improved due to job enlargement.

Cole (2002) Assert that one of the ways of tackling employee performance and satisfaction is to enhance motivating factors such as job enlargement. Generally enlargement involves horizontal extension of the job which is done by adding more opportunities for personal growth and development and more responsibilities. Cole (2002) continues to say that more responsibilities encourage the employees to work hard in order to satisfy their employers as a result into increase in the employee performance.

On the other hand according to Michael (2010) Job enlargement is combining previous fragmented tasks into one job and also to increase the variety and meaning to respective work. This gives an opportunity to work hard and the work of employee can easily be appreciated thus the performance of an employee will have improved due to increase in the number of activities given to an employee.

Patten (2014) describes that for many years industrial compensation specialists advocated for the job enlargement. He said that it was needed during an industrial era when chaos prevailed in respect to defining work. Leaders in the rationalisation of work, the pioneer industrialists needed

to impose order on this chaos, for the getting the job facts was essential for controlling work assignments supervising the behaviour and performance of employees. Patten further says when more tasks are given to employees they always encouraged to work hard in order to meet the dead line and in process they become effective and efficient in the work they do and hence an improvement in performance in their work.

Alderfer (2014) asserts that overall performance and satisfaction tend to be higher in enlarged jobs that in non enlarged jobs and job enlargement tend to improve interpersonal relationship. This means that when more tasks are given to employees it gives them a chance to interact with various stake holders which enable to improve their interpersonal relationship. The researcher agrees with Aldefer (2014) this because in most cases if an employer wants to see employee they must give them tasks which challenging and many. There for the employer to realize that their employees are doing well they must give them additional tasks so as easily measure up their performance.

Blackwell (2015) examines the responses of workers with urban and rural back grounds to words job enlargement. According to him job enlargement is a form of motivation to a worker. This means that if the employer wants to improve the employee's performance it means they have to motivate them and job enlargement is a form of motivation. The researcher agrees with Blackwell (2015) because motivation is a key towards improving employee performance and once motivation is in place employee performance will gradually improve.

Contrary, Hill (2003) describes the effect of job enlargement in organizational context that it involves a more complex combination of factors. Hill (2003) continues to say the job of law status workers should either enlarged or changed without enlargement. Job enlargement is not of

any greater influence than job change. This means that job enlargement cannot bring a greater impact to employee performance without changing the job. The researcher disagrees with this statement made by Hill (2003) because job enlargement is there to add more tasks to existing one, this because the employee performance may not easily be seen because of the little work they do and thus employers may not see their performance when more tasks are added to existing jobs there will be visibility of the work done and in the appraisals will say that performance of employees have greatly improved.

Donaldson (2013) explains that Job enlargement increases the satisfaction associated with greater work variety and at same time says there is dissatisfying outcomes associated with decreased social interaction as a result of the increased effort to work. Donaldson (2013) continues to say that social interaction should have been maintained despite the fact that more tasks are added to the employee. This means that much as job enlargement increases job satisfaction and performance the opportunity for social interaction should not be left out as it could result to being so dissatisfying to the employees.

Hartzell (2014) defines job enlargement as a design strategy that increases only the tasks of a particular job. It helps in reducing monotony of doing the same thing day in day out and the belief is that once boredom is reduced motivation to produce at higher levels of productivity increases. This means that doing the same thing throughout creates boredom and employees end up not performing at all but when additional tasks are given to them they are encouraged to work hard and this leads to an increase in the employee performance.

Taylor (2011) asserts that job enlargement is predominantly used in industry to describe a trend towards putting back into industrial work some of the skill responsibility and variety that have

eliminated by excessive division of labour. This means that skills of an employee may be splinted if at the entire task given to him/her is too minimal that cannot express their work performance. The researcher agrees with Taylor (2011) this because sometimes employees may be given to little work to do and in the end the employers can not realize what they have done. But if more tasks are added to them their work will be visible and they will encouraged to work and their performance level will improve.

Nated by excessive division of labour, this means that skills of an employee may be splinted if at the entire task given to him/her is too minimal that cannot express their work performance. The researcher agrees with Taylor (2011) this because sometimes employees may be given to little work to do and in the end the employers can not realize what they have done. But if more tasks are added to them their work will be visible and they will encouraged to work and their performance level will improve.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter discussed the research design, Area of study, Study population, Sample size, Sampling techniques, Data collection methods, Data collection instruments, Data collection procedure, Data Analysis measurement and presentation of variables.

3.1 RESEARCH DESIGN

Amin (2005) defines a research design as a plan which the research study follows. The researcher adopted a case study as a research design (Yuko and Onen, 2009) case study shows a single entity to be examined in depth in order to gain an insight into the larger cases. The case study design will adopt both qualitative and quantitative approaches so as to clearly get the objectives under the study. A qualitative method will be used because it gives a clear understanding of objectives basing on the available information. On the other hand quantitative method will allow reporting of summarized results in numerical form and will help the researcher to draw meaningful results from quantitative data.

3.2 AREA OF STUDY

The study was carried out in Luweero Town Council. Luweero Town Council has a variety of secondary schools;

this was a good study area to know Participative management style and its effect on employ performance of employees. A case study of Everest College Luweero was used to enable the

Researcher to intensively examine and analyze the effect participative Management on employee performance

3.3 STUDY POPULATION

Study population refers to the total number of subjects or total environment of interest to the researcher (Yuand Onen, 2009). The population comprised of 50 respondents who were staff members of Everest College Luweero (Everest College Human Resource hand Book 2014). The research chose to get information from the staff members because they were believed to be having the relevant information about Participative management style and employee performance.

3.4 SAMPLING PROCEDURE

This comprise of the sample size and the sampling techniques that was used in the study.

3.4.1 Sample size

This refers to the number of elements to be chosen from the total population so as to constitute to the required sample (Masembe, 2009). The sample comprised of 48 respondents selected from the population of 50. The sample was chosen following the determination table (krejice and Morgan, 1970). This table shows the total population and their respective sample sizes. The sample size was chosen purposively where 10 respondents were to be from the Administrative staff, 28 were from the teaching staff and 10 were to be chosen from the support staff.

3.4.2 Sampling techniques

This refers to the technique or procedure adopted in selecting the sample from inferences about the population are to be drawn (Masembe, 2009) .The researcher used stratified Sampling approach because it helps to group population into homogenous subsets that share similar characteristics and to ensure equitable representation of the population in the sample.

3.5 DATA COLLECTION METHODS AND INSTRUMENTS

This section aims at describing the methods and techniques that the researcher used to collect data for the proposed duty (Odiya, 2009). The researcher used various methods such as Questionnaires surveys and interviews in order to get primary data from the respondents.

3.5.1 Questionnaires

This is a collection of items to which a respondent is expected to react usually in writing (Onen and Yuko, 2009). It is done by giving questionnaires to different respondents. Questionnaire is easy to administer, give time the respondents to think of answers, collect a lot of information over a short time and more convenient to literate population. Open ended and close ended questionnaires will be used.

3.5.2 Interviews

This refers to person to person communication between two or more people with a specific purpose (Kumar, 2005). Interviews helped the researcher to obtain information that cannot be directly observed, obtain historical information and gain control over the line of questioning. The researcher used an interview guide, this data collection instrument where information is provided to guide the interview process.

3.6 QUALITY CONTROL METHODS

3.6.1 Validity

The research instruments are only valid when it actually measures what is supposed to measure and when data collected through it accurately represent the respondent's opinion (Amin, 2005). This aims at ensuring the validity of the research instruments used in the research dealt with.

