

**MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE IN THE
PUBLIC SERVICE**

A CASE OF ISINGIRO DISTRICT LOCAL GOVERNMENT.

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DEDICATION

I dedicate this report to my Son Precious and Daughter Promise and my parents who both have provided me with inspiration and encouragement over this long journey. Special appreciation is given to my children for the many weekends that they spent alone as most of the time I was at school or on the computer finishing coursework and working on this dissertation.

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LIST OF ABBREVIATIONS

ACAO	Assistant Chief Administrative Officer
APP	Annual Performance Plan
BSC	Balance Score Card
CAO	Chief Administrative Officer
DCAO	Deputy Chief Administrative Officer
HLG	Higher Local Government
HRO	Human Resource Officer
IDLG	Isingiro District Local Government
IPF	Indicative Planning Figures
IPMF	Integrated Performance Management Framework
ISSD	Infrastructure and Social Service Development
LLGs	Lower Local Government
MDAs	Ministries Department and Agencies
MOLG	Ministry of Local Government
MOPS	Ministry of Public Service
NDP	National Development Plan
NPA	National Planning Authority
NIMES	National Integrated Management and Evaluation System
OBT	Out Budgeting Tool
OOB	Output Orientated Budgeting
PHRO	Principal Human Resource Officer
PIP	Performance Improvement Plan
PM	Performance Management
PSRP	Public Sector Reform Programme
PSRRC	Public Sector Review and Reorganization Commission
PSU	Public Sector Undertaking
SPSS	Statistical Package for Social Science
UBOS	Uganda Bureau of Statistics

ABSTRACT

This study set out to establish the effect of Management Practices on Employee Performance of the Uganda Public Servants, a case of Isingiro District Local Government.

The study was guided by objectives: Examine the effect of Planning on Employee Performance, Establish the effect of Monitoring on Employee Performance and evaluate the effect of Rewards and Recognition on Employee Performance. It had Management Practices as Independent Variable with Dimensions; Planning, Monitoring, Rewards and Recognition of Performance and Employee Performance as Dependent Variable with dimensions; Target achievement, Efficiency and effectiveness and Cost minimization

The study adopted Locke's Goal Setting Theory as the lead theory, with Vroom's Expectancy Theory and Perceived Organizational Support Theory

The Research adopted the Stratified and Purposive random sampling techniques, as well as data collection methods which included questionnaires, interviews to gather data from 123 out of 131 respondents. A response rate of 94% was realised. Data was analysed using SPSS Version 21. Correlation and regression analyses were conducted to obtain answers in relation to the main research objectives. There was very high positive significant relationship between monitoring and employee performance with a correlation coefficient of 0.781**, significant at 0.01 level of a two tailed test with 123 number of items. A high positive significant relationship between planning and employee performance with a correlation coefficient of 0.703**, significant at 0.01 level of a two tailed test with 123 number of items and a moderate significant relationship between rewards and recognition and employee performance with a correlation coefficient of 0.560**, significant at 0.01 level of a two tailed test with 123 number of items. This implied that Employee Performance is best achieved through Monitoring.

The researcher recommended that management should make good use of the employee development plans to identify training and development needs for employees to remain focused. Meetings should be held regularly and tailored towards obtaining feedback and appraisal results should be discussed, strategies drawn in order to improve performance on employee performance. A policy reform on rewards and sanctions need to be implemented and enforced so as to improve on service delivery in the Public Service.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The study seeks to establish the effect of Management Practices on Employee Performance of the Public Servants in Uganda: the case of Isingiro District Local Government. This chapter presents the background to the study, statement of the problem, general objective of the study, specific objectives, research questions, scope of the study, significance of the study, justification of the study, definition of key terms and concepts and conceptual framework

1.1 Background to the Study

Globally, most contributions to Performance Management research focus on the managerial and functionalist paradigm and neglect employees' perspectives, though the workforce's dissatisfaction with performance management and the gap between applied practices and employees' preferences have been reported previously (Pulakos, 2009; Von Glinow, Drost, & Teagarden, 2002). The consideration of employees' preferences is of particular importance in today's diverse organizations, where the neglect of various needs and values in PM risks discrimination against minorities (Kamenou & Fearful, 2006)

Performance Management is highly relevant for both the organization and the individual, in that the organization needs PM to ensure the realization of its business strategy, while for employees it determines the distribution of organizational resources and career developments (Alimo-Metcalfe, 1993; Evans, Pucik, & Björkman, 2011).

Organizations have been focusing their attention on Performance Management systems as a way to improve organizational performance and productivity (Boxall & Purcell, 2003). Yet,

studies have shown that Performance Management systems have been ineffective because employees do not find them helpful in improving their performance (e.g., Pulakos & O’Leary, 2011; Watson Wyatt Worldwide, 2004) and Performance Management systems currently in use have been criticized on the basis of whether they are built based on theories and research (Buchner, 2007).

The Leadership and Management challenge has a huge impact on integrating and aligning a management system to deliver a comprehensive performance management system. The commitment and understanding of leadership and management of the requirements for achieving a workable performance system is critical to performance success (Armstrong, 2001)

This happens at various levels of the organization in that poor measures are developed, in many cases targets are set but no relevant measure is put in place. In other cases no data can be collected or is kept as evidence to track Performance (Armstrong, 2008).

Leadership must guide employees to understand how their actions will directly impact these achievements and also demonstrate how their plans and personal goals are strategically aligned to the broader objectives of the organization and consistently cascade this information down to employees in order to ensure this alignment is understood and adopted by employees (Armstrong, 2001). The Performance Management system lacks alignment between individual performance, departmental performance and organizational delivery and so all systems default back to financial measurements (Natukunda, L et al (2013).

In Africa, although performance management is relatively unknown in many African countries, the interest in such an improvement tool is growing among African organizations and in specific African countries. For instance, there seems to be a real need for the Balance Score Card in Africa's state-owned companies. As it will help these companies to improve their performance and then contribute to the country's growth, both management and government want to work diligently on a successful implementation of performance management (Waal and Augustin, 2005).

The overall lack of management skills and expertise often makes it not viable for African countries to develop complex structures such as sophisticated performance management systems (Swanepoel et al 2008). They therefore concentrate more on introducing and copying tools and systems from the Western world which are not always the best suited to local circumstances. This raises the question whether Western techniques like performance management are suitable for developing countries (Swanepoel et al 2008).

There is no question that in theory adopting management practices which have proven to be effective is a better alternative for an organisation than investing limited and scarce resources in efforts which do not amount to much more than 'reinventing the wheel'. Also, the poor management practices, bureaucratic inefficiencies, and low productivity levels in many organisations of developing countries create considerable pressure for managers to adopt speedy, ready-to-implement strategies (Waal and Augustin, 2005).

In Uganda, the performance of the public service dates back to the colonial period which began effectively in 1900, where public servants were foreigners to Africans (non Africans natives) who served the interest of the colonial countries (Olum, 2003). On the attainment of independence, many post-colonial governments inherited a relatively small Public Service, whose major objective was limited to ensuring good governance, maintenance of law and

order. The performance appraisal of employees dates back to Taylors' "Scientific Management". This system had its shortcomings in that it was primarily judgmental and practical in nature with little or no regard for human side of nature. Whereas independent Uganda inherited a small efficient and effective public service, the situation deteriorated especially in 1970's and 1980's as a result of military rule and civil strife, leading to mass exodus of many highly qualified public servants (Olum 2003). This led to the Public Service being reviewed in 1989; whose findings were that the public service was over bloated, inefficient, ineffective, unresponsive, demoralized and consequently not delivering the government economic recovery programme. The initial phase of Public Service Reform program (1992-1997) focused on reducing on the size of the Public Service and rationalizing the structure to enhance macroeconomic reforms. The second phase (1997-2002) aimed at improving efficiency and effectiveness while the third phase (2005-2010) aimed creating competent, motivated, committed, results orientated and accountable Public Service. Enhancing performance was therefore the third phase of the PSRP. (The Integrated Management Framework for the Uganda Public Service, July 2007; Mitala, 2006). This result was the implementation of performance initiatives in the public service; the major ones being the Results Orientated Management with the view of institutionalizing a result orientated culture in the public service by achieving efficiency and improving outcomes, linking individuals performance to organizational key outputs hence making public officers more accountable and enhancing resource allocation decision. (Mitala, 2006, Improving African Public Service Series: No 6, 2009)

The Government of Uganda through the Ministry of Public Service embarked on the Public Service Reform Programme and other administrative reforms from 1992-2010, with the overall objective of improving performance of the public sector to deliver quality services to the populace. (www.publicservice.go.org 11/8/17). The intention has been to improve the

effectiveness and efficiency of public sector institutions with a focus on three key strategic objectives under the PSRP that included: enhanced performance and accountability, strengthening human resource capacity and ensuring efficient and affordable public service.

The performance management framework as suggested by Public Service Reform Program comprises of a process that begins with performance planning, budgeting and setting objectives which form the basis of staff appraisal (Ministry of Public Service, 2007). The introduction of Results Orientated Management (ROM), enabled the public service institutions to clearly define the mission statements, strategic objectives with specific measurable outputs, outcomes with key performance indicators (Ministry of Public Service, April 2011). Following the issuance of the Circular Standing Instruction No. 1 of 2010, Government introduced Performance Agreement for Senior Managers in the Public Service in a bid to address the shortcomings in service delivery and promote transparency, and accountability (Establishment Notice No 1 of 2011). The performance planning is guided by the National Development Plan and sector plans begins with the review of the previous years' performance, followed by production of the policy statement. This process enables the Ministry Departments and Agencies and Local Governments to identify gaps and prioritize for the next planning period. Planning at individual level is guided by the plan outlined in the performance appraisal; this is carried out at the beginning of every financial year immediately following the annual planning and budgeting cycle. Each individual is expected to agree with their supervisor on what is to be achieved within the financial year based on the available resources. The individual plan indicates the key outputs, targets and performance indicators which should be linked the annual plan of the Ministry Department and Agencies or Local Government. (The Integrated Performance Management Framework for the Uganda Public Service, 2007).

Isingiro District Local Government Individual learning and development plans follow staff performance appraisal and rating. The appraiser and appraisee agree on learning and development plan which sets out the course of action for getting knowledge, skills and competencies which the employees require to improve performance and achievement of objectives. This includes: coaching, training, attachment, mentoring and close supervision. Based on performance plans each institution identifies critical competencies that need to be developed in order to accomplish the tasks and include those in the institutional training plans. (The Integrated Performance Management Framework for the Uganda Public Service, 2007). However this process has not improved employee performance and so it is against this background that the researcher investigated the effect of Performance Management Practices on Employee Performance in Isingiro District Local Government.

1.2 Problem Statement

The lack of a common vision on Performance Management poses an inherent danger that business steer their initiatives in different directions (Pulakos and O'Leary 2011). The results visible in many companies are inefficiencies, higher complexity and inconsistent solutions (Macey, Schneider, Barbera, & Young, 2009).

The Public Service Review Re-organization Commission 2009/2010 of Uganda, identified inefficiencies and unsatisfactory performance in the Public Service. It recommended a number of reforms to improve Performance in Uganda Public Service with the following initiatives undertaken: - creation of a manageable workforce, introduction of annual performance agreements for Senior Officers and annual Performance Appraisals for Junior Officers, a well motivated and remunerated civil service capable of delivering timely and improved interventions to the people that is meant to drive the Ministry Departments and Agencies and its staff towards results orientated management (IPMF, 2007, Public Service

2002, Olum 2003). According to the Public Service Inception revised Report, (2009) and from the literature reviewed (UBOS, 2004, 2009, MOLG, 2008); it is apparent that the quality of services being delivered by employees in Public Service is inadequate despite the adoption of the key performance management interventions over the last 20 years (MOLG Performance Management Report June, 2016). Despite the above interventions, Performance in the Public Service is still lacking because; Strategies and plans are not always clear, defined or formalized (MOLG Performance Management Report June, 2016).

Isingiro District Local Government continues to be constrained in achieving the desired Employee Performance and realizing its planned targets of rendering quality and timely services to the people. During the year 2015/2016; 364,269,002/= -Road Fund, 106,567,987/= Local Government Management Service Delivery, 67,532,854/=Public Health Care (*Isingiro District End of Year Financial Statement as at 30th June 2016*). Therefore, the researcher attempted to establish the effect of Management Practices on the Performance of Public Servants in Isingiro District Local Government.

1.3 Objectives of the study

1.3.1 General Objective of the Study

The General objective of the study is to assess the Effect of Management Practices on Employee Performance in Isingiro District Local Government.

1.3.2 Specific Objectives

The specific objectives of this study will be:-

1. To Examine the effect of Planning on Employee Performance in Isingiro District Local Government
2. To Establish the effect of Monitoring on Employee Performance in Isingiro District Local Government
3. To Evaluate the effect of Rewards and Recognition on Employee Performance in Isingiro District Local Government.

1.4 Research Questions

The study aims at answering the following research questions:-

1. What is the effect of Performance Planning on Employee Performance in Isingiro District?
2. How does Monitoring affect Employee Performance in Isingiro District?
3. What is the effect of Rewards and Recognition on Employee Performance in Isingiro District?

1.5 Scope of the Study

The scope of the study entailed the geographical, time and content as indicated here below:

1.5.1 Geographical Scope

The study was conducted in Isingiro District Local Government involving staff at the district and those at sub county levels. The District is located in the western region of Uganda; Isingiro District is bordered by Kiruhura District to the North, Rakai District to the South, Ntungamo District to the West and Mbarara District to the North-West. The Town of Isingiro is approximately 35 kilometers (22miles), by road, south –east of the City of Mbarara, the main metropolitan area in the Ankole Sub Region. It is 289 kilometers from Kampala, through the towns of Masaka, Lyantonde and Mbarara.

Isingiro District Local Government was chosen because there is delay in service delivery and penalties instituted against it, because of poor performance, late and non submission of mandated reports.

1.5.2 Time Scope

The study examined Management in the District from 2013 up to 2017. This period was preferred because it covers the period of adaptation of the 3rd phase of Public Service reform Program, and Development of National Development Plan. The researcher focused on this time scope in order to get in depth information regarding Performance Management during the period under study.

1.5.3 Content Scope

The study focused on establishing the effect of Management Practices on Employee Performance in Isingiro District Local Government; with the independent variable being Performance Management Practices under dimensions of Performance Planning, Performance Monitoring and Evaluation, Rewards and Recognition and Dependent Variable being Employee Performance with dimensions of Target Achievement, Efficiency and Effectiveness and Cost Minimization. This is because of the fact that the said reforms were undertaken and are being implemented during this period under review across the Public Service.

1.6 Significance of the Study

The finding from this study is expected to aid Isingiro District and the entire Public Service come up with appropriate interventions to overcome the current Performance gaps identified which will improve Performance in the District and the entire Public Service. Secondly, it will be used by Policy makers to improve on the Performance of Employees in MDAs and Local Governments. Further, it will contribute to academic literature in Uganda and form a basis for further research by other scholars in order to improve on Performance Management in Public Institutions in Uganda. Lastly, the study will assist Isingiro Come up with a Performance Improvement Plan (PIP) and High Performance Management System (HPMS) for better Service delivery.

1.7 Justification of the Study

Government of Uganda through the Public Service reform program has continued to strive to improve Performance Management in order to increase on the efficiency and effectiveness of employees to deliver quality services to the people as an essential part of management. Performance Management plays a key role in helping employees to attain their full potential for effective and efficient service delivery as well as ensure that Public Institutions operate in a more accountable and transparent manner to the Public. A number of policy reforms have been instituted towards creating a small, well motivated and remunerated civil service capable of delivering timely and improved services to the population. (The Integrated Performance Management Framework for the Uganda Public Service, July 2007; Public Service 2002). Despite all these attempts, the Uganda Public Service still remains inefficient in delivery of services (World Bank, 1991). Several warnings have been issued by the authorities to public servants in regard to their performance. This study therefore intended to assess the effect of Performance Management Practices on Employee Performance in Public Service with a view of developing a Performance Improvement Plan in delivery of services in Isingiro District.

1.8 Definitions of Key Terms

Management Practices

In this study, it refers to performance planning, performance monitoring, rewards and recognition of performance.

Performance Management

Performance management includes a “systematic process for improving organizational performance by developing the performance of individuals and teams” (Armstrong, 2006, p. 1). Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements (Armstrong 2006)

Performance Agreement

Setting goals that outline what employees are expected to accomplish, and a review and an agreement of a psychological contract (Gruman & Saks, 2011). The performance agreement incorporates any performance improvement plans that may be necessary, and a personal development plan. It describes what individuals are expected to do but also indicates what support they will receive from their manager (Armstrong 2006)

Performance Appraisal

Armstrong (2006) Performance appraisal can be defined as the formal assessment and rating of individuals by their managers at, usually, an annual review meeting.

Performance Planning

The performance planning part of the performance management sequence involves agreement between the manager and the individual on what the latter needs to do to achieve objectives, raise standards, improve performance and develop the required competencies. It also establishes priorities – the key aspects of the job to which attention have to be given. The aim is to ensure that the meaning of the objectives, performance (Armstrong 2001)

Performance Measurement

Armstrong (2006) Measurement is an important concept in performance management. It is the basis for providing and generating feedback, it identifies where things are going well to provide the foundations for building further success, and it indicates where things are not going so well, so that corrective action can be taken.

Public Service

Ministry of Public Service Standing Instructions (2010) service in any civil capacity of the Government, the emoluments for which are payable directly from the Consolidated fund or directly out of monies provided by Parliament. The public service comprises of all persons duly appointed by the appropriate Service Commission or other relevant Appointing Authority to hold or act in any office in the public service.

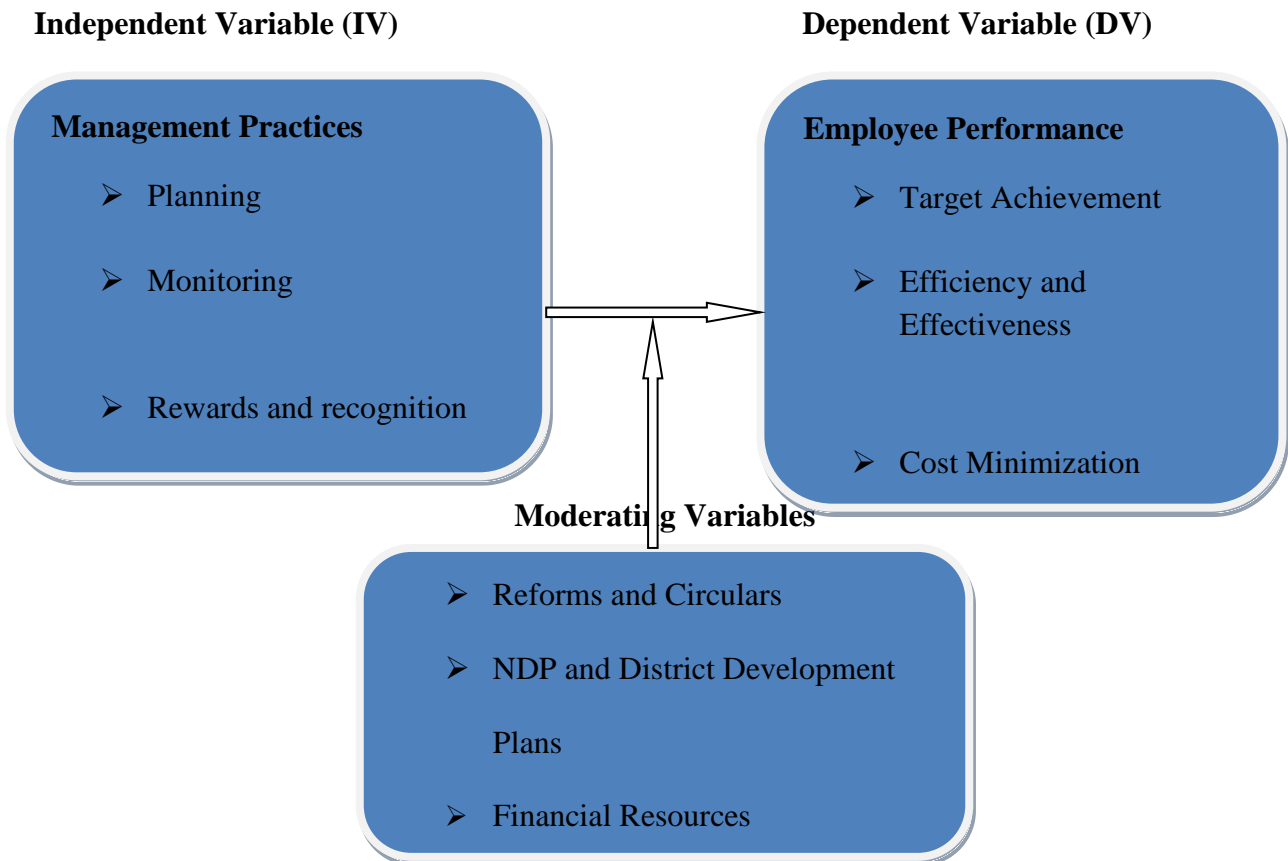
Monitoring

This is the regular checking of progress against planned, continuing function that aims primarily to provide management and main stakeholders in ongoing intervention with early indications of progress, or lack thereof in the achievement of results.

1.9. Conceptual Framework

The Conceptual Framework indicating the relationship between the Independent Variable (Performance Management) and the Dependent Variable (Employee Performance).

Figure 1: Conceptual Framework



Source: US Office of Personnel Management 2011 and modified by the researcher.

The Conceptual Framework indicates key variables and depicts the relationship between them. Performance Management is the Independent Variable and Employee Performance is the Dependent Variable. The Performance of employees with dimensions of Target Achievement, Efficiency and Effectiveness and Cost Minimization; is influenced by Management Practices in the Public Service; this includes: Planning, Monitoring and Rewards and Recognition of Performance. However, there are moderating variables like Policies / Reforms/Circulars issued from time to time by the Ministry of Public Service, Financial Resources used for activity implementation hence Performance Improvement, the

NDP and District Development Plans(departmental and Individual work plans) which identify priorities and define the time frame for activity implementation.

1.10 Conclusion

In conclusion, this section presents the background, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, the significance of the study, operational definitions of terms and concepts, the justification of the study and the conceptual framework in respect to the study.

The next chapter will review related literature on the theories and the effects of Performance Management Performance on Employee Performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter entails related literature reviewed on the theories and the effect of Performance Management Practices on Employee Performance. The essence of Performance Management is to promote and improve employee effectiveness, this is done through a continuous process where Managers and employees work together to plan, monitor and review employees work objectives and their overall contribution to the organization.

2.1 Theoretical Review

There are benefits of increasing theory awareness in Performance Management Practices with the potential to positively impact the process of selecting, developing and using performance management solutions (SmartKpis.com, performance update 2010). This involves all initiatives that managers undertake to guide and motivate high performance; such initiatives have traditionally focused on providing formal performance appraisals, rewards and recognition of high performance as well as taking remedial action to address performance deficiencies (London, 2003).

2.1.1 Locke's Goal Setting Theory

According to Locke & Lutham (2002) the prime goal of goal setting is that specific, difficult goals lead to high performance than when people strive to simply do their best. The benefits that accrue from challenging, specific goals have been demonstrated in hundreds of laboratories and field studies (Locke & Lutham, 1990, 2002). Such goals positively affect

performance of individuals groups, organizational units as well as the entire organization (Baum & Locke, 2004). By providing direction and a standard against which progress can be monitored, challenging goals can enable people to guide and refine their performance (Baum, Locke & Smith, 2001).

Locke's research showed that there was a relationship between how difficult and specific a goal was and people's performance of a task (Locke, E. A., & Latham, G. P. 2002). He found that specific and difficult goals led to better task performance than vague or easy goals. Telling someone to "Try hard" or "Do your best" is less effective than "Try to get more than 80% correct" or "Concentrate on beating your best time." Likewise, having a goal that's too easy is not a motivating force. Hard goals are more motivating than easy goals, because it's much more of an accomplishment to achieve something that you have to work for.

A few years after Locke published his article, another researcher, Dr Gary Latham, studied the effect of goal setting in the workplace. His results supported exactly what Locke had found, and the inseparable link between goal setting and workplace performance was formed (Latham, 2004).

In 1990, Locke and Latham published their seminal work, "A Theory of Goal Setting and Task Performance." In this book, they reinforced the need to set specific and difficult goals, and they outlined three other characteristics of successful goal setting Locke, E. A., & Latham, G. P. (2002).

A key ingredient for effectively coaching employees is the prudent use of goal setting. The prime axiom of goal setting theory is that specific, difficult goals lead to higher performance than when people strive to simply "do their best", (Locke, 1966; Locke & Latham, 1990). The performance benefits of challenging, specific goals have been demonstrated in hundreds of laboratory and field studies (Locke & Latham, 1990, 2002). Such goals positively affect

the performance of individuals (Baum & Locke, 2004), groups (O'Leary-Kelly, Martocchio, & Frink, 1994), organizational units (Rogers & Hunter, 1991), as well as entire organizations (Baum Locke, & Smith, 2001) and over periods as long as twenty-five years (Howard & Bray, 1988; Locke & Latham, 2002).

While goal setting is analyzed at individual level, its principles are considered relevant at the organizational level too. Locke (2004) argues that goal setting is effective for any task when people have control over their performance. In this research it currently explores goal setting at both individual and organizational level. The elements of Goal Setting Theory are present in various degrees in all aspects that relate to performance management practice. Linking theory to practice is up to all of us.

However, the weakness with Locke's Goal Setting Theory is; Latham (2004), when two separate goals are set at the same time and exerting too much focus on one may make it difficult to achieve the other

In addition to implementing a goal setting process within the organization, Macey et al. (2009) state that there should be an alignment between individual goals and organizational goals in order for engagement to occur. This is because this alignment ensures that employees engage themselves in tasks that are important to achieve organizational goals. In fact, Armstrong (2006) suggests that employees should be allowed to have a say in setting goals in order to increase the likelihood of producing engagement. Because studies have shown that goal setting indirectly influences performance through engagement. This is because goals are essential in terms of the engagement process as it "stimulate[s] energy, focus, and intensity or the feeling of engagement" (Gruman & Saks, 12 2011, p.128). Gergen & Vanourek (2009), this can be fixed by prioritizing separate goals or finding a balance between goals directly dealing with each other, it is more important to have well thought out goals than to have too many and not be able to follow through on any one goal (PSU, 2012), Goals have a pervasive

influence on employee behavior and performance in organizations and management practice (Locke & Latham, 2002). At the same time, however, the individuals must have sufficient ability, accept the goals, and receive feedback related to performance (Latham, 2003).

However, the theory has criticisms: Employees focus so intently on their goals that they will ignore other aspects of their job (PSU, 2012). Goal setting theory focuses on how goals are related to job performance, but does not take into account the “why” and does not account for why setting goals is linked to performance. When two separate goals are set at the same time, exerting too much focus on one may make it difficult to achieve the other (Latham, 2004).