The instrument was discussed with the supervisor before; for the clarity, inspection and removal of uncertainty. Necessary corrections were made before pre-testing the instruments. This was done to enable the researcher consider items that are relevant and valid.

3.6.2 Reliability

According to Amin (2005) reliability is the dependability or trust worthiness of the research results or the degree to which measuring instruments consistently measure what is supposed to measure. The reliability will be tested using Cronbach alpha method to determine how well items in the study test relate to all other items and to the total study test.

3.7 DATA MANAGEMENT AND PROCESSING

In this section the researcher described how data was processed, presented and interpreted and this is through sorting, coding and analyzing them appropriately (Odiya, 2009). The data collected was managed using both qualitative and quantitative methods.

3.8.1 Quantitative techniques

Quantitative techniques were used to present data in numerical form. SPSS was used to analyze data. The data is presented in form of tables. Methods such as correlation co

efficiency were used in determining the relations between the variables under the study. Mean and standard deviation techniques were also applied to assess and present data.

3.8.2 Qualitative techniques

Qualitative techniques have been used to present data in text form. The information was obtained from the respondents tabulated and analyzed using the, opinions and perceptions, categorization and narrations.

3.9 ETHICAL CONSIDERATION

The researcher cited all the sources which were used, acknowledging the work of other authors; not taking as own. The researcher obtained authority to travel to the field from the administrators. The researcher was able to introduce herself to Top Management with all the intentions of research and was able to brief the Top Management after data collection and thank them for their corporation.

The researcher ensured that confidentiality was observed and an agreement of confidentiality was made with the, respondents. The data collected was purely academic and was not used otherwise; the research questionnaires were not exposed to their personal detail that means they were anonymous.

3.10 LIMITATIONS OF THE STUDY

The sample size was not sufficient enough to bring out the intended results for research, since it only has a sample size of 48. This was mitigated by using multiple approaches which were involved in getting information from the levels of management.

Time frame of the study was short term, the study required more time. However this was solved by use of multiple approaches to the study.

Financial constraints; since there was nothing like funding from the University, a lot of money was needed to finance research such as transport, and stationary. This was mitigated by taking a Loan from a fellow Student.

CHAPTER FOUR

PRESENTATIONS, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 INTRODUCTION

In this chapter the findings of the study were analyzed and presented according to research objectives, research questions and study variables. Both primary and secondary data was used. The data was analyzed using statistical package for social scientists (SPSS) and presented in tables, graphs and pie charts using percentages. The presentation was guided by the following objectives; to find out the effect of suggestion schemes on employee performance; to determine the role of self managing teams on employee performance and to examine the effect of job enlargement and employee performance of Everest College Luweero. A sample of 48 questionnaires was given out and a total of 45 were collected.

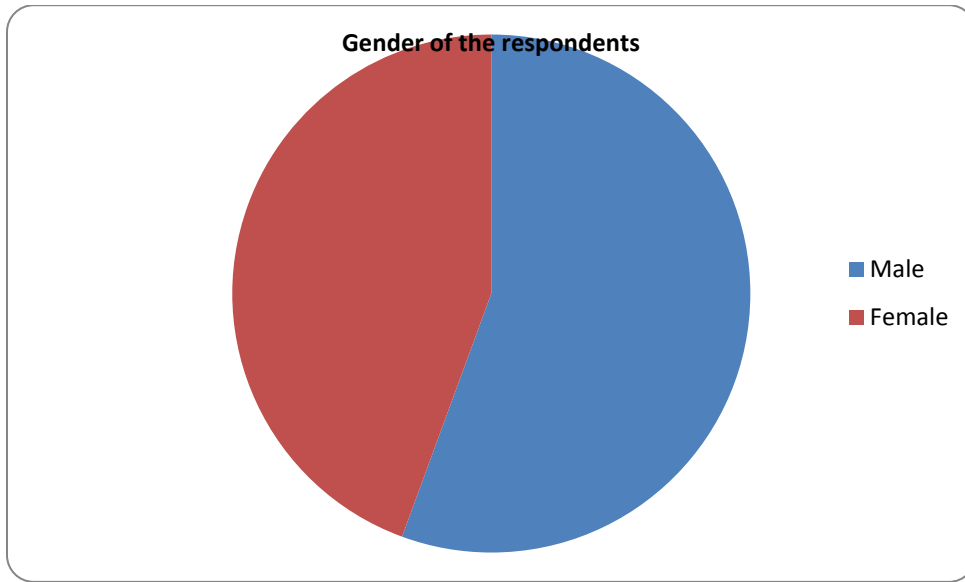
4.1 FINDINGS ON THE BACKGROUND INFORMATION

This section represents the back ground information of the respondents who participated in the research study. The information contained in this category includes; gender, level of education, position held in the school, age bracket and number of years worked in the school.

4.1.1 Gender Distribution of the respondents

The study established the gender or sex of the respondents who were interviewed and answered questionnaires.

Figure: 4.1.1 Gender distribution of the respondents



Source: primary Data 2015

From figure 4.1.1 above, 56% of the respondents were found to be male and 44% were found to be female. This implies that there is an average distribution of employees between male and female thus Everest College School is gender sensitive. This is still expressed in the table below:

Table 4.1: Gender

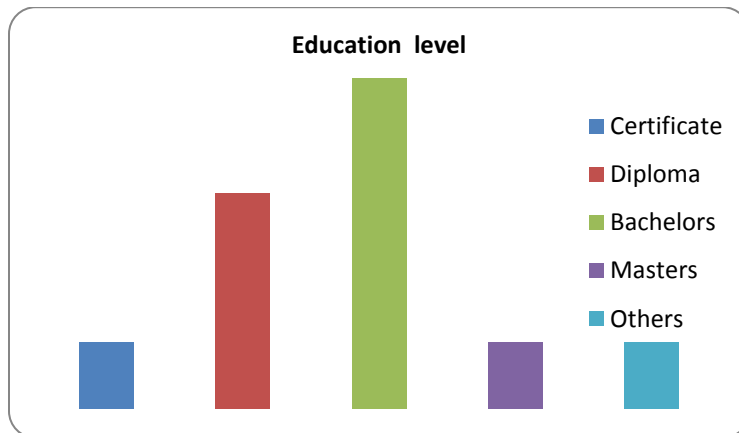
	Frequency	Percentage
Male	25	55.6
Female	20	44.4
Total	45	100.0

Source: primary Data 2015

4.1.2 Level of Education of Respondents

The study established level of Education of respondents who work with Everest College Luweero.