(Knight, Durham and Locke 2001) found out those employees who were given difficult performance goals increased risk strategies to improve performance. Also not accounting for an individual’s subconscious actions provided weaknesses to the goal setting theory (Locke & Latham 2002). This approach does not account for actions motivated by the subconscious: as the goal setting theory focuses on cognition with no regard to the subconscious (PSU, 2012)

2.1.2 Vroom’s Expectancy Theory

This Theory assumes that people make decisions among alternative plans of behavior based on the expectations of the degree to which a given behavior will desire a given outcome. In employment relations, transactions such as payment for services rendered occur between employers and employees (Dawson, 1993). Robinson (1993) argues that there is a link between transaction leadership and stimulus response theories because incentives are used to ensure production of repetitive desired responses and outcomes in the organization. In which case one would conclude that organizational goals will be elevated above personal goals and

this may account for the use of incentives and reward to recognize the effort made by employees.

Victor Vroom (1964) assumes that employees perform in work situation because they expect to receive a reward, a factor called expectancy.

Mohd-Sanusi and Mohd-Iskandar (2007) found that Expectancy Theory can be used to generate empirical prediction on audit judgment performance. Theoretically, the kinds of direct links between expectancy models and behaviors suggested in previous research are based on an assumption that a process akin to “rational gambling” (Steel and Konig 2006) immediately determines choices among courses of action. Engagement in behaviors and actions is determined by considering the probability of the behavior resulting in a desired outcome (expectancy), and the value of that outcome (valence).

According to professor Eraly (2009), the organization could influence the expectancy level through organizing work in such a manner as to allow competence development, training programs or internal mobility (such as transfers). In view of the foregoing, one can conclude that there is a relationship between pay and incentives and cognitive dissonance theories which propound that productivity is a result of the perceived difference between what is expected/desired as a reasonable reward ie individual motivation and what is experienced in the job situation. In order to ensure high levels of performance, management should see to it that desired outcomes (positive valence) to high performance and ensure that the connection is communicated to employees.

As stated above expectancy is usually a subjective element, even when referring to objective elements. An employee may have all necessary resources in order to perform a task, but if he does not feel capable to, his expectancy will be low. Just because employees have the ability

to do a good job does not mean that they will perform satisfactorily (Tomovic, 2001). Most people learn from their past work experiences and they can tell what is possible to achieve and what is not. It is therefore possible to identify features of organizational life that influence people's expectations (Buchanan and Huczynski, 1985, p. 61).

Steve Lander (1996), understanding this theory is key in small businesses, many of which frequently run lean and, as such, could great benefit from having a well motivated and highly productive workforce. The theory omits the possibility that an employee may be motivated or perform by other factors. Under the theory's worldwide view, employees work on a project for a certain rewards, and then go on the next one for the next reward. It, however, doesn't take into account an employee who does the right thing on a project or two because of a desire to get promoted to meet her long-term career plan

However, Vroom's Expectancy theory has been criticized in the view that; Porter and Lawler(1967,1968),claim that the simplicity of expectancy theory is deceptive because it assumes that if an employer makes a reward, such as a financial bonus or promotion, enticing enough, employees will increase their productivity to obtain a rewards. However, this only works if the employees believe the reward is beneficial to their immediate needs.

2.1.3 Perceived Organizational Support Theory

This refers to the degree to which employees believe that their organization values their contributions and cares about their wellbeing (Eisenberger, Huntington, & Sowa, 1986; Rhoades & Eisenberger, 2002). These approaches to organizational behavior incorporate employee's motives to carry out specific activities within the mutual obligations between employees and employers. The perceived Organizational Theory and psychological contract

assume that employees increase their effort carried out on behalf of the organization to the degree that the organization is perceived to be willing and able to reciprocate with desired impersonal and socio emotional resources.

Perceived organizational support created by reason of job conditions and some human resource practices provide creation of positive employee attitude and behaviour. Fair treatment, supervisory support, and rewards and favorable job conditions showed a strong relationship with perceived organizational support (Rhoades and Eisenberger, 2002). On the other hand, perceived organizational support strengthens employees' effort in the organisation, resulting in greater efforts to fulfill the organisation's goals (Eisenberger et al., 1986). According to organisational support theory, in return for a high level of support, employees work harder to help their organisation reach its goals (Aselage and Eisenberger, 2003) because organisational support has a significant effect on job satisfaction and organisational commitment (Rhodes and Eisenberger, 2002; Aube et al., 2007; Riggle et al., 2009).

Perceived organisational Support is a key concept of organizational support theory (Eisenberger et al., 1986; Eisenberger et al., 1997; Rhoades & Eisenberger, 2002), which posits that "employees evidently believe that the organization has a general positive or negative orientation towards them that encompasses both recognition of their contributions and concern for their welfare." (Eisenberger, Stinglhamber, Vandenberg, Sucharski, & Rhoades, 2002, p. 565). Also key to organizational support theory is the norm of reciprocity, which, applied to the employee-employer relationship, suggests that employees who receive favorable treatment from the employee organization, such as higher levels of Perceived Organisational Support, would feel an obligation that they should care about the organization's benefits and contribute to the achievement of organizational goals (Gouldner, 1960).

There are multiple mechanisms that the organization can employ to create employee beliefs that the organization cares about them and values their contribution. In other words, Perceived Organization Support may have many different types of antecedents (Rhoades & Eisenberger, 2002).

In view of the above, the assertion in research carried out on perceived organizational support, by organizations readiness to reward increase work effort and meet socio emotional needs, employees develop a sense of perceived organizational support. How employees are treated determines how well or bad they will perform.

The Perceived Organizational Support Theory has been criticized by; Gouldner (1960), also key to Perceived organizational support theory in the norm of reciprocity applied to the employee- employer relationship, suggests that employees who receive favorable treatment from the organization, such as higher levels of Perceived Organisation Support, would feel an obligation that they should care about the organization's benefits and contribute to the achievement of the organizations goals.

2.2. Actual Review

2.2.1. Performance Planning and Employee Performance

Performance Planning relates to setting expectations, goals, how performance will be measured and competence needed to channel efforts of teams and individuals towards achieving organizational objective. (Armstrong; 2001; US Office Personnel Management, 2011). Involving employees in the planning process helps them to understand the goals of the organization, what they need to be done, why it needs to be done (US office of personnel management, 2011). Performance planning is regarded as the most difficult phase because it

involves identifying, classifying and agreeing upon expectations. In view of the foregoing therefore, performance planning acts as a good road map designed for employees because it details what is expected of them.

The Performance Planning is a collaborative effort that involves both managers and employees during which they will; review the employee job to determine if it reflects the work that the employee is currently doing, identifying and review links between employee job description his/her work plan and objectives and strategic plan; (*Performance Management/keeping the Right People/HR Toolkit/hr council, no date*) develop work plan that outlines the tasks to be accomplished, expected results and measures that will be used to evaluate performance, identify key result areas determined by organization's strategic plan which are critical to the overall success of the position, identify training objectives that will help employee develop his/her skills, knowledge and competencies to their related work and identify the career development objectives that form part of the long term career planning (*Performance Management/keeping the Right People/HR Toolkit/hr council, no date*) . As organizations exist in an increasing competitive environment, it becomes more and more important for employees to have a clear guidance and direction towards the organization's aims and objectives. Performance management system sets out to communicate the link between an organization's Mission and strategic direction and the required employee performance (John Stredwick, 2005)

The view of the researcher is that planning is part of every good manager because these plans are comprehensive road maps designed for each employee, specifically detailing what they expected to do.

Performance Agreements/Goals and Employee performance:

Performance Agreement/goals; according to Verbeeten (2008), research findings indicate that the clear definition and clear measurement of goals is positively associated with quantity as well as quality of performance. Performance Agreements include specifying which goals to achieve, allocating decision rights and measuring and evaluating performance. Role definition in planning process provides the basis for drawing up performance development plans and what individual brings to the role.

It forms the foundation for Performance Agreement and outlines the key result areas which form the basis on which objectives and performance standards are agreed (Armstrong 2001). It also sets out the competencies, that is what the role holder has to be able to do and the behavior required to perform the job effectively while performance elements tells employees what to do, the standards are approved expression of expectations that must be met at appraisal at particular level of performance and must be stated clearly for the performance plan. Performance standards should be: objective, measurable and realistic stated in writing. General measures include: quality, address how well the job is performed which include: accuracy, appearance, and effectiveness, secondly quantity addresses how much work is produced. A quarterly measure can be expressed as an error rate or general results to be achieved. Thirdly timeliness and lastly cost effectiveness address which include aspects of performance as maintaining or reducing unit cost, waste amongst others. (<http://www.opm.gov/perform/articles/118>, retrieved on 9/20/2013).

Individual Plans and Employee Performance

Individual development plans; it is common assumption that, in an ideal world everyone knows everything about what is important and why, and so to be able to select the exact thing to do at any instance to ensure that the collection of people make up the organization do just

enough of the right things at the right time to get exactly the outcomes required with minimum effort. This rarely happens, even in the smallest organization (Gavin, 2003).

Individual Performance Management is perhaps the level with the longest history of evolution, as it mirrors the level of organizational maturity. The precise origin of performance appraisals is not known but the practice dates back to the 3rd century when emperors rated the performance of the official family members (Banner & Cooke, 1984, Coems & Jenkins, 2000).

According to Drucker, (1999), in the 1990, Individual Performance Management was reshaped by two key trends, first increase in popularity of self-assessment of performance, sometimes followed by feedback sessions with line managers. The increase in performance self-assessment was natural as economies were dominated by knowledge workers, more independent in regard to decision making and management of work processes (Drucker, 1999).

The second key trend in recent years was the integration between strategic performance management and individual performance management facilitated by the introduction of tools such as the Balance Score Card. Original goals became reflected in individual goals and individuals measures became aligned with organizational performance measure, in an effort to increase the accountability of all employees to the execution of organizational strategy (<http://www.integratingperformance.com/pages/indiv/>, 2011).

Most complex organizations that are considering the introduction of performance management systems are discrete entities already having standing processes for staff appraisal and review and for the reward of staff. The bulk of the potential benefit that can be obtained simply from improved performance management (through better communication of expectation and performance) can be probably be realized through refinement of existing

staff level system mainly because the potential benefit that can arise from improved performance management at the individual level is going to be small without matching changes occurring within the bureaucratic form (Gavin, 2003).

Corporate Performance Management methods are intended to provide management teams with the means to achieve improved performance. This is particularly achieved through high level benefits, such as those that arise from greater consensus at the executive level about key goals of the organization. But changes in performance ultimately rely on changes in the behavior of individuals (Verbeeten, 2002). Yet, while often talked about, the linking of individual performance to an organization wide performance management system remains largely a conjectural outcome. Significant practical and economic factors simply imply that a single performance management approach linking the “backroom to the board room” is inappropriate. But the key conclusion that can be and should be drawn is that however the behavior of individuals is ultimately directed or monitored, any approach to corporate performance management needs to be based upon a strong and functional performance management model (Gavin, 2003).

The researcher’s opinion is that performance management system should provide objective and reliable input not only for managers for them to make informed decisions with regard to placement, retention and staff development needs, based on individual merit within a transparent process but also for staff to decide on their career goals. In order to actualize this, organizations must be able to identify high performers through performance management systems, as well as measure individual staff members’ contribution to the realization of organizational objectives. Most times, however, may still perceive the lack of any tangible impact of the assessment made of their performance on their careers as the “missing link” in the results chain being constructed.

Movement in the hierarchy upwards, should not only be seen as a means of rewarding high performing officers/candidates, but rather as a mechanism, based on assessed performance, to identify and advance those staff members who approved their ability to contribute to the work of the organization at a higher level and to assume greater responsibilities. Many of the performance appraisal systems in place, however still only measure individual performance through the achievement of results in the short term (normally annual cycles) and do not serve to identify the staff that possess the required skills to develop long term careers within the organization. There should be career management tools as well as appraisal tools (Gavin, 2003).

At the same time, it should be noted that performance management systems should be able to identify those employees who, though they possess the right competencies, have been placed in the wrong functions. Often times performance may be negatively affected, not because organizations have the wrong people but because they have good people wrongly placed. This is especially true in organizations that are undergoing continuous rapid changes and frequent restructuring. As part of the exercise of human resources planning and skills inventory, therefore, the establishment of employee profiles and rosters would assist in matching their strengths with post requirements and increasing overall performance.

Performance Measurement Agreement and Employee Performance

The US Office of Personnel Management (2011) indicates that a good performance measurement makes a difference in organizational performance. Performance Management plays a critical role in translating business strategy into results. Industry leaders in today's business world use balanced measurement systems to track customer and employee satisfaction as well as financial performance and operating efficiency. Developing a successful measurement system is lengthy but rewarding process. For this to be successful

you require: a clear and agreed upon strategy, involvement of leadership and support in the measurement process, measures must be easily understandable, communicate the results of the measures in order to reinforce the strategy, links the measurement system to teams and individuals so as to have a clear line of sight to organizational goals and make measurement system the centre piece of the management review process.

One of the most important lessons about Performance measurement agreements is to clear out barriers and constraints that hold people back from doing what they need to do to reach the goals, this is according to MC Tigue a famous New Zealand Cabinet Minister and International Authority on Performance Management. In order for front line employees to achieve desired results they should have the ability to ask the following questions: are work processes cumbersome? Do employees have necessary skills and resources? Is the measurement system measuring what it is meant to measure and is it being used correctly? The measurement system should not be used to punish employees from errors (US office of Personnel Management, June 2011).

The two often quoted statements that demonstrate why measurement is important, yet it is surprising that organizations find the area of measurement so difficult to manage. Why then measure performance? When you can measure what you are speaking about and express it in numbers, you know something about it (Kelvin). You cannot manage what you cannot measure (Amon). It should be noted that performance management is crucial in identifying and tracking progress against organizational goals, identifying opportunities for improvement and comparing performance against both internal and external standards.

Setting goals that outline what employees are expected to accomplish, and a review and an agreement of a psychological contract. Goals are crucial for initiating engagement because they stimulate energy, focus, and intensity (Gruman & Saks, 2011). In support of this

argument, Medlin and Green (2009) examined the relationships among goal setting, employee engagement, workplace optimism, and individual performance. They hypothesized that goal setting would impact employee engagement positively, and engagement would positively impact workplace optimism, which in turn would have a positive relationship with individual performance.

2.2.2 Performance Monitoring and Employee Performance

This entails continually monitoring progress of projects and assignments. It involves consistently measuring performance and giving feedback to employees and work groups on their progress towards reaching goals. Monitoring performance is compared against their objectives and standards. During appraisals, unacceptable performances are identified and performance problems addressed rather than wait until the end of the period when summary ratings levels are assigned.

Any performance measurement should be enhanced by regular monitoring, review and analysis of key performance indicators (Armstrong and Baron, 1998; Gibb, 2002). In order to have an effective management system, performance should be monitored continuously. Managers ought to focus their attention on results achieved as well as individual behaviors and team dynamics affecting the work employee carry out assigned activities and tasks (Performance Management/keeping the Right People /Human Resource Toolkit/hr.council.ca, No Date).

Other than the identification of performance gaps and having them addressed, performance monitoring leads to identification, evaluation and development of training needs in order to improve the capacity to perform. This helps employees to keep with the challenges and

changes at the work place and encourage good performance (US office of personnel management, 2011).

The way in which performance is evaluated may also influence in the future the effort put into reaching performance again. If a civil servant believes he/she has reached an outcome that equals performance but the performance appraisal is poorly done in the public institution, he/she will decide not to put so much effort in work in the future because has no recognition of his/her merits. This recognition may come under the shape of financial rewards or not. In addition, if a civil servant believes that it is not enough to put only effort in order to reach performance, but he observes that factors such as loyalty or camaraderie are being rewarded over efforts that lead to improved performance, efforts may be compromised (Tomovic, 2001).

Appraisals and Employee Performance

These days the term appraisal has evolved into a general heading for a variety of activities including a system for managing organizational performance, a system for managing the performance of the individual and a system for integrating the two (Williams, 1998). Much of the research around appraisal has been centered on the use of ratings in appraisal and how to make them more objective and accurate in reflecting performance and it would be difficult to conclude that this has led to any significant improvement in appraisal practice (Fletcher, 2001).

Performance appraisal provides an opportunity to review, summarize and highlight employee performance over the course of the reviewed period. Management and employees are meant to identify ways of bridging the performance gaps during the appraisal process (*Performance management/keeping the Right People/HR Toolkit/hr council.ca, No date*). During this process, issues that are agreed upon with the employees should be part of the assessment

document. This will ensure that managers deal with performance problems when they arise and avoid surprises during performance assessment meeting. (*Performance management/keeping the Right People/HR Toolkit/hr council.ca, No date*). In the Public Service in Uganda, this process is done on annual basis for employees who are already confirmed and quarterly for those still under probation, while senior managers are assessed based on the key targets and outputs that are agreed on at the time of signing the performance agreements with their respective supervisors.

Employees and their managers need to meet regularly to: assess progress towards meeting performance objectives; identifying barriers preventing accomplishment of objectives and what needs to be done to overcome them; share feedback of progress related to the goals; identify any changes that may require the work plan to be shifted in organization priorities; and determine if any extra support is required to People (*HR Toolkit/hr.council.ca, No date*).

Mpabanga, (2008) argues that Performance Management puts emphasis on performance appraisal as the key component of Performance Management System, whereas best practice sees appraisal as just one component of managing performance. Performance Management System with scanning the internal and external environment before introducing a performance system (Armstrong & Baron, 1998; Gibb, 2002; Armstrong, 2006). The result of the study reveals that environmental factors are significant during appraisal since effective performance needs a positive working environment. Performance Management and appraisal can have positive outcomes if they focus on the development of capacity building of employees.

Evaluating employee's performance is a very common practice whether it is done within private or public organizations. 'Everyone has had their performance appraised in some context' (Wiese and Buckley, 1998, p. 233). Some authors (Dulebohn and Ferris, 1999)

might even argue that assessing employee's performance is one of the important functions of human resource management (HRM) in any organization.

Performance Appraisal allows an organization to evaluate its employees' behavior and achievements over a specific period of time. The literature has given a serious consideration to performance appraisal, since many studies have revealed its connection to employee's job performance, and organizational commitment (Colquitt *et al.*, 2001) or job satisfaction (Blau, 1999). Thus, the performance appraisal system has raised question marks related to its implementation. According to Boswell and Boudreau, (2000) using Performance Appraisal System in organizations has lead to mixed results, some authors (Meyer, 1991) arguing that Performance Appraisal System usually does not achieve the results expected. For example, according to Oh and Lewis (2009), the system has failed in motivating employees to do a better job. Poorly managed Performance Appraisal System can cause various problems for organizations, like disputes among employees and management or anger in staff (Ikramullah *et al.*, 2012).

Feedback and Employee Performance

In a study carried out on the effects of goal setting and feedback on productivity; a field experiment, Stansfield (2005) feedback has been studied primarily in laboratory setting and has shown to increase the levels of goal setting resulting in higher levels of motivation, London & Smither, (2002) and other performance enhancement behaviors. In general feedback can provide information about the type, extent and direction or errors so that they can be corrected (Forza & Salvador, 2002). Given that it is a person's knowledge of his/her performance in relation to a standard that influences the subsequent amount of effort exerted

and his overall performance level, it is reasonable to conclude that both difficult goal and knowledge of progress towards goal are needed to maximize performance improvement.

For challenging goals to lead to high performance, they need to be accompanied by adequate feedback (Locke & Latham, 1990, 2002).

The U.S. Office of personnel management (2011) argues that successful performance managers develop a schedule that includes in-depth discussions about performance with employees quarterly. The routine should be simple and informal and be able to cater for both the employee and supervisor's view on employee's performance and development. This meeting should be futuristic to address the gaps so far identified to avoid a re-occurrence of the same. It has been argued by researchers that feedback improves performance and hence the organization's capacity to compete.

Feedback also promotes performance because it fosters learning, which increases job competence and the likelihood of being successful in achieving one's work goals (Bakker & Demerouti, 2008). For example, Wagner and Harter (2006) found that employees were more likely to remain at their company and recommend the company as a good place to work when their managers regularly checked in with them. Hence, providing supportive feedback allows employees to know that managers care about their performance and success, which increases their levels of engagement (Marciano, 2010).

Feedback can also be viewed as not accurate or useful, potentially leading to feelings of discouragement and anger (Brett & Atwater, 2001). It is thus important for managers to be aware of how to provide feedback in a manner most likely to bring about a positive change in behavior.

The view of the researcher is that performance management process, enables managers to evaluate and measure individual performance and optimize productivity by: aligning individual employee's day to day actions with strategic business objectives; providing visibility and clarifying accountability related to performance expectations; documenting individual performance to support compensation and career planning decisions; establishing focus for skill development and learning activity choices. It has been noted that many of the practices that support performance also positively impact on job satisfaction, employee retention and loyalty.

2.2.3 Reward and Recognition of Performance

Rewarding performance entails recognizing employees, individuals and members of teams for their performance and acknowledging their contribution towards the achievement of organization objectives. One of the basic principles of effective management is that behavior is controlled by its consequences and those consequences should be both formal and informal. Good performance should be recognized immediately without waiting so as to maintain and improve performance (US office of personnel management, 2011).

The terms rewards and recognition refer to the daily, low-cost, on-the-spot awards, certificates, gifts of thanks, and other ways one regularly praises and expresses gratitude to employees (Gotstick & Elton, 2007). Not only does recognition reinforce good performance, but it enables employees to feel that their time, efforts, and ingenuity are worthwhile, which leads to employee engagement (Brown, 2011).

Rewards and compensation systems motivate employees to maximize their efforts towards achievement of objectives and delivery legal compliance, labour cost control, perceived fairness towards employees hence enhancement of employee performance to achieve high

level of performance and customer satisfaction (Maire and Nick, 2002). A number of studies point to the fact that reward is a powerful tool that can enhance employee behaviors leading to performance improvement, while others argue that there are negative consequences of reward such as an environment of discrimination (Qureshi, Zaman and Shah, 2010). Rewards can be intrinsic such as successful attainment of goals and extrinsic rewards which are external to the tasks which include: pay, working conditions amongst others, these are tangible and may be largely out of individual managers control (McCormick and Tifflin, 1979).

At all levels employees require assistance to develop skills to enable them effectively implement all components of performance management systems. (Hawkes, 1998). Training is usually conducted when employees have a skill deficit or when an organization changes a system and employees are lacking skills. According to DeCenzo (2002), training typically focuses on providing employees with skills and helps them correct deficiencies in performance. Critical in any training is proper and effective evaluation.

MC Tigue the former News Zealand Cabinet Minister and an international authority on performance management, he argues that organizations should always find ways to help employees see that they are being successful and when they are successful, they should be recognized with rewards. This could be through measuring day to day work and given performance feedback, devising ways of getting automatic feedback. In order to keep talented and productive employees, managers ought to clarify expectations, provide employees the opportunity to do their best, recognize and praise them and encourage them to develop their skills, as this actions help build good working relationships. (U.S. Office of Personnel Management, 2001).

Most organizations find it useful to summarize employee performance through performance rating. The early performance management systems incorporated ratings, especially for purpose of performance related pay. Performance rating helps in comparing performance over time among employees and help organizations to know their overall performance. (Armstrong, 2001; U.S Office of Personnel Management, 2011). This aids in ensuring that good performance is recognized, inadequate performance results in necessary support or training to improve performance and consistently poor performance results is a change of responsibility or termination as appropriate. (Performance Management/ Keeping the Right People/HR Toolkit/hrcouncil.ca, No Date).

Based on the above discussions, it can be argued that prioritizing employee recognition and rewards can ensure a positive, productive, innovative organizational climate.

Pay Rise and Incentives and Employee Performance

According to organizational support theory, the relationship between performance and reward expectancies and perceived organizational support should be reciprocal at the work place. Favorable opportunities for rewards convey the organization positive value of employees' contribution and thus contribute to perceived organizational support which would in turn increase employee's expectancies that high performance will be rewarded. (Aselage & Eisenberger, 2003).

It has been argued by Hackman (1990), that the structure and allocation of reward may affect motivation of individual team members. However the impact of reward on group effectiveness is unclear and the models provide little guidance on specific rewards that maximize particular outcomes in work group. Skill based compensation is given according to an employee's depth of skills, abilities, and knowledge relevant to work. (Milkovick and Newman, 2002; Qureshi, Zaman and Shah, 2010). It has been argued that the greater the

expertise, the higher the capability to perform with broader understanding and their contribution to the organization's productivity.

Results from several studies among employees indicate that money is not the most important motivator and in some cases managers found monetary reward impact negatively on employee performance (Qureshi, Zaman & Shah, 2010).

Ryan (<http://edweb.sdusu.edu/people.com/>), argues that monetary rewards can be meaningful to employees and very motivating for performance improvement. He further states that creative use of personalized non-monetary rewards encourage positive behaviors and improves performance which are inexpensive to give but priceless to receive.

In the wider context, the idea that financial incentives for individuals can be an effective tool for performance improvement in the modern complex organization remains doubtful. The move to complex task definitions and multi-disciplinary team based approaches favoured seem at odds with the simple ideas about task and motivation upon which concepts of personal incentive pay are based (Qureshi, Zaman & Shah, 2010).

Training and Employee Performance

According to Hawkes (1998); employees at all levels require assistance to develop their skills and competencies necessary for effective implementation of all components of performance management systems. This is usually done when employees have a skill deficiency or when an organization changes a system and employees need to learn new skills. Successful organizations and managers need to realize that people are a key resource in maintaining competitive advantage. The organizations and managers view employee training as an investment in their people, not as an expense. As a manager one will want their staff to have

the best skills and the broadest understanding of the organization and its customers (G'omemez-Mejia, 1995).

Decenzo (2002) argues that training typically focuses on providing employees with specific skills and helping them correct deficiencies in their performance. Critical to any training is proper effectiveness evaluation. Evaluation can be classified into participants or managers, test-retest method, pre-post performance method, experimental –control method. Evaluation criteria include reaction, learning, behavior and results. Prior to embarking on a training programme, managers must and answer several important questions; is the training the solution to the problem? Are the goals of the training clear and realistic? Is training a good investment? Will the training work? G'omemez-Mejia (1995).

Decenzo (2002), the basis for any organization's training is premised on the following key questions; what are organizations goals? What tasks must be completed in order to achieve the goals? What are behaviors necessary for each job incumbent to complete his or her assigned task/what deficiencies if any do incumbents have in their skills, knowledge, or attitudes required to perform the necessary behavior. Formal job training methods can be classified into on-job training, including apprenticeship and job instruction training and secondly off-job training, including lectures, conferences, films, simulation exercise and programmed instructions to improve performance. (Decenzo, 2002).

According to Lyntons & Pareek (2000), it is strange how something quite clear in staff selection gets ignored when it comes to training. Most often the very same managers, who will only consider recruiting applicants with prior work experience even for technical positions, let knowledge gathering stand for training. The objective of training is to impact new competencies or enhance the existing ones. Competence relates to effectiveness on task and enhancing performance of it is in the participant's role in the organization, intellectually

the principle that training must start from where the participants are, yet many take no action to find this starting point to ascertain what participants already see and understand. (Lynton & Pareek, 2000).

It has been observed that no training method is right for all situations (Decenzo, 2000). A number of trade-offs must be made when actually making the choice of techniques and putting the programme together –costs, time and capacity of trainers or trainees. Sending employees to a training programme as a reward rather than to fulfill a training or development need undermines good training and development practice for better performance. Employee training has become increasingly important as jobs become more sophisticated and influenced by technological changes. Any effective training should be consistent with the following learning principles: learning is enhanced when the learner is motivated, learning requires feedback, reinforcement increases the likelihood that the learned behavior will be repeated, practice increases a learners performance, learning begins rapidly and must be transferred to job.