Fig: 4.1.2 Education level of the respondents



Source: primary data 2015

From figure 4.1.2 above, the findings on the level of education of respondents indicates that 44% are Bachelor holders, 28% are Diploma holders, and 10% certificate holders, 9% Masters and 9% do not have any qualifications. This signifies that the majority of the respondents were Bachelor holders implying that there is an effort to recruit qualified personnel that is why performance is getting better. This can still be expressed in the table below:

Table 4.2: Level of education attained

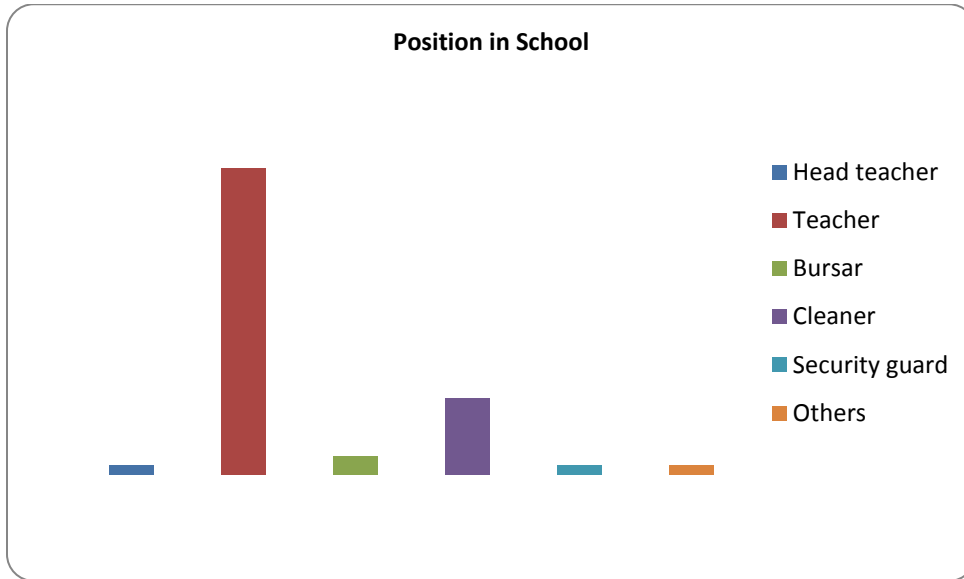
Education level	Frequency	percentage
Certificate	4	8.9
Diploma	13	28.9
Bachelors	20	44.4
Masters	4	8.9
Others	4	8.9
Total	45	100.0

Source: primary Data 2015

4.1.3 Positions held by respondents

The study established the position of respondents of Everest College Luweero. Figure 4 below shows the positions held by the respondents in Everest College Luweero.

Figure 4.1.3 Positions held by respondents



Source: primary Data 2015

From figure 4.1.3 above, the findings show that teachers take 71%, cleaner take 18%, Bursar's 4%, others 3% Head teacher and security guard 2% each of the respondents from Everest College Luweero. This indicates that majority of the respondents were teachers with a percentage of 71%. This is expressed in a table form as

Table 4.3: Position of respondents held in the school

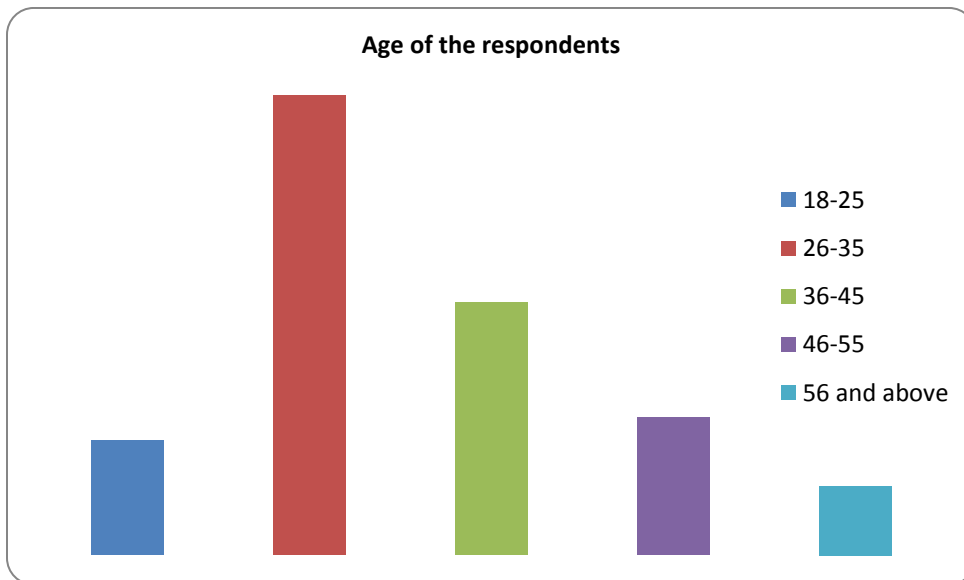
Position	Frequency	Percentage
Head teacher	1	2.2
Teacher	32	71.1
Bursar	2	4.4
Cleaner	8	17.7
Security guard	1	2.2
Others	1	2.2
Total	45	100.0

Source: primary Data 2015

4.1.4 Age of respondents

The study established the age bracket of respondent of Everest college luweero.

Figure 4.1.4 below shows the age bracket of respondents.



Source: primary data

Figure 4.1.4 above shows the age bracket of respondents where 44% (26-35), 24 % (36-45), 13% (46-55), 11% (18-25), 8% (56 and above). This signifies that the majority of the respondents were in the age bracket of (26-35) this indicated that; this organisation employees more young people. However, it also shows that this School lacks motivation schemes to retain its employees since only a few percentage covers the elderly employees, this means that as employees get experience and exposure they quit this organisation. Also this is expressed in the table below:

Table 4.4: Age bracket of the respondents

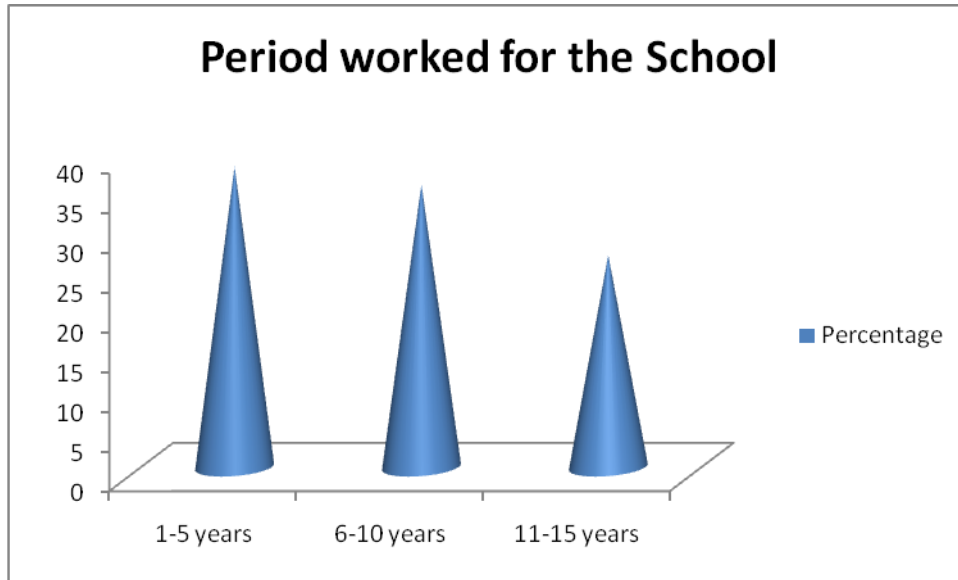
Age bracket	Frequency	Percentage
18-25	5	11.1
26-35	20	44.4
36-45	11	24.4
46-55	6	13.3
56 and above	3	6.7
Total	45	100.0

Source: primary Data 2015

4.1.5 Period served in the School

The findings established the period which respondents of Everest College Luweero have served.

Fig: 4.1.5 Period served in the school.