In view of the above, it is the researcher's conviction that by prioritizing employee recognition and rewards, one can ensure that a positive, productive, innovative organizational climate.

Decenzo (2002), always recognize employee performance by saying simple complements such as “thank you” and encourage more actions and thinking you believe will make your organization successful. Once employees are appreciated, they feel more positive about themselves and their ability to contribute is enhanced. People with positive self-esteem are potentially best employees. These beliefs about employee recognition are common amongst employers even if not commonly carried out.

2.3 Summary of Literature Review

The purpose of the literature was to establish the views of various scholars on the concept of Performance Management and Employee Performance as shown in the Conceptual Framework. From the literature reviewed the fundamental goal of performance management is to promote and improve employee performance which is a continuous process where managers collaborate with employees to plan, monitor and review work objectives and employee's overall contribution. Whereas goal setting is considered the most effective theory of performance management, it should be noted that specific and challenging goals do not necessarily lead to desirable outcomes but rather the results from goal setting depend critically on issues pertaining goal commitment (Helslin, Carson & Vande Walle, No Date).

Performance management systems have challenges which include systematic performance planning; to identify critical performance objectives for each staff member so that they clearly understand their duties, what is expected of them, and how their work is linked to the overall goals of the organization. There is also the challenge to review employee's overall achievement based on a clear understanding of his or her previously established performance objectives, with constructive feedback, both positive and negative. While performance review does not serve automatically as salary review, the information which results from the performance planning and review process will guide management decisions on salary and merit awards, promotions, transfers, work assignments and staff development needs.

The next chapter will entail the procedures, methods and discuss the tools to be used in the study as well as the techniques for data analysis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the procedures and methods that were used in the study. It will also discuss the tools used to generate data as well as the techniques for data analysis.

3.1 Research Design

According to Sekaran (2003); research design is the way that the requisite data can be collected and analyzed to arrive at a solution. The Case study Research Design was used to provide opportunity for analysis of individual cases in assessing the impact of Performance Management on Employee Performance and since Isingiro District was chosen as a representative of the entire Public Service where results of the study will be replicated and applied to Ministry Departments and Agencies. Bell (1999) states “a case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale”.

Isingiro District was chosen as a representative of the whole Public Service Sector and to provide opportunity for analysis of individual cases in assessing the impact of Performance Management on Employee Performance

In this case the research focused on Isingiro District in particular and it was chosen in order to enable the researcher obtain in depth information about the possible causes of poor performance of employees in Public service and also helped to explain both the processes and outcomes of the phenomenon through complete observation and analysis of the case under investigation (Tellis & Winston, 1997)

The research employed the self administered questionnaire as a tool of data collection. Interviews were also conducted with some of the respondents. Correlation designs of the quantitative approach were utilized to establish the relationship between the Independent and Dependent variables.

The study used both qualitative and quantitative approaches. The qualitative method provided an in-depth explanation on the account of issues as argued by Punch (2000). This approach is exploratory and explains the relationship between the study variables in terms of behavior, attitudes, opinions and beliefs of employees, which do not have discrete numerical values. This has an advantage in that it allows research to go beyond statistical results and phenomena like human behavior can best be explained in qualitative approach. While quantitative data explained phenomena in numerical forms, (Amin, 2005)

3.2 Area of Study

The study was carried out in Isingiro District in Western Region, located in South Western Uganda. Isingiro District is bordered by Kiruhura District to the North, Rakai District to the South, Ntungamo District to the West and Mbarara District to the North-West. The Town of Isingiro is approximately 35 Kilometers (22miles), by road, south –east of the City of Mbarara, the main metropolitan area in the Ankole Sub Region .It is 289 kilometers from Kampala, through the towns of Masaka, Lyantonde and Mbarara.

Isingiro District Local Government was chosen because it is a representation of the Public Service and there is delay in service delivery and penalties instituted against it because of poor performance, late and non submission of mandated reports (Ministry of Local Government Performance Management Report June, 2016). This is manifested by delays in generating needs assessments, delayed performance appraisal, late preparation and submission of statutory reports such as the Output Budgeting Tool (OBT) and delayed

procurements; resulting in the return of unspent balances to the consolidated fund MOFPED. For instance during the year 2015/2016; 364,269,002/= - Road Fund, 106,567,987/= LGMSD, 67,532,854/= PHC (*Isingiro District End of Year Financial Statement as at 30th June 2016*).

3.3 Study Population

Population refers to the entire group of individuals, events or objects of interest that the researcher intends to investigate (Sekaran, 2003). The target population comprised 198 respondents. These included District Staff such as Heads of Departments, Technical Staff (Sub County Chiefs, Primary School Head Teachers), Support Staff (Health Centre In Charges and Community Development Officers) and Key Informants from the Human Resource Section. These respondents constituted the study population because they are part of the process of the implementation of Performance Management Practices.

3.4. Sampling Procedures

3.4.1 Sample Size

A sample refers to a sub set of the population. It comprises some members selected from it for the study. Some, but not all elements for the population would form the sample. (Sekaran, 2003).

The sample size for the study was 131 out the target population of 198. Purposive sampling method aided the researcher to decide on whom to include in the sample according knowledge they have about the subject under investigation. The reason being rather than collecting data from the entire population, this would be practically impossible to collect data from every element of the population.

A selected group of 8 Heads of Departments, 68 Technical Staff, 3 Key Informants and 52 Support staff formed the sample from which the researcher collected data/information about the study population. (Sekaran, 2003). For the sample selection, the study used Morgan & Krejcie (1970) table and census method and Isingiro District Staff list as at 30th June 2017. As Shown in the table below;

Table 3.1 Sample Size and Selection for this Study

Category	N	S	Sampling Methods
Population	193	128	Stratified sampling
Key informants	5	3	Stratified and Purposive Sampling
Total Respondents	198	131	

Sample size (S) requirement for a given population size (N) *Source: Derived from Morgan & Krejcie, 1970 Table*

The study used Stratified Random Sampling and Purposive Sampling Techniques as shown in the following table 2:

Table 3.2 Distribution of Population by Category

Level of deployment	Number of staff	Sample size	Sampling method
Heads of department	9	8	Stratified Sampling
Technical staff	124	68	Stratified Sampling
Key informants	5	3	Stratified and Purposive Sampling
Support staff	60	52	Stratified Sampling
Total	198	131	

Source: Adopted from the staff list for Isingiro District Local Government, Morgan & Krejcie, (1970) Table

3.4.2 Sampling Techniques

The study used Purposive and Stratified Random Sampling Techniques. The purpose of the Stratified Random Sampling was to achieve desired presentation from the various categories of staff at different levels. Mugenda & Mugenda (1999) argues that ten (10%) of the accessible population is acceptable for any study. The sample selection of 131 respondents is more than 10% of the study population.

The study adopted the Stratified Random Sampling Technique which is explained by Kakooza (1996) and Prewitt (1975). The researcher divided the population into separate groups called strata. Staff were divided into departments, technical and support staff according to their appointment and levels of deployment as indicated in **Table 3.2** above. 8 Heads of Departments, 68 Technical Staff, 3 Key Informants and 52 Support staff These formed the stratum and respondents selected from each stratum using convenience random sampling to elicit information from those readily available, (Mugenda & Mugenda, 2003). This technique was used to ensure that the desired representation from various subgroups in the population was achieved.

Purposive Sampling technique (Also Known as Judgmental, selective or Subjective Sampling is a sampling technique in which a researcher relies on his or her own judgment when choosing members of the population to participate in the study.(Sekaran, 2003). For Purposive Sampling, key informants were picked from the Human Resource sector that provided the desired and relevant information on performance as a result of their experience and knowledge about the subject matter. (Sekaran, 2003). All the Human Resource Officers were considered because of their limited number and were the researcher's 3 (Three) Key

Informants. Purposive sampling technique was used because the focus of researcher was to get in-depth information and not simply to make generalizations.

3.5 Data Collection Methods and Instruments

Data collection methods are important and a necessary part of research design. (Sekaran, 2003). Whereas there several methods for data collection, in the case of this study; questionnaires and interview Guide were used. The advantages of using the questionnaire survey are that; it enables collection of data from a large number of respondents within the shortest time possible; it is cheap in terms of time, cost and maximizes response.

Self-administered questionnaires were used to obtain broad ideas and form some impression about the research. The questionnaires were closed ended questions designed according to the objectives the study. The questionnaire gave the respondents freedom to fill at their convenience the questions contained therein. This instrument was selected because it motivated the respondents to participate in the research with ease.

The questionnaires were designed using a 5-point Likert Scale from 1 (strongly disagree) to 5 (strongly agree). These questions were mainly closed ended which required the respondents to select the most appropriate response and tick.

Questionnaires were more convenient to most respondents and the researcher collected the completed responses within a short period of time. Where there were doubts the completed responses could be cleared on spot.

The interview guide was used to explore and probe several factors that were central to the problem area. The researcher had a list of predetermined questions to be asked of the respondents. As the respondents express their views, the researcher noted them. Interview

guide explained in-depth account of issues under consideration; In this process new issues related to the research were discovered

3.6 Quality Control Methods

3.6.1 Validity

Amin (2005) refers to validity as appropriateness of the instrument of research. Therefore, validity is the quality that an instrument (tool) used in research is accurate, correct, true, meaningful and right. In order to test the validity of the questionnaire, Content Validity Index (CVI) was calculated using formula below;

$$\text{CVI} = \frac{\text{Items rated relevant}}{\text{The total number of items in the instrument}}$$

3.6.2 Reliability

Reliability refers to the study instruments measuring consistently of what it intends to measure under the same condition (Cronbach, 1976). Reliability according to Cronbach's Alpha is a measure of internal consistency, it was determined using SPSS formula where 0.7 is considered to be acceptable, that is, how closely related a -set of items are as a group. Test-Retest Reliability: Determines how much error in a test score is due to problems with test administration.

The researcher administered the same test to the same participants on two different occasions. Correlated the test scores of the two administrations of the same test. To ensure reliability, questionnaires were pretested on 8(Eight) respondents using test- retest method where instruments were tested twice on the same r respondents in a period of two days. This helped to ensure that the research instrument yield consistent results.

Table 3.3 Reliability tests

	Objectives	Cronbach's Alpha	No of Items
1	Planning	.771	8
2	Monitoring and Evaluation	.718	8
3	Rewards and Recognition	.803	8

Source: Primary Data

3.7 Data Management and Processing

The data collected was analyzed using the SPSS package. Using the system, correlation and regression analyses were conducted. These are considered important and instrumental in answering the research objectives set for the research study. To conduct the detailed analysis, the researcher obtained Expert assistance.

3. 8 Data Analysis

3.8.1 Qualitative Data

The qualitative data collected was reorganized into thematic areas or content analysis for each of the factors under investigation. Words were used to make narrative statements on how to categorize the related data. Information obtained formed text and materials that described events and occurrences. Once the themes, patterns were identified and coded, data was edited and analyzed to determine adequacy, credibility and consistency of information obtained. Punch (2005) defines coding as a concrete activity of labeling data, which gets the

data analysis underway and which continues throughout the analysis. The responses elicited were compared with the view of discussing similarities and differences with other responses, other literature and the researchers' opinion.

3.8.2 Quantitative Data

Quantitative data analysis was done by having raw data coded and tabulated for analysis to determine frequencies and percentages of respondents. Statistical Package for Social Science (SPSS) Version 21 was used for data analysis. Descriptive statistics enables us to meaningfully describe the distribution of scores. Data was then quantified by attaching numerical values to the corresponding options in the closed ended questions and the questionnaire were used to give expected summary of the statistical variables in the study. Measures of Central Tendency (Mean and Standard Deviation) were used to see how spread out the score for each variable. This was vital because it provided information on the extent to which individuals differ on a given variable.

3.9 Ethical Considerations

Ethics refers to well based standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness or specified virtues. The Researcher had the following actions undertaken to observe ethics:

A Researcher Assistant was appointed and trained to help in administering interviews with Section Heads. This was done to avoid bias since the Researcher formed part of the study population.

Questionnaires and interviews were adopted as they are appropriate, simple and easy to administer. An anonymity clause at the beginning of the questionnaire attempted to ensure that the findings obtained were truthful.

A declaration at the beginning of the questionnaire and an introduction letter from Uganda Martyrs University was read to the respondents to confirm to them that the research was purely for academic purposes and nothing else.

Request was sought beforehand from the District Leadership to allow interaction with the respondents for this study.

3.10 Limitations of the study

Limited access to relevant information: This was basically from the District Finance and Human resource departments due to the fact that all officers could not be available in office at the same time. The researcher in this case had to make prior appointments on specific days to meet the above officers in order to acquire information

Most Researches are; Financial Management and Performance, Motivation and Performance, Procurement Procedures and Performance, Planning and Performance, Leading and Performance, organization, staffing and Performance, among others. However, the Uganda Public service has written reports to enhance effectiveness and improved performance of Public Servants. The researcher utilized the said reports and journals in this study.

3.11 Conclusion

Chapter Three presented the methodology that was used in the study. It was organized under the sub headings: Introduction, Research Design, Area of Study, Study Population, Sample Size and Sampling Techniques, Data Collection Methods, Quality Control Methods, Data Management and processing, Data Analysis, Ethical issues, Limitations of the Study and Conclusion for the Chapter.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

In this chapter, the results of the study are presented, analyzed and then interpreted. The chapter highlights the response rate, demographic characteristics of the respondents and empirical findings which are presented according to the study objectives which focused on Performance Planning, Performance Monitoring and Evaluation, Rewards and Recognition as the Independent Variables versus Employee Performance as the Dependent Variable.

4.1 Response rate

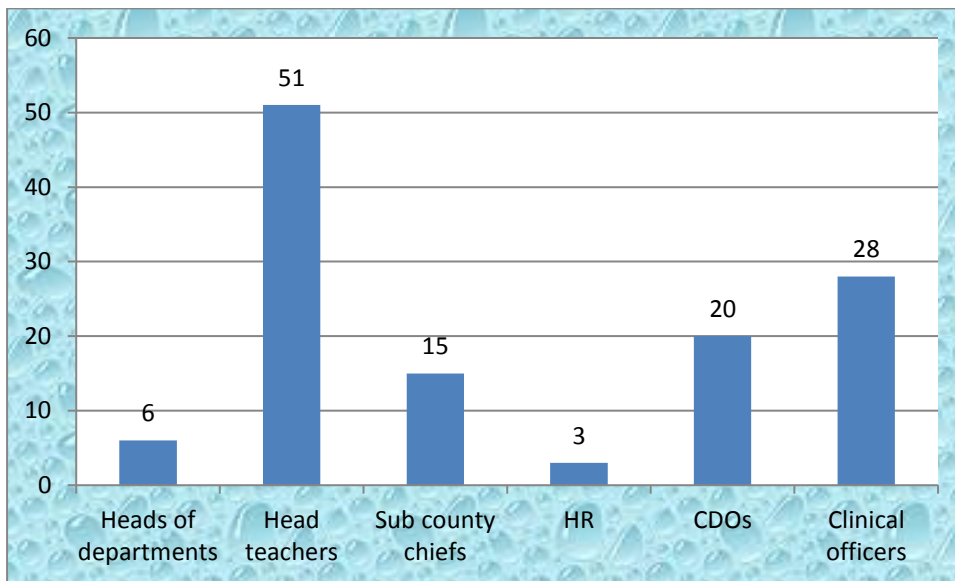
The researcher had a total population of 198 and from that; a sample size of 131 was selected for the study. Of those sampled respondents, a total of 123 returned their questionnaires and giving a total response rate of 94%. Mugenda & Mugenda suggest that a response rate of 50% and above is adequate when quantitative data is collected. Therefore 94% was a good response for the study and also suggests that the survey results were representative of the study population.

Table 4.1: Response rate

	Frequency	Percent	Valid Percent	Cumulative Percent
Heads of departments	6	4.9	4.9	4.9
Head teachers	51	41.5	41.5	46.3
Sub county chiefs	15	12.2	12.2	58.5
Valid HR	3	2.4	2.4	61.0
CDOs	20	16.3	16.3	77.2
Clinical officers	28	22.8	22.8	100.0
Total	123	100.0	100.0	

Source: *Primary data (2017)*

Figure 4.1: Showing response rate of respondents



Source: *Primary data (2017)*

4.2 Bio data of respondents

4.2.1 Gender of respondents

This section examines the gender of respondents which was categorized as male and female.

A question about gender of respondents was administered and the results were analyzed using descriptive statistics and are presented in table 4.2 and figure 4.2 below.

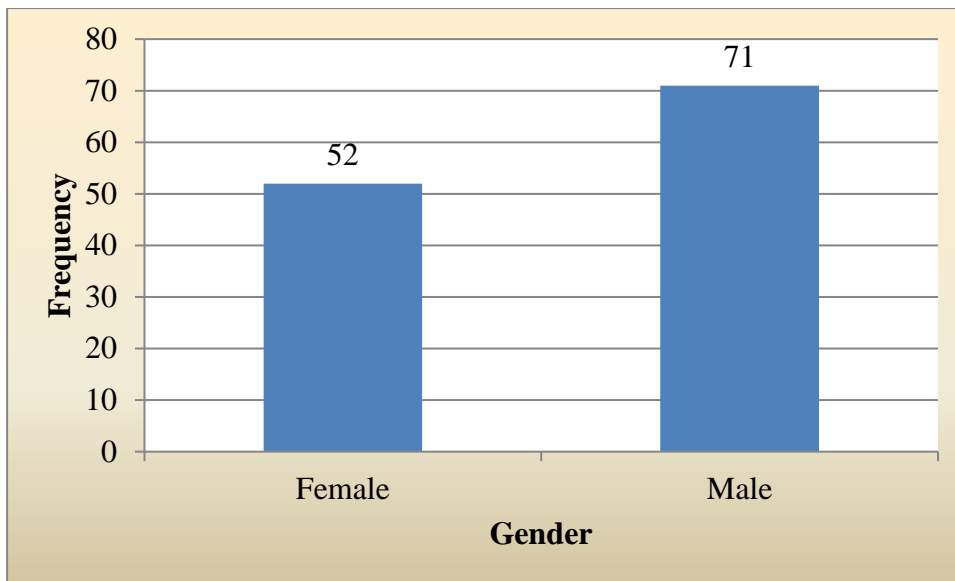
Table 4.2: Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	52	42.3	42.3	42.3
Valid Male	71	57.7	57.7	100.0
Total	123	100.0	100.0	

Source: *Primary data (2017)*

The findings in table 4.2 above revealed that majority of the respondents were male (57.7%) followed by the female at 42.3%. This may imply that Isingiro District has more male civil servants than female.

Figure 4.2: Showing gender of respondents



Source: Primary data (2017)

4.2.2 Age of respondents

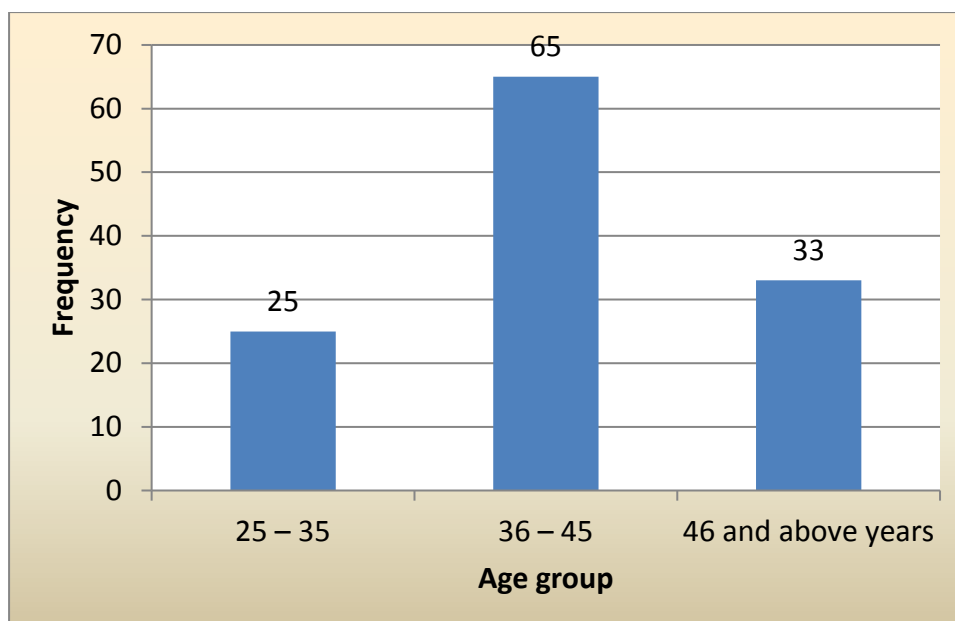
Table 4.3: Age of respondents in years

	Frequency	Percent	Valid Percent	Cumulative Percent
25 – 35	25	20.4	20.4	20.4
36 – 45	65	52.8	52.8	73.2
46 and above	33	26.8	26.8	100.0
Total	123	100.0	100.0	

Source: Primary data (2017)

The findings in table 4.3 above revealed that majority of the respondents were in the age group 36 - 45 years (52.8%), followed by above 46 years (26.8%) and lastly 20.4% for 25 - 35 years. The findings imply that all the respondents were mature enough to give reliable information.

Figure 4.3: Showing age groups of respondents



Source: Primary data (2017)

4.2.3 Marital status of respondents

Table 4.4: Marital status of respondents

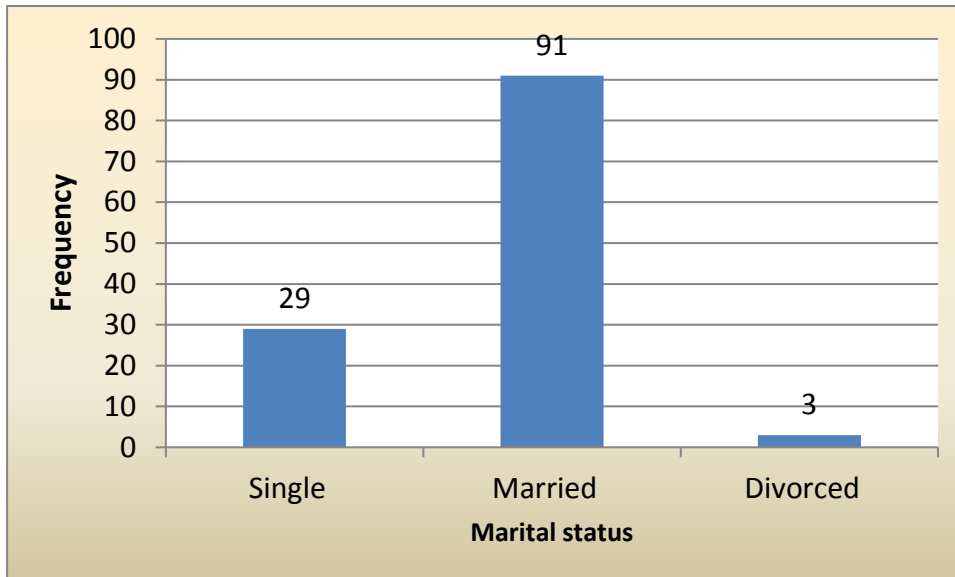
	Frequency	Percent	Valid Percent	Cumulative Percent
Single	29	23.6	23.6	23.6
Married	91	74.0	74.0	97.6
Divorced	3	2.4	2.4	100.0
Total	123	100.0	100.0	

Source: Primary data (2017)

The findings in table 4.3 above revealed that majority of the respondents were married (74%), followed by the single (23.6%) and lastly 2.4% for the divorced. Though marriage is not a

guaranteed measure, the findings may imply high degree of responsibility among the Civil Servants of Isingiro District.

Figure 4.4: Showing marital status of respondents



Source: Primary data (2017)

4.2.4 Level of Education of Respondents

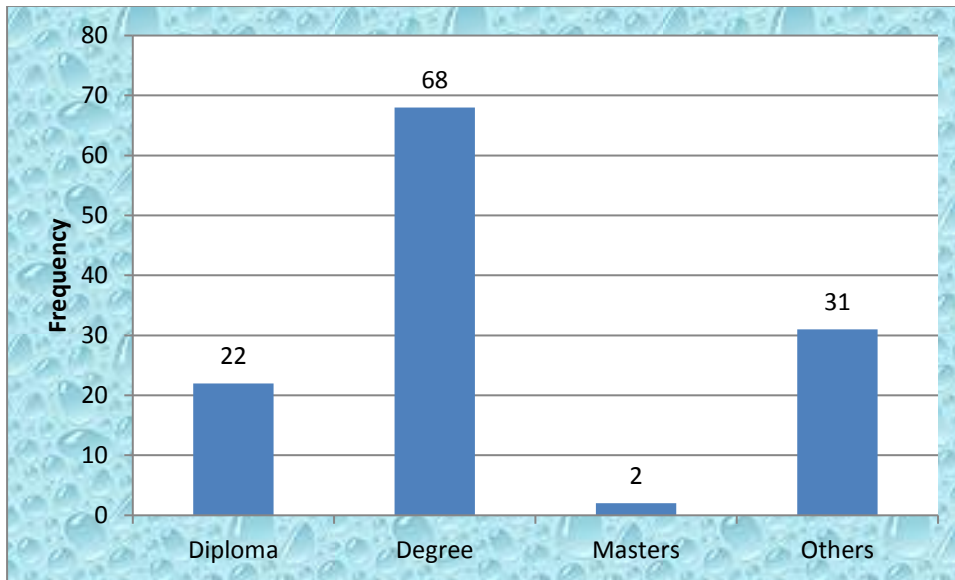
Table 4.5: Level of education of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	22	17.9	17.9	17.9
Degree	68	55.3	55.3	73.2
Valid Masters	2	1.6	1.6	74.8
Others	31	25.2	25.2	100.0
Total	123	100.0	100.0	

Source: Primary data (2017)

The study findings revealed that majority of the respondents were Degree holders (55.3%), followed by those categorized as others (25.2%), Diploma holders (17.9%), and lastly Masters' holders (1.6%).

Figure 4.5: Showing level of Education of Respondents



Source: Primary data (2017)

4.2.5 Working Experience of Respondents

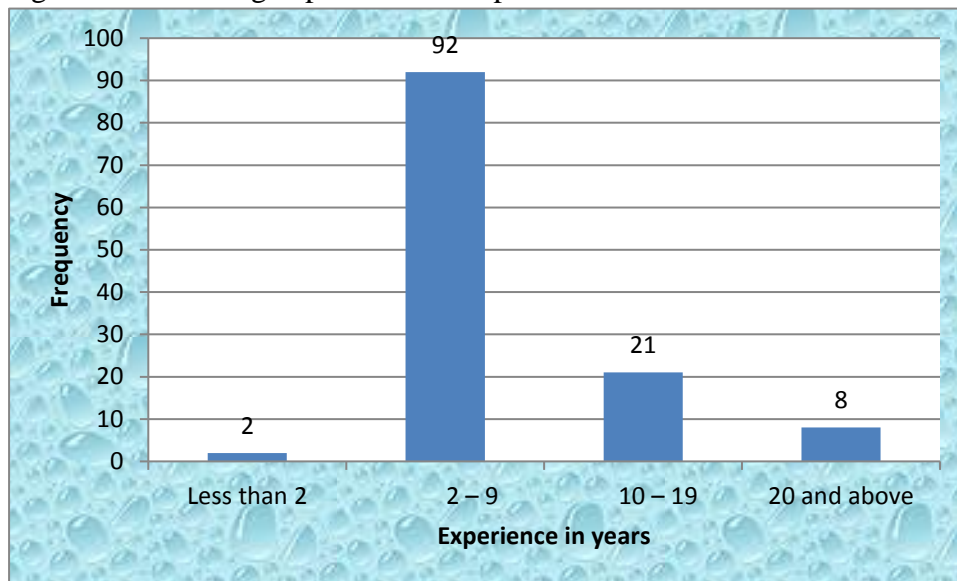
Table 4.6: Experience of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 2	2	1.6	1.6	1.6
2 – 9	92	74.8	74.8	76.4
Valid 10 – 19	21	17.1	17.1	93.5
20 and above	8	6.5	6.5	100.0
Total	123	100.0	100.0	

Source: Primary data (2017)

The findings revealed that majority of the respondents had worked for a period 2 – 9 years (74.8%), followed by 10 – 19 years (17.1%), 20 years and above (6.5%) and lastly less than two years (1.6%). The findings imply that the respondents were experienced enough hence reliability of findings.