Source: Primary data2015

Figure 4.1.5 above indicates period of service of respondents where 38% (1-5) years, 36% (6-10) and 26% (11-15) years. This possibly means that majority of the respondents have served between (1-5) years. Meaning employees of Everest College Luweero do not serve the organization for a long time. This information can also be expressed in a table form:

Table 4.5: Period worked for the school by the respondents

Years worked for	Frequency	Percentage
1-5 years	17	37.87
6-10 years	16	35.6
11-15 years	12	26.7
Total	45	100.0

Source: primary Data 2015

4.2 SUGGESTION SCHEMES AND EMPLOYEE PERFORMANCE

Under this objective the respondents were interviewed and given questionnaires. The findings in regard to suggestion schemes and employee performance are shown below.

Table 4.6: Involvement of lower level managers in decision making

Respond	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	3	7	7	7
small extent	6	13	13	20
Moderate	8	18	18	38
large extent	23	51	51	89
very large extent	5	11	11	100.0
Total	45	100.0	100.0	

Source: primary data, 2015

From table 4.6 above, the findings indicate that the majority of the respondents who agreed with the statement to a large extent were 23 constituting to a percentage of 51%, whereas those who agreed with the statement that there is Involvement of lower level managers in decision making to a small extent were 6 contributing a percentage of 13%. Respondents who agreed with the statement to a very large extent were 5 with a percentage of 11%; on the other hand those who agreed with the statement to a very small extent were 3 contributing to a percentage of 7%.

According to the findings, there were those respondents who scored moderate agreement with the statement that Everest College Luweero involves lower level managers in decision making constituting a number of 8 with a percentage of 18%. The overall findings therefore indicate that respondents had a strong agreement with the statement implying that Everest College involves lower level managers in decision making. The findings are in line with (Valentin 1988) who asserts that, involvement of employees in introducing the staff suggestion schemes and related initiatives is a key to success, which according to the findings is realized by Everest College Luweero.

4.2.2 Managers' ideas in decision making and organisational success.

The study established the extent to which low level manager's ideas in decision making lead to success of Everest College Luweero. Table 4.7 below shows the extent.

Table 4.7: Managers' ideas in decision making and organisational success

Response	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	1	2	2	2
small extent	8	18	18	20
Moderate	6	13	13	33
large extent	20	44	44	77
very large extent	10	23	23	100
Total	45	100.0	100.0	

Source: primary data, 2015

From table 4.7 above, the findings indicate the majority of the respondents agreeing with the statement to the large extent that low level managers' ideas in decision making drive Everest College to success were a total number of 20 of the entire sample size hence equating to 44%, those who agreed with the statement to a small extent were only 8 respondents with an overall percentage of 18%. Respondents who agreed with the statement to a very smaller extent were the least in response with a number of 1 and a percentage of 2%. On the other hand, those who agreed with the statement to a very large extent were the second largest in support of the statement constituting 10 in number and a percentage of 23%. Finally there were moderate respondents who were on a balanced position in agreement totalling to 6 with a percentage of 13%.

Basing on the fact of the findings observed in table 4.7 above, the statement gains a positive position in Everest College. The findings possibly imply that the success of Everest College in Luweero to a great extent is contributed by low level managers' ideas which become a strength that Everest directors should emulate. These findings are also in agreement with Valentin (1988) who strongly asserts that involvement of employees in introducing the staff suggestion schemes and related initiatives leads the organization to success, a statement that affirms the findings and recommends Everest College to maintain low level management's involvement in idea creation and decision making if they need to succeed.

4.2.3 Departmental ideas and creativity

The study established the extent to which the use of departmental ideas leads to the success of Everest College Luweero. Table 4.8 below shows the extent.

Table 4.8: Departmental ideas and creativity

Response	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	1	2	2	2
small extent	4	9	9	11
Moderate	11	24	24	35
large extent	13	29	29	64
very large extent	16	36	36	100.0
Total	45	100.0	100.0	

Source: primary data, 2015

The table 4.8 above shows the findings got from the statement that departmental ideas lead to creativity. The majority of the respondents in the table are shown agreeing with the statement in very large extent with a total number of 16 respondents and a percentage of 36%, those who agree with the statement to a large extent constituted a number of 13 and a percentage of 29% and were the second largest in support of the statement. On the hand, respondents who to a small extent agreed with the statement were 4 in number with a contributing percentage of 9% and those who agreed to very small extent was just 1 respondent with 2%. Finally there were those who moderated their agreement although were the third largest in number of 11 and percentage of 24%. These findings therefore indicate that creativity greatly affects the success of Everest College positively which management should encourage.

Basing on the findings in table 4.8 above, the use of departmental ideas lead to creativity in Everest College Luweero, this is in agreement with Frevy (2012) who says that employee

suggestion schemes are important tool in the organization to elicit employee's creative ideas. Flevy (2012) further says over the past decades, suggestion schemes have been studied from many perspectives. This is the situation in which the management of the organization can know the problems or the challenges their employee goes through is by allowing to make suggestions. The researchers agrees with Flevy (2012) that suggestion schemes elicit employees creative ideas because Management would only get ideas from the employees only if there is a platform where they can address their ideas or challenges such that the management can address them and in that way employees will be in position to improve their performance.

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4.2.4 Involvement of departmental ideas in decision making result into increased employee participation.

The study focused on the extent to which Involvement of departmental ideas in decision making result into increased employee participation in Everest College Luweero.

Table 4.9: Involvement of departmental ideas in decision making result into increased employee participation

	Frequency	Percent	Valid Percent	Cumulative Percent
small extent	6	13	13	13
Moderate	11	24	24	38
large extent	15	34	34	71
very large extent	13	29	29	100.0
Total	45	100.0	100.0	

Source: primary data, 2015

The findings from table 4.9 indicate that 15 with a contributing percentage of 34% agree with the statement to a large extent, whereas 13% with a number of 6 respondents to a small extent agree with the statement. 29% with a number of 13 respondents agree with the statement that; involvement of departmental ideas in decision making lead to increased employee participation to a very large extent while to a very small extent only 13 respondents with a percentage of 29 percent agree with the statement, 24% moderate. This shows that 34% is the highest percentage meaning that the majority of the respondents believe that involvement of departmental ideas in decision making result into increased employee participation.

This is in line with Clegg (2013), he asserts that suggestion schemes is a formal mechanism which encourages employees to contribute constructive ideas for improving their organization that such schemes could offer benefits like the promotion of continuous and effective

communication- an additional channel of communication from operational level staff to the institution and their managers, means of improving employee’s involvement

4.2.5 Departmental participation gives morale to employees.

The study established the extent to which departmental participation in decision making give morale to employees of Everest College Luweero. Table 4.10 below shows the extent.

Table 4.10: Departmental participation gives morale to employees.

	Frequency	Percent	Valid Percent	Cumulative Percent
small extent	5	11	11	11
Moderate	11	24	24	36
large extent	17	38	38	73
very large extent	12	27	27	100.0
Total	45	100.0	100.0	

Source: primary data, 2015

Findings from table 4.10 above indicate 38% large extent, 27% very large extent, 24% moderate and 11% small extent. This possibly implies that the majority of the respondents say that departmental participation in decision making give morale to employees of Everest College Luweero. Respondents say *“All members feel involved and part of the decision made”*.

4.3. SELF MANAGING TEAMS AND EMPLOYEE PERFORMANCE

This tested the effect of self managing teams on employee performance. The findings regarding self managing teams were established; to find out the extent to which self managing teams affect

employee performance that is to very small extent, small extent, moderate large extent and very large extent and as discussed below;

4.3.1 Empowering various departments creates confidence of staff which result into better grades

The findings were established on extent to empowering various departments’ create confidence of staff which result into better grades. Table 4.11 below shows the extent.