Figure 4.6: Showing experience of respondents



Source: *Primary data (2017)*

4.3 Indicative findings of the study

4.3.1 Effect of Planning on Employee Performance

Table 4.7: Descriptive Statistics on Planning

Statement	N	Minimum	Maximum	Mean	Std. Deviation
Every year I develop/set up performance goals with my supervisor	123	1	5	4.06	.759
My performance goals/targets are in agreement with my job description	123	1	5	3.99	.901
I understand the objectives of my job	123	1	5	4.34	.900
I sign performance agreements annually	123	1	5	4.46	.760
After target setting, I develop a personal development plan with my supervisor	123	1	5	3.98	.842
I am free to use my own judgment to get the job done	123	1	5	4.52	.699
I agree with my supervisor on how my performance is measured	123	1	5	4.43	.922
My supervisor and I agree on how well I have to do my job	123	1	5	3.95	.966
Valid N (list wise)	123				

Source: Primary data (2017)

The findings in table 4.7 revealed that respondents agreed with the question ‘Every year I develop/set up performance goals with my supervisor’ with mean 4.06 and standard deviation 0.759.

The findings closely relates to the scholars views as stated “Performance planning relates to setting expectations, goals, how performance will be measured and competence needed to channel efforts of teams and individuals towards achieving organizational objective. (Armstrong; 2001; US Office Personnel Management, 2011). Involving employees in the planning process helps them to understand the goals of the organization, what they need to be done, why it needs to be done (US office of personnel management, 2011)’. Such goals positively affect performance of individuals (Baum & Locke, 2004), groups, organizational units as well as the entire organization (Baum, Locke & Smith, 2001).

The findings revealed that respondents were neutral to the statement ‘My performance goals/targets are in agreement with my job description’ with mean 3.99 and standard deviation 0.901.

The findings were found to deviate from the views of the scholars as highlighted below ‘The Performance Planning is a collaborative effort that involves both managers and employees during which they will review: review the employee job to determine if it reflects the work that the employee is currently doing, identifying and review links between employee job description his/her work plan and objectives and strategic plan; develop work plan that outlines the tasks to be accomplished, expected results and measures that will be used to evaluate performance, identify key result areas determined by organization’s strategic plan which are critical to the overall success of the position, identify training objectives that will help employee develop his/her skills, knowledge and competencies to their related work and identify the career development objectives that form part of the long term career planning

(Performance Management/keeping the Right People/HR Toolkit/hr council, no date)' Responses agreed with the statement 'I understand the objectives of my job' with mean 4.34 and standard deviation 0.900.

The findings to a good extent agree with scholars as stated 'Individual development plans; it is common assumption that, in an ideal world everyone knows everything about what is important and why, and so to be able to select the exact thing to do at any instance to ensure that the collection of people make up the organization do just enough of the right things at the right time to get exactly the outcomes required with minimum effort. This rarely happens, even in the smallest organization (Gavin, 2003).

Performance Agreement/goals; according to Verbeeten (2008), research findings indicate that the clear definition and clear measurement of goals is positively associated with quantity as well as quality of performance. Performance management practices include specifying which goals to achieve, allocating decision rights and measuring and evaluating performance. Locke (2004) argues that goal setting is effective for any task when people have control over their performance. In this research it currently explores goal setting at both individual and organizational level. Role definition in planning process provides the basis for drawing up performance development plans and what individual brings to the role.

It forms the foundation for Performance Agreement and outlines the key result areas which form the basis on which objectives and performance standards are agreed. It also sets out the competencies, that is what the role holder has to be able to do and the behavior required to perform the job effectively (Armstrong 2001) while performance elements tells employees what to do, the standards are approved expression of expectations that must be met at appraisal at particular level of performance and must be stated clearly for the performance plan. Performance standards should be: objective, measurable and realistic stated in writing.

General measures include: quality, address how well the job is performed which include: accuracy, appearance, and effectiveness, secondly quantity addresses how much work is produced. A quarterly measure can be expressed as an error rate or general results to be achieved. Thirdly timeliness and lastly cost effectiveness address which include aspects of performance as maintaining or reducing unit cost, waste amongst others. (<http://www.opm.org/perform/articles/118>, retrieved on 9/20/2017)'.

Responses also agreed with the statement "I sign performance agreements annually" with mean 4.46 and standard deviation 0.760.

The findings were in agreement with the scholars as below 'The US Office of Personnel Management (2001) indicates that a good performance measurement makes a difference in organizational performance. Performance Management plays a critical role in translating business strategy into results. Industry leaders in today's business world use balanced measurement systems to track customer and employee satisfaction as well as financial performance and operating efficiency. US Office of Personnel Management (2011), developing a successful measurement system is lengthy but rewarding process. For this to be successful you require: a clear and agreed upon strategy, involvement of leadership and support in the measurement process, measures must be easily understandable, communicate the results of the measures in order to reinforce the strategy, links the measurement system to teams and individuals so as to have a clear line of sight to organizational goals and make measurement system the centre piece of the management review process'.

Responses were neutral on the statement "After target setting, I develop a personal development plan with my supervisor" with mean 3.98 and standard deviation 0.842.

However the findings presented a deviation from the scholars as quoted below “Individual development plans; it is common assumption that, in an ideal world everyone knows everything about what is important and why, and so to be able to select the exact thing to do at any instance to ensure that the collection of people make up the organization do just enough of the right things at the right time to get exactly the outcomes required with minimum effort. This rarely happens, even in the smallest organization (Gavin, 2003)”.

Responses strongly agreed with the statement ‘am free to use my own judgment to get the job done’ with mean 4.52 and standard deviation 0.699. This implies that employees are given chance to explore their potential in getting the job done. According to the researcher, this is a good practice because situations or conditions keep changing therefore strategies also do not need to remain stagnant. In an interview, one of the respondents stated that, where necessary employees can deviate from the usual practice but are required to give a report concerning the deviation”.

Responses agreed with the statement ‘I agree with my supervisor on how my performance is measured’ with mean 4.43 and standard deviation 0.922. This implies that there is no imposed performance; employees participate in determining the measurement of performance. Findings agreed with some scholars “According to Drucker, (1999), in the 1990, Individual Performance Management was reshaped by two key trends, first increase in popularity of self-assessment of performance, sometimes followed by feedback sessions with line managers. The increase in performance self-assessment was natural as economies were dominated by knowledge workers, more independent in regard to decision making and management of work processes.

The second key trend in recent years was the integration between strategic performance management and individual performance management facilitated by the introduction of tools such as the Balance Score Card. Original goals became reflected in individual goals became reflected in individual goals and individuals measures became aligned with organizational performance measure, in an effort to increase the accountability of all employees to the execution of organizational strategy ([http://www, performance .com/pages/indiv/](http://www.performance.com/pages/indiv/), 2011)".

Responses were neutral on the statement "My supervisor and I agree on how well I have to do my job" with mean 3.95 and standard deviation 0.966. However with a slight deviation from agreement, that it could be as well considered that they agreed with the statement ,the researcher considered it as a good practice always to have agreement between the supervisor and the employee, this encourages smooth communication and cooperation which in turn promotes performance.

Additional summarized analysis was also sought from Pearson correlations coefficient to establish the relationship between planning and employee performance as presented in table 4.8 below:

Table 4.8: Correlations between Planning and Employee Performance

		Planning	Employee performance
Planning	Pearson Correlation	1	.703**
	Sig. (2-tailed)		.000
	N	123	123
Employee performance	Pearson Correlation	.703**	1
	Sig. (2-tailed)	.000	
	N	123	123

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

Source: *Primary data (2017)*

From table 4.8 above, the study findings revealed a correlation coefficient of 0.703**, significant at 0.01 level of a two tailed test with 123 number of items.

Hence the study findings imply that there is a high positive significant relationship between Planning and Employee Performance.

4.3.2 Effect of Monitoring on Employee Performance

Table: 4.9: Descriptive Statistics on monitoring

Statement	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor regularly monitors my performance against set targets	123	1	5	4.51	.809
There is a framework /tool for measuring individual performance in the district	123	1	5	3.64	.993
My supervisor provides me with feedback on how I am performing in relation to my targets.	123	1	5	3.57	1.131
I am encouraged to provide my opinion or suggestion on how my performance can be improved	123	1	5	4.01	.898
My supervisor conducts quarterly reviews of my performance	123	1	5	3.62	.985
Performance appraisal is conducted annually	123	1	5	4.11	1.258
I am involved in ranking/grading my performance	123	1	5	3.09	1.104
I have regular meetings with my supervisor throughout the year to discuss my performance	123	1	5	4.20	.859
Valid N (list wise)	123				

Source: Primary data (2017)

From table 4.9 above, responses strongly agreed with the statement “My supervisor regularly monitors my performance against set targets” with mean 4.51 and standard deviation 0.809

The findings were purely in support of some scholars “Any performance measurement should be enhanced by regular monitoring, review and analysis of key performance indicators (Armstrong and Baron, 1998; Gibb, 2002). In order to have an effective management system, performance should be monitored continuously. Managers ought to focus their attention on results achieved as well as individual behaviors and team dynamics affecting the work employee carry out assigned activities and tasks.

Other than the identification of performance gaps and having them addressed, performance monitoring leads to leads to identification, evaluation and development of training needs in order to improve the capacity to perform. This helps employees to keep with the challenges and changes at the work place and encourage good performance (US office of personnel management, 2011)”.

Responses were neutral on the statement “My supervisor provides me with feedback on how I am performing in relation to my targets” with mean 3.57 and standard deviation 1.131. The findings revealed a gap according to the scholars as quoted below

“In study carried out on the effects of goal setting and feedback on productivity; a field experiment, Stansfield (2005) feedback has been studied primarily in laboratory setting and has s.hown to increase the levels of goal setting resulting in higher levels of motivation, (London & Smither, 2002) and other performance enhancing behaviors. In general feedback can provide information about the type, extent and direction or errors so that they can be corrected (Forza & Salvador, 2002). Given that it is a person’s knowledge of his/her performance in relation to a standard that influences the subsequent amount of effort exerted

and his overall performance level, it is reasonable to conclude that both difficult goal and knowledge of progress towards goal are needed to maximize performance improvement.

The U.S. Office of personnel management (2001) argues that successful performance managers develop a schedule that includes in-depth discussions about performance with employees quarterly. The routine should be simple and informal and be able to cater for both the employee and supervisor's view on employee's performance and development. This meeting should be futuristic to address the gaps so far identified to avoid a re-occurrence of the same. It has been argued by researchers that feedback improves performance and hence the organization's capacity to compete".

Responses were neutral on the statement "There is a framework /tool for measuring individual performance in the district" with mean 3.64 and standard deviation 0.993. Findings imply that there may be no clear framework for measuring performance or employees do not understand the criteria or they are not aware of the criteria. This presents a big gap in the way performance is measured.

Responses agreed with the statement 'I am encouraged to provide my opinion or suggestion on how my performance can be improved' with mean 4.01 and standard deviation 0.898. "Findings support the existing literature for example Employees and their managers need to meet regularly to: assess progress towards meeting performance objectives; identifying barriers preventing accomplishment of objectives and what needs to be done to overcome them; share feedback of progress related to the goals; identify any changes that may require the work plan to be shifted in organization priorities; and determine if any extra support is required to People/HR Toolkit/hr.council.ca)".

Responses were neutral on the statement “My supervisor conducts quarterly reviews of my performance” with mean 3.62 and standard deviation 0.985. This implies that reviews may be in existence but not timely and this may affect performance. However “Mpabanga, (2008) argues that Performance Management puts emphasis on performance appraisal as the key component of Performance Management System, whereas best practice sees appraisal as just one component of managing performance. Performance Management System with scanning the internal and external environment before introducing a performance system (Armstrong & Baron, 1998; Gibb, 2002; Armstrong, 2006). The result of the study reveals that environmental factors are significant during appraisal since effective performance needs a positive working environment. Performance Management and appraisal can have positive outcomes if they focus on the development of capacity building of employees”.

Responses agreed with the statement “Performance appraisal is conducted annually” with mean 4.11 and standard deviation 1.258. In an interview, one of the respondents stated that this is done at the end of a financial year to correct past mistakes and it is conducted by Heads of departments, Sections, Head teachers, Sub County Chiefs, and Chief Administrative Officer”. However according to the researcher, a year is a very long period while errors and low performances continue to occur though quarterly meetings are convened to check on progress as stated by respondent

Responses were neutral on the statement “I am involved in ranking/grading my performance” with mean 3.09 and standard deviation 1.104. In a chart one of the respondents stated that “in most cases before the grading is done, some supervisors are already having a position which usually affects the final grades’.