Table 4.11: Empowering of various departments creates confidence of staff which result into better grades.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very small extent	6	13	13	13
Moderate	8	18	18	31
large extent	16	36	36	67
Very large extent	15	33	33	100.0
Total	45	100.0	100.0	

Source: primary Data, 2015

Findings from table 4.11 above indicate that 36% large extent, 33% very large extent, 18% moderate, 13% small extent. This signifies that the biggest number of respondents support that at large extent empowering various departments’ creates confidence to staff which result into good grades in Everest College Luweero.

4.3.2 Empowering group employees enables employees.

Findings established the extent to which empowering group employees’ enables employees of Everest College Luweero to good time managers. Table 4.12 shows the extent.

Table 4.12: Empowering group employees enable employees to be good time managers

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	2	4	4	4
small extent	7	16	16	20
Moderate	13	29	29	49
large extent	14	31	31	80
very large extent	9	20	20	100
Total	45	100.0	100.0	

Source: primary Data 2015

Findings from table 4.12 shows that 14 respondents with a percentage of 31% agree that empowering group employees enable employees to be good time managers to a large extent, while 29% with a number of 13 respondents moderately agree with the statement, 20% with a contributing number of 9 respondents to a very large extent agree with the statement, 16% with a

contributing number of 7 respondents agree with the statement to a small extent and 4% with 2 respondents also agree with the statement to a very small extent.

This possibly reflects that the large number of respondents support that empowering group employees enables employees of Everest College Luweero to be good time managers. Leslie (2014) is in agreement with this aspect where he argues that time management of teams in the work place, that time management experts are overly concerned with individual employee habits when the increasingly collaborative nature of work makes collective time management more important. He continues to say that structured time off programmes in which employees in a team perceive individually scheduled time off during the work week will increase productivity and improve job performance both through improving the employee's quality of work life and through the process of team time management. This means that self managing teams allows the team to make own plans and to schedule time when to be off or on duty which gives them a lot of morale and are able to do work with one heart which will lead to efficiency and productivity and thus employee performance will improved.

4.3.3 Decentralising power foster innovation of employees.

The findings were established on the extent to which decentralizing power foster innovation of employees which results into better grades. Table 4.13 below shows the extent.

Table 4.13: Decentralizing power to departments foster innovation of employees which results into better grades

	Frequency	Percent	Valid Percent	Cumulative Percent
Very small extent	3	7	7	7
Small extent	7	15	15	22
Moderate	9	20	20	42
large extent	19	42	42	84
Very large extent	7	16	16	100.0
Total	45	100.0	100.0	

Source: primary Data 2015

From table 4.13 the findings indicate 19 respondents with a contributing percentage of 42% agree with the statement to a large extent, 20% that is 9 respondents agree with the percentage moderately, 16% of 7 respondents agree with the statement to a very large extent, while 15% with 7 respondents to a small extent also agree with the same statement, 7% with 3 respondent to a very small extent agree with the statement. This is an indication that to a large extent the biggest number of respondents supports that decentralizing power to department foster innovation of employees which result into better grades. This is with reference to Jalal (2013) in the literature review, who argues that empowerment fosters innovation, motivation and instils shared values to promote the atmosphere for learning, knowledge and accomplishment, and more responsibility generates greater productivity and commitment.

4.3.4 Giving authority to different departments affect the behaviour of employees and student grades.

The study established the extent to which giving authority to different departments affect the behaviour of employees and student grades. Table 10 below shows the extent.

Table 4.14: Authority to different departments affects the behaviour of employees and student grades

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	3	7	7	6.7
small extent	5	11	11	18
Moderate	15	33	33	51
large extent	15	33	33	84
very large extent	7	16	16	100.0
Total	45	100.0	100.0	

Source: Primary Data, 2015

Findings from table 4.14 indicate 33% with 15 respondents to a large extent agree with the statement that giving authority to different departments affect the behaviour of employees and student grades, where as 11% with 5 respondent to a small extent agree with the same statement. To a very large extent 16% agree with this statement with 7 respondents while to a very small extent the contributing percentage is 7% with 3 respondents. 33% moderately agreed with this statement. The results of findings signify that 33% of the respondents to large extent support that the idea that giving authority to different departments affect behaviour of employees and student grades. It could also signifies the highest level of respondents were moderate on the idea; the

respondents say “*this brings close monitoring which may improve their behaviour which affects them positively.*”

4.3.5 Decentralized powers encourage the employees to abide rules and regulations

The findings established the extent to which decentralized powers encourage employees to abide rules and regulations. The table below shows the extent.

Table 4.15: decentralized powers encourage the employees to abide rules and regulations.

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	1	2	2.2	2.2
small extent	6	13	13.3	15.5
Moderate	13	29	29.3	44.8
large extent	21	47	47.3	92.1
very large extent	4	9	9.3	100.0
Total	45	100.0	100.0	

Source: primary Data, 2015

Table 4.15 above the findings indicate 47 % with 21 respondents agree with the statement to a large extent, 29% with 13 respondents moderately agree that decentralized powers encourage the

employees to abide rules and regulations whereas 13% with 6 respondents agree with the statement to a small extent, and 9% with 4 respondents agree to a very large extent. This could mean that the biggest percentage support that decentralised powers encourages the employees to abide rules and regulations of Everest College Luweero. According to Armstrong (2005) the team has the responsibility and authority for reaching consensus decision that everyone can support. this make the subordinates happy and are motivated to work hard to able to meet the goals of the organization thus leading to better performance.

4.5 JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE

Findings on job enlargement and performance as were established as it has been discussed and presented below.

4.5.1 Employees participation in various activities influences performance.

The findings established the extent to which employee's participation in various activities influence employee performance. Table 4.16 below shows the extent.

Table 4.16 Employees participation in various activities influence performance

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	1	2	2	2
small extent	4	9	9	11
Moderate	9	20	20	31
large extent	21	47	47	78
very large extent	10	22	22	100.0
Total	45	100.0	100.0	

Source: primary Data 2015

Findings from table 4.16 indicate 47% with 21 respondents agree with the statement for a large extent, and a contributing percentage 9% with 4 respondents agree that employee's participation in various activities influence employee performance to a small extent. While, 2% with 1 respondent agree with the statement to a very large extent, and 22% with 10 respondents agree with the statement to a very large extent; on the other hand 20% with 9 respondents moderately agree with the statement.

This could signify that the majority of the respondents support that to a large extent employee participation in various activities influence employee performance of Everest College Luweero; which comply with Wood (2014); states that sometimes a change in work tasks can add a much needed boost of enthusiasm due to change in daily activities and can improve morale which lead to improvement in employee performance.

4.5.2 Employees’ acquisition of new skills leads to improvement in students’ grades

The study established the extent to which acquisition of new skills leads to improvement in grades in Everest College Luweero. Table 4.17 below shows the extent.

Table 4.17 below shows the extent which acquisition of new skills leads to improvement in grades of Everest College Luweero

Table 4.17 acquisition of new skills lead to improvement in students’ grades

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	2	4	4	4
small extent	4	9	9	13
Moderate	8	18	18	31
large extent	23	51	51	82
very large extent	8	18	18	100.0
Total	45	100.0	100.0	

Source: primary Data, 2015

The findings in table 4.17 show 51% with 23 respondents agree with the statement that acquisition of new skills lead to improvement in students’ grades to a large extent, while 9% with 4 respondents agree with the statement to a small extent. To a very large extent 18% agree with the statement against 4% with 2 respondents who agree with the statement to a very small extent; moderately 18% with 8 respondents also agree with the statement.

Possibly implying that to a large extent acquisition of new skills lead to improvement in new grades of Everest College Luweero, this is in line with Michael (2010) who slates that; increasing the variety and meaning to respective work gives an opportunity to work hard and the work of employee can easily be appreciated thus the performance of an employee will have improved due to increase in the number of activities given to an employee.

4.5.3 Decrease in monotony result into time keeping and following rules and regulations

The study established findings on the extent to which decrease in monotony result into time keeping and following rules and regulations. Table 4.18 below shows the extent.

Table 4.18: Decrease in monotony result into time keeping thus following rules and regulations

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	3	7	7	6.7
small extent	11	24	24	31.1
Moderate	11	24	24	55.6
large extent	16	36	36	91.1
very large extent	4	9	9	100.0
Total	45	100.0	100.0	

Source: primary Data 2015

The findings from table 4.18 indicate 36% with 16 respondents agree with the statement to a large extent where as 24% with 11 respondents moderately agree with the statement, 11 respondents with a contributing percentage of 24% agree with the statement to a small extent. On other hand a contributing percentage of 9% with 4 respondents agree with the statement that; decrease in monotony result into time keeping thus following rules and regulations to a very large extent and a contributing percentage of 7% with 3 respondents agree with the statement to a very small extent. The result portray that to a large extent decrease in monotony result into time keeping and following rules and regulations of Everest College Luweero; this is in line with Hartzell (2014) findings that job enlargement helps in reducing monotony of doing the same thing day in day out and the belief is that once boredom is reduced motivation to produce at

higher levels of productivity increases. According to the researcher this is achieved only if the time management is effected and rules and regulations followed.

4.5.4 Change in daily work result into enthusiasm and better performance

The study established findings on the extent to which change in daily work result into enthusiasm and better performance. Table 4.19 below shows the extent.

Table 4.19: change in daily work result into enthusiasm and better performance

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	3	7	7	7
small extent	9	20	20	27
Moderate	11	24	24	51
large extent	16	36	36	87
very large extent	6	13	13	100.0
Total	45	100.0	100.0	

Source: Primary Data, 2015

Findings from table 4.19 show that a contributing percentage of 36% with 16 respondents agree that; change in daily work result into enthusiasm and better performance to a large extent, and 24% with 11 respondents moderately agree with the statement. On the other hand 20% with 9 respondents agree with the statement to a small extent while 13% with 6 respondents agree with the statement to a very large extent and 7% with 3 respondents agree with the statement to a very

small extent. This could signify that the respondents support that to large extent change in daily work creates enthusiasm thus better performance of Everest College luweero.

4.5.5 Additional tasks lead to personal growth thus improving performance.

The findings established the extent to which additional tasks lead to personal growth and development which foster greater performance. Table 4.20 below shows the extent

Table 4.20: Additional tasks lead to personal growth thus improving performance

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	3	7	7	7
small extent	5	11	11	18
Moderate	10	22	22	40
large extent	18	40	40	80
very large extent	9	20	20	100.0
Total	45	100.0	100.0	

Source: primary data 2015

Findings from table 4.20 above indicate the level of the extent to which additional tasks lead to personal growth and development which fosters performance this include a percentage of 40% with 18 respondents who agree with the statement to a large extent, 22% with 10 respondents moderately agree to this statement, 20% with 9 respondents also agree to this statement to a very

large extent, whereas 11% with 5 respondents agree to the a statement and 7% with 3 respondents agree to a very small extent. This could imply that to a large extent respondents agree with the statement and this is in relation with Cole (2002) according to the literature review; he states that more responsibilities encourage the employees to work hard in order to satisfy their employers as a result into increase in the employee performance.

4.5.6 Motivation schemes on participatory management and employee performance

Motivation schemes affect employee’s presentation of their proposal and performance

Findings were established on the extent to which motivation schemes affect employee presentation of their proposal and performance. The table 4.21 below shows the extent.

Table 4.21: Motivation schemes affect employee presentation, proposals and performance

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	1	2	2	2
small extent	5	11	11	13
Moderate	11	24	24	38
large extent	22	49	49	87
very large extent	6	13	13	100.0
Total	45	100.0	100.0	

Source: primary data, 2015

Findings in table 4.21 shows 49% large extent, 24% moderate, 13% very large extent 11% small extent and 2% very small extent. This could mean to a large extent motivation schemes affect employee presentation, proposal and performance of Everest College Luweero.

4.6.2 Motivation Schemes and affect departments and employee performance

The findings on motivation schemes affect departments and employee performance. Table 4.22 below shows the extent.

Table 4.22 motivation schemes on departments and employee performance

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	1	2	2	2
small extent	6	13	13	16
Moderate	12	27	27	42
large extent	18	40	40	82
very large extent	8	18	18	100.0
Total	45	100.0	100.0	

Source: primary data, 2015

From the above table 4.22 findings indicate a 40% large extent, 27% moderate, 18% very large extent, small extent and 2% very small extent. The biggest percentage of respondents say to a large extent motivation schemes affect departments and employee performance.

4.6.3 Motivation schemes affect employee’s involvement in additional tasks and their performance.

The study established the extent to which motivation schemes affect employee involvement in additional tasks and their performance of Everest College Luweero. The table below shows the extent.

Table 4.23: Motivation schemes and its effect on employee involvement in additional task

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	1	2	2	2
small extent	5	11	11	13
Moderate	13	29	29	42
large extent	16	36	36	78
very large extent	10	22	22	100.0
Total	45	100.0	100.0	

Source: primary data, 2015

Findings from table 4.23 indicate 36% large extent, 29% say moderate, 22% their opinion is very large extent, 11% small extent and 2% say at a very small extent. This signifies that the majority of the respondents say that to a large extent motivation schemes affect employee’s involvement in additional tasks and their performance

4.6.4 Participative management style and employee performance

Findings were established regarding participative management styles and the respondents show the extent whether small, large, moderate, and very large.

4.6.4.1: Employees involvement in decision making influence performance.

The study established the extent and the opinion of respondents on whether employee involvement in decision making influence their performance.

Table 4.24 Employee involvement in decision making influence their performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
small extent	4	9	9	9
Moderate	11	24	24	33
large extent	22	49	49	82
very large extent	8	18	18	100.0
Total	45	100.0	100.0	

Source: primary data 2015

Findings from table 4.24 explain 49% large extent, 24% moderate, 18 % very large extent and 9% small extent. This means that some respondents say large extent, moderate, very large extent and small extent and there were no respondents who said very small extent. The majority of the respondents say to a large extent employee involvement in decision making influence their performance

4.6.5: Relationship between involving employees in decision making and performance

The findings established the extent of the relationship between employees in decision making and performance. The table below shows the extent of the relationship.

Table 4.25 Relationship of involving employees in decision making and their performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
very small extent	2	4	4	4
small extent	5	11	11	16
Moderate	10	22	22	38
large extent	16	36	36	73
very large extent	12	27	27	100.0
Total	45	100.0	100.0	

Source: primary Data, 2015

Table 4.25 findings indicate to a large extent 36% say there is a relationship, to a very large extent 27% say there is a relationship, moderate 22% not sure of the relationship, to small extent 11% say there is a relationship and finally to a very small extent 4% say there is a relationship. There in general the respondents say there is a relationship between involving employees in decision making and their performance.

4.6.3: How participative management style affect employee performance

The findings established the extent whether employee performance can be lifted by participative management style of Everest College Luweero. Employee performance can be lifted by participative management style

Table 4.26 employee performance can be lifted by participative management style

	Frequency	Percent	Valid Percent	Cumulative Percent
small extent	4	9	9	9
Moderate	8	18	18	27
large extent	21	47	47	73
very large extent	12	27	27	100.0
Total	45	100.0	100.0	

Source: primary Data, 2015

Findings from table 4.26 indicate 47% of the respondents agree that to a large extent that employee performance can be lifted by participative management style, 27 % agree to very large extent, 18% were un decided, and 9% agree to small extent. On average the majority agreed that employee performance can be lifted by participative management styled.

CORRELATION ANALYSIS

In order to determine the effect of the different dimensions of the independent variable on the dependent variable, correlation analysis was conducted and the following were the results:

Table 4.27: Correlation between suggestion schemes and employee performance

		Suggestion schemes	Employee Performance
Suggestion schemes	Person Correlation	1	.344*
	Sig. (2-tailed)		.021
	N	45	45
Employee performance	Pearson Correlation	.344*	1
	Sig. (2-tailed)	.021	
	N	45	45

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

Source: primary Data, 2015

From table 4.27 above, the findings revealed that there is as significant correlation between suggestion schemes and employee performance of Everest College Luweero, since the sig. (2-tailed) value is 0.021. The findings further revealed that there is a weak positive correlation between suggestion schemes and employee performance of Everest college Luweero ($r=.344$). This implies that the employees of Everest College Luweero work better and they need freedom to make their own decisions so as to improve on their performance.

Table 4.28 Correlation between self managing teams and employee performance

		Self managing teams	Employee performance
Self managing teams	Person	1	.567**
	Correlation		
	Sig. (2-tailed)		
	N		
Employee performance	Pearson	.567**	1
	Correlation		
	Sig. (2-tailed)		
	N		

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

Primary Data, 2015

From table 4.28 above the findings revealed that there is a significant correlation between self managing teams and employee performance of Everest College Luweero, since the sig. (2-tailed) value is .000. The findings also revealed that there is a strong positive correlation between self managing teams and employee performance of Everest college Luweero ($r = .567$). This possibly implies that self managing teams create confidence in staff and thus better performance.

Table 4.29 Correlation between Employee participative management and Employee performance

		Employee participative management	Employee performance
Employee participative management	Pearson Correlation	1	.349*
	Sig. (2-tailed)		.019
	N	45	45
Employee performance	Pearson Correlation	.349*	1
	Sig. (2-tailed)	.019	
	N	45	45

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

Source: Primary data, 2015

The findings from the above table 4.29 revealed that there is a significant correlation between employee participative management and employee performance of Everest College Luweero since the sig. (2-tailed) value is .019. The findings further revealed that there is a weak positive correlation between employee participative management and employee performance in Everest College Luweero ($r = .349$). This possibly implies that when employees of Everest College Luweero are allowed to participate in management of the school then their performance can be improved.

Table 4.30 Correlation between job enlargement and employee performance

		Job enlargement	Employee performance
Job enlargement	Pearson	1	.399**
	Correlation		
	Sig. (2-tailed)		
	N		
Employee performance	Pearson	.399**	1
	Correlation		
	Sig. (2-tailed)		
	N		

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

Primary Data, 2015

From the table 4.30 above the findings revealed that there is a significant correlation between job enlargement and employee performance since sig. (2-tailed) is .007. The findings also revealed that there is a weak positive correlation between job enlargement and employee performance ($r = .339$). This possibly implies that when employees of Everest College Luweero are given an opportunity to enlarge on their jobs, then they can improve on their performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMANDATIONS

5.0 Introduction

This chapter presents summaries of main findings of the study, conclusions, and recommendations of the study.

The study, and suggestions for further research based on the objectives of the study.

5.1 Summary of findings

From the finds presented and the interpretations made, the following were observed considering the research objectives.

5.1.1 Suggestion schemes and employee performance

Findings from the study revealed that there is a weak positive correlation between suggestion schemes and employee performance of Everest college Luweero indicated by Pearson correlation of ($r=.344$) and sig. (2-tailed) value was 0.021. This meant that the development of suggestion schemes at Everest College Luweero affects the performance of employees.

Since the research study indicated that suggestion schemes have a weak positive relationship with employee performance, suggestion schemes should be highly emphasised by Everest College Luweero if employee performance is to be improved.

5.1.2 Self managing teams and employee performance

Analysis of the findings revealed that there is a strong positive correlation between self managing teams and employee performance of Everest college Luweero indicated by Pearson correlation of ($r =.567$) and sig. (2-tailed) value is .000. This meant that self managing teams

greatly affect the performance of employees at Everest College Luweero. This therefore implies that if organisations need to improve the performance of their employees, they should ensure that their self-managing teams are developed among their employees.

The findings from the interview guide also revealed that Everest College should come up with self-managing teams so as to create confidence in staff and thus improve on their performance.

5.1.3 Job enlargement and employee performance

The findings revealed that there is a significant correlation between job enlargement and employee performance reflected with a Pearson correlation of ($r = .339$) and sig. (2-tailed) value is .007. This meant that job enlargement affects the performance of employees.

The findings also revealed that there is a weak positive correlation between job enlargement and employee performance. This implied that if employees in organisations are given an opportunity to enlarge on their jobs, then they can improve on their performance.

5.1.4 Motivation schemes on participatory management and employee performance

This was the intervening variable on participative management styles and employee performance. Data analysis and interpretation of the interview and questionnaires responses from the staff of Everest College Luweero, the findings to a large extent indicate that; motivation schemes affect employee's presentation of their proposals and performance positively, the findings also indicate that motivation schemes affect departments and employee performance

and to a large extent motivation schemes affect employees involvement in additional tasks and their performance.

5.1.5 Participative management style and employee performance

Participative management style and employee performance were the key variables under the study. Data analysis and interpretation of the interview and questionnaires responses from the staff of Everest College Luweero, the findings to a large extent indicate that involvement in decision making influence their performance, it was also found out that there is a relationship between involving employees in decision making and their performance and it was also found out that employee participation on decision making affects performance and finally in a large extent it was found out that employee performance can be lifted by participative management style. The findings indicate there is a positive relationship between participative management style and employee performance. This is shown by sig (2-tailed) is .007 (which is less than 0.05) and $(r = .339)$ which is significant.

5.2 Conclusions

Conclusions were obtained from the research objectives of the study and they were explained below;

5.2.1 Suggestion schemes and employee performance

The study concluded that to a weak extent, Everest College School should involve lower managers in decision making so as to affect employee performance, low level managers ideas in decision making lead to the success of Everest College Luweero, use of departmental ideas lead to creativity, involvement of departmental ideas in decision making result into increased employee participation, departmental participation in decision making give morale to employee

and involvement of employees ideas in decision making encourages contribution of creative ideas.

5.2.2 Self managing teams and employee performance

It was also concluded that to a fairly large extent empowering various departments creates confidence of staff which results into better grades, empowering group employees enables employees to be good time managers, decentralizing power to departments foster innovation of employees which result into better grades, giving authority to different departments affect the behaviour of employees and student grades and decentralizing powers encourage employees to abide rules and regulations.

5.2.3 Job enlargement and employee performance

It also concluded that participation in various activities influence employee performance, it indicates that acquisition of new skills lead to improvement in grades, the findings also indicate that decrease in monotony result into time keeping and following rules and regulations, change daily work result into enthusiasm and better performance, additional task lead to personal growth and development which fosters greater performance and involvement in different tasks leads to improvement in the interpersonal relationship which improves on student grades.

5.2.4 Motivation schemes on participatory management and employee performance

It was also concluded that; motivation schemes affect employee's presentation of their proposals and performance positively, motivation schemes affect departments and employee performance and motivation schemes affect employee's involvement in additional tasks and their

performance. Generally it was concluded that participative management style is significant in improving employee performance.

5.3 Recommendations

In the light of the research findings, the following recommendations were made;

According to the study carried out, the researcher recommends that management of Everest College School Luweero should invest considerable funds in workshops and seminars in order to assist her employees to enlarge on their jobs and thus to improve on their performance.

Furthermore, the researcher recommends that management of Everest College School Luweero should ensure that it increases on the number of skilled employees. This should aim at improving service delivery and improvement in the performance of the employees.

The researcher recommends service organizations like Everest College School Luweero for this case to involve employees in the making decisions. This will help them to know what actually the organization's objective is either profit maximization or attaining a fair return on investment. This should be emphasized to encourage employees to achieve the organizational objectives and this also leads to improvement in their performance.

Management of Everest College School Luweero should ensure that it encourages Participative management style so as to improve on the performance of her employees.

5.4 Areas for further research

Having carried out research on Participative Management Style and Employee performance, the researcher found it necessary to carry out research in the following areas;

- Research on other management styles other participative management on employee performance
- Conditions that lead to high employee performance

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APPENDICES

APPENDIX I

Research Questioner

Dear Respondent, I am Kyagaba Resty the researcher and a student of Uganda Martyrs University (UMU) pursuing a Bachelors degree in Business Administration and Management. This questionnaire before you is purposely for assessing the impact of Management styles on employee performance of Everest College Luweero. Your participation in the research process will be highly appreciated and the information collected from you will be kept confidential and will be used for academic purposes only.

Instructions

1. Please tick one appropriate answer for the questions where alternative answers have provided and write the answers in the space provided for questions for which no answers has been provided.
2. You are free to indicate your name or not
3. Please help the researcher and respond to all the questions.

Thank you for your cooperation.

SECTION A: BIOGRAPHIC INFORMATION

1. Gender
 - a) Male
 - b) Female
2. Level of education attained
 - a) Certificate
 - b) Diploma
 - c) Bachelors
 - d) Masters
 - e) Others specify.....
3. What is your position in this school
 - a) Head teacher
 - b) Teacher
 - c) Bursar
 - d) Cleaner
 - e) Security guard
 - f) Other specify.....
4. In what age bracket are you?
 - a) 18- 25

- b) 26-35
- c) 36-45
- d) 46-55
- e) 56 and above.....

5. How long have worked for this school
- a) 1 – 5 years
 - b) 6 - 10 years
 - c) 11 – 15 year and above

SECTION B - F

While answering questions under these sections please choose one appropriate answer from the table provided for each question .The following is the meaning of different alternatives provided.

- 1. Very small extent
- 2. Small extent
- 3. Moderate
- 4. Large extent
- 5. Very large extent

SECTION B: suggestion schemes and employee performance

1. To what extent do involvement of lower level managers in decision making affect the employee performance of Everest College Luweero?

1 2 3 4 5

Give reasons to support your answer

.....

.....

.....

2. Low level managers’ ideas in decision making lead to the success of Everest college Luweero

1 2 3 4 5

Give reasons to support your answer

.....

.....

.....

3. The use of departmental ideas lead to creativity in Everest College Luweero

1 2 3 4 5

Give reasons to support your answer

.....
.....
.....

4. Involvement of departmental ideas in decision making result into the increased employee participation in Everest College Luweero

1 2 3 4 5

Give reasons to support your answer

.....
.....
.....

5. Departmental participation in decision making; give morale to employees of Everest college Luweero

1 2 3 4 5

Give reasons to support your answer

.....
.....
.....

6. Involvement of employees ideas in decision making encourages contribution of creative ideas in Everest college Luweero

1 2 3 4 5

Give reasons to support your answer

.....
.....
.....

SECTION C: Self managing teams and employee performance

1. Empowering various departments create confidence of staff which result in better good grades

1 2 3 4 5

Give reasons to support your answer

.....

-
.....
2. Empowering group employees enables employees of Everest college Luweero to be good time managers

1 2 3 4 5

Give reasons to support your answer

-
.....
3. Decentralizing power to departments foster innovation of employees which results into better grades.

1 2 3 4 5

4. Give reasons to support your answer

-
.....
5. Giving authority to different department affect the behaviour of employees and student grades

1 2 3 4 5

Give reasons to support your answer

-
.....
6. Decentralized powers encourage the employees to abide rules and regulations

1 2 3 4 5

Give reasons to support your answer

.....
.....
SECTION D: Job enlargement and employee performance

1. To what extent does employees' participation in various activities influence employee performance?

1 2 3 4 5

Give reasons to support your answer.....
.....

.....
.....

2. Acquisition of new skills leads to improvement in grades

1 2 3 4 5

Give reasons to support your
answer.....
.....
.....

3. Decrease in monotony result into time keeping and following rules and regulations

1 2 3 4 5

Give reasons to support your
answer.....
.....
.....

4. Change in daily work result enthusiasm and better performance

1 2 3 4 5

Give reasons to support your
answer.....
.....
.....

5. Additional tasks lead to personal growth and development which fosters greater performance

1 2 3 4 5

Give reasons to support your
answer.....
.....
.....

6. Involvement in different tasks leads into improvement in the interpersonal relationship which improves on student grades.

1 2 3 4 5

Give reasons to support your
answer.....
.....
.....

SECTION E: The effect of Motivation schemes on participatory management and Employee performance

1. How do motivation schemes at Everest College Luweero affect Employees' presentation of their proposals and performance?

1 2 3 4 5

Give reasons to support your answer.....
.....
.....

2. How do motivation schemes at Everest College Luweero affect departments and employee performance

1 2 3 4 5

Give reasons to support your answer.....
.....
.....

3. How do motivation schemes at Everest College Luweero affect employees' involvement in additional tasks and their performance?

1 2 3 4 5

Give reasons to support your answer.....
.....
.....

SECTION F: participative management style and employee performance

1. According to your opinion, to what extent does employees' involvement in decision making influence their performance?

1 2 3 4 5

Give reasons to support your answer.....
.....
.....

2. Is there any relationship between involving employees in decision making and their performance

1 2 3 4 5

Give reasons to support your answer.....
.....

.....
.....

3. Do you think employee participation in decision making affects performance?

1 2 3 4 5

Give reasons to support your answer.....
.....

4. Do you think of employee performance can be lifted by participative management style?

1 2 3 4 5

Give reasons to support your answer.....
.....

APPENDIX II

Interview guide

1. To what extent do suggestion schemes affect the employee performance?
2. Does Everest College Luweero use suggestion schemes? If yes Explain
3. In your opinion how do you rate participative management style?
4. To what extent do self managing teams affect employee performance?
5. Is self managing teams used in Everest Luweero if yes how?
6. To what extent does job enlargement affect employee performance?
7. In you opinion does job enlargement contribute anything towards improving employee performance?
8. How do motivation schemes influence participative management and employee performance?
9. Does participative management style influence employee performance?
10. In your opinion is there a relationship between participative management and employee performance?