Responses agreed with the statement” I have regular meetings with my supervisor throughout the year to discuss my performance” with mean 4.20 and standard deviation 0.859. This is a good practice according to the researcher

More of the analysis is as stated in the table below to establish the relationship between monitoring and employee performance.

Table 4.10: Correlations between Monitoring verses Employee Performance

		Monitoring	Employee Performance
monitoring	Pearson Correlation	1	.781**
	Sig. (2-tailed)		.000
	N	123	123
Employee performance	Pearson Correlation	.781**	1
	Sig. (2-tailed)	.000	
	N	123	123

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

From table 4.10 above, the study findings revealed a correlation coefficient of 0.781**, significant at 0.01 level of a two tailed test with 123 number of items.

Hence the study findings imply that there is a very high positive significant relationship between Monitoring and Evaluation and Employee Performance.

4.3.3 Effect of Rewards and Recognition on Employee Performance

Table 4.11: Descriptive Statistics on Rewards and Recognition

Statement	N	Minimum	Maximum	Mean	Std. Deviation
There is a reward system for good performance in the district	123	1	5	3.19	1.117
Outstanding performance is always recognized in the district	123	1	5	3.00	.508
Non performance is sanctioned/punishable in the district	123	1	5	4.08	.985
I am highly motivated by non-Financial rewards	123	1	5	4.32	.722
Best performers are sponsored for further training to perform effectively	123	1	5	2.91	1.133
I have benefited from appropriate training to perform effectively my job	123	1	5	4.13	.930
Reward and recognition programs are carefully planned and diligently executed.	123	1	5	2.94	1.105
Rewards are given as soon as possible after the desired Behaviour or achievement.	123	1	5	2.80	.850
Valid N (listwise)	123				

Source: Primary data (2017)

The findings in table 4.11 above revealed that responses were neutral on the statement “There is a reward system for good performance in the district” with mean 3.19 and standard deviation 1.117. According to the researcher this may imply that the system may not be clear or effective to all the employees. This a bad position for any organization because rewards and recognition is one of the ways of motivation which may stimulate creativity, sense of belonging that may result into optimal performance.

One of the respondents in the Interview stated that there is no specified reward system but there is a rewards and sanctions committee which handles non performers.

Responses were neutral and almost disagreed with the statement “Outstanding performance is always recognized in the District” with mean 3.00 and standard deviation 0.508. In an interview one of the respondents stated that “performing employees are sometimes recognized with additional duties and responsibilities which attract some allowances. However employees are not aware of the system since it has not been publicized by the District Administration.

The findings of practices of the case were found not to be in full support of the arguments of the scholars “Rewards and compensation systems motivate employees to maximize their efforts towards achievement of objectives and delivery legal compliance, labour cost control, perceived fairness towards employees hence enhancement of employee performance to achieve high level of performance and customer satisfaction (Maire and Nick, 2002). A number of studies point to the fact that reward is a powerful tool that can enhance employee behaviors leading to performance improvement, while others argue that there are negative consequences of reward such as an environment of discrimination (Qureshi, Zaman and Shah, 2010). Rewards can be intrinsic such as successful attainment of goals and extrinsic rewards which are external to the tasks which include: pay, working conditions amongst others, these

are tangible and may be largely out of individual managers' control (McCormick and Tiffin, 1979)".

Responses agreed with the statement "Non performance is sanctioned / punishable in the District" with mean 4.08 and standard deviation 0.985. Basing on the statement of the respondent above, it implies that the District concentrates more on punishments than rewards and recognition in addition to training where the employee is failing to perform due to a lacking skill (s). This may be a de-motivator which may not yield desirable performance or results.

Scholars suggest that, at all levels employees require assistance to develop skills to enable them effectively implement all components of performance management systems. (Hawkes, 1998). Training is usually conducted when employees have a skill deficit or when an organization changes a system and employees are lacking skills. According to DeCenzo (2002), training typically focuses on providing employees with skills and helps them correct deficiencies in performance. Critical in any training is proper and effective evaluation".

Responses agreed with the statement "I am highly motivated by non- Financial rewards" with mean 4.32 and standard deviation 0.722. According to the earlier findings and discussions, these rewards are rare yet found to be necessary even scholars have added that, In order to keep talented and productive employees, managers ought to clarify expectations, provide employees the opportunity to do their best, recognize and praise them and encourage them to develop their skills, as this actions help build good working relationships. (U.S. Office of Personnel Management, 2001). Hence ineffective reward system presents a gap in the case study.

Responses disagreed with the statement “Best performers are sponsored for further training to perform effectively” with mean 2.91 and standard deviation 1.133. However scholars advised that “At all levels employees require assistance to develop skills to enable them effectively implement all components of performance management systems. (Hawkes, 1998). Training is usually conducted when employees have a skill deficit or when an organization changes a system and employees are lacking skills. According to DeCenzo (2002), training typically focuses on providing employees with skills and help them correct deficiencies in performance. Critical in any training is proper and effective evaluation”. Hence a gap in the case study’s system

Responses agreed with the statement “I have benefited from appropriate training to perform effectively my job” with mean 4.13 and standard deviation 0.930. in a chart one respondent stated that “ much as he has benefited from trainings, they are usually self sponsored and no concern has been expressed by management”.

Responses disagreed on the statement “Reward and recognition programs are carefully planned and diligently executed “with mean 2.94 and standard deviation 1.105 one of the respondents stated that “these rewards are usually extended basing on unethical parameter like tribal grounds, relationships, bribery among others but not performance.

Additional analysis was also considered to establish the relationship between rewards and recognition and employee performance as in the table 4.12 below.

Table 4.12: Correlations between Rewards and recognition employee performance

		Rewards and recognition	Employee performance
Rewards and recognition	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	123	123
Employee performance	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	123	123

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

Source: Primary Data

From table 4.12 above, the study findings revealed a correlation coefficient of 0.560**, significant at 0.01 level of a two tailed test with 123 number of items.

Hence the study findings imply that there is a moderate significant relationship between Rewards and Recognition and Employee Performance.

4.4 Employee Performance

Table: 4.13: Descriptive Statistics on employee performance

	N	Minimum	Maximum	Mean	Std. Deviation
District staff successfully completes their plans and beat deadlines.	123	1	5	4.22	0.523
The District makes good use of my skills and abilities	123	1	5	4.10	1.088
Programme implementation is done at the lowest cost possible	123	1	5	3.30	1.234
District projects are effectively accomplished with a minimum expenditure, time and effort	123	1	5	2.97	.933
District employees are efficient in accomplishing given tasks	123	1	5	3.60	1.040
The quality of work accomplished and reports submitted by staff are satisfactory	123	1	5	3.41	.955
The district ensures that targets are achieved efficiently and effectively.	123	1	5	3.52	.959
Submission of reports is done to the relevant ministry on a quarterly basis	123	1	5	3.11	1.042
Valid N (listwise)	123				

Source: Primary data (2017)

The study findings in table 4.13 above revealed that responses agreed with the statement “District staff successfully completes their plans and beat deadlines” with mean 4.22 and standard deviation 0.523. The findings suggest that employees are able to complete plans and beat deadlines.

Responses agreed with the statement “The District makes good use of my skills and abilities” with mean 4.10 and standard deviation 1.088. This implies that there is less under employment and also suggests that there is a systematic process in recruiting employees.

Responses were neutral on the statement “Programme implementation is done at the lowest cost possible” with mean 3.30 and standard deviation 1.234. This implies that managing costs or ensuring value for money could be a challenge while serving the District.

Responses disagreed with the statement “District projects are effectively accomplished with a minimum expenditure, time and effort” with mean 2.97 and standard deviation 0.933. Findings suggest that there exist deficiencies in form of cost and time management in delivering District projects

Responses Were Neutral On The Statement “District Employees Are Efficient In Accomplishing Given Tasks” With Mean 3.60 And Standard Deviation 1.040. Findings Suggest That Still There Could Be Inefficiencies In Delivering Duties.

Responses were neutral on the statement “The quality of work accomplished and reports submitted by staff are satisfactory” with mean 3.41 and standard deviation 0.955. This also suggests a gap in performance.

Responses were neutral on the statement “The District ensures that targets are achieved efficiently and effectively” with mean 3.52 and standard deviation 0.959. This also suggests a gap in performance.

Responses were neutral on the statement “Submission of reports is done to the relevant ministry on a quarterly basis” with mean 3.11 and standard deviation 1.042. This also suggests a gap in performance.

4.5 Regression Analysis

Regression analysis was carried out with an aim of identifying the influence of Independent Variables onto the Dependent Variable. *Independent variables* in this research were Performance Management Practices with dimensions: Planning, Monitoring, Rewards and recognition. On the other hand, the *Dependent variable* was Employee Performance. The results from regression analysis are presented in table 4.14 below:

Table 4.14: Coefficients of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.161	.233		4.992	.000
Planning	.449	.134	.532	3.350	.001
Monitoring	.691	.144	.692	4.812	.000
Rewards and recognition	.334	.166	.396	2.016	.047

Source: Primary Data

Dependent Variable: Employee Performance

The findings in table 4.14 above revealed that Monitoring was the best predictor of Employee Performance (Beta 0.692) followed by Planning (Beta 0.532) and Rewards and Recognition (Beta 0.396). This implies that Employee Performance is best achieved through Monitoring.

4.6 Conclusion

There was very high positive significant relationship between monitoring and Employee Performance with a correlation coefficient of 0.781**. A high positive significant relationship between planning and employee performance with a correlation coefficient of 0.703**. A moderate significant relationship between rewards and recognition and employee performance with a correlation coefficient of 0.560**. This implies that Employee Performance is best achieved through Monitoring.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This Chapter presents the Summary, Conclusions and Recommendations of the study presented per objective. The study set out to assess the effects of Management Practices on Employee Performance in Isingiro District Local Government and was guided by the following specific objectives: to Examine the effects of Performance Planning on employee Performance; to Establish the effect of Monitoring on Employee Performance and to Evaluate the effect of Reward and Recognition On Employee Performance in the District.

5.1 Summary of Findings

5.1.1 Effect of Planning on Employee Performance

The study findings revealed a correlation coefficient of 0.703**, significant at 0.01 level of a two tailed test with 123 number of items. According to Locke & Lutham (2002) the prime goal of goal setting is that specific, difficult goals lead to high performance than when people strive to simply do their best. Such goals positively affect performance of individuals groups, organizational units as well as the entire organization (Baum & Locke, 2004). By providing direction and a standard against which progress can be monitored, challenging goals can enable people to guide and refine their performance (Baum, Locke & Smith, 2001).

The study findings revealed that performance Planning (performance agreements/goals, individual goals, individual development plans and performance measurement agreement) significantly affects employee performance. Performance Planning relates to setting

expectations, goals, how performance will be measured and competence needed to channel efforts of teams and individuals towards achieving organizational objective. (Armstrong; 2001; US Office Personnel Management, 2011). Involving employees in the planning process helps them to understand the goals of the organization, what they need to be done, why it needs to be done (US office of personnel management, 2011). Performance planning is regarded as the most difficult phase because it involves identifying, classifying and agreeing upon expectations. In view of the foregoing therefore, performance planning acts as a good road map designed for employees because it details what is expected of them.

Hence the study findings imply that there is a high positive significant relationship between Planning and Employee Performance.

5.1.2 Effect of Monitoring on Employee Performance

The study findings revealed a correlation coefficient of 0.781**, significant at 0.01 level of a two tailed test with 123 number of items.

Performance monitoring which entails appraisals and feedback, significantly affect employee performance. In general feedback can provide information about the type, extent and direction or errors so that they can be corrected (Forza & Salvador, 2002).

Hence the study findings imply that there is a very high positive significant relationship between Monitoring and Evaluation and Employee Performance.

5.1.3 Effect of Rewards and Recognition on Employee Performance

The study findings revealed a correlation coefficient of 0.560**, significant at 0.01 level of a two tailed test with 123 number of items. Victor Vroom (1964) assumes that employees perform in work situation because they expect to receive a reward, a factor called expectancy. The Perceived Organizational Support Theory indicates the degree to which employees believe that their organization values their contributions and cares about their wellbeing (Eisenberger, Huntington, & Sowa, 1986; Rhoades & Eisenberger, 2002). The perceived Organizational Theory and psychological contract assume that employees increase their effort carried out on behalf of the organization to the degree that the organization is perceived to be willing and able to reciprocate with desired impersonal and socio emotional resources.

Rewarding performance entails recognizing employees, individuals and members of teams for their performance and acknowledging their contribution towards the achievement of organization objectives (US office of personnel management, 2011).

Hence the study findings imply that there is a moderate significant relationship between Rewards and Recognition and Employee Performance.

5.2 Conclusions

5.2.1 Effect of Planning on Employee Performance

The study findings revealed that there is high positive significant relationship between planning and Employee Performance. Performance Planning when appropriately designed and used can result into better Employee Performance. It therefore follows that Management should adopt it in order to enhance employee performance in the District.

It was concluded that Planning to a great extent, positively influences Employee Performance.

5.2.2 Effect of Monitoring on Employee Performance

The study findings revealed that there is a very high positive significant relationship between Monitoring and Employee Performance. By implication, Performance Monitoring and Evaluation ie appraisals, feedback have a bearing on Employee Performance. It was concluded that Monitoring greatly, positively influences Employee Performance.

5.2.3 Effect of Rewards and Recognition on Employee Performance

The study findings revealed that there is a moderate positive significant relationship between Rewards and Recognition and employee performance. It was concluded that rewards and recognition have average impact on employee performance.

Therefore, Monitoring was the best predictor of Employee Performance (Beta 0.692) followed by Planning (Beta 0.532) and Rewards and Recognition (Beta 0.396). This implies that Employee Performance is best achieved through Monitoring

5.3 Recommendations

5.3.1 Effect of Planning on Employee Performance

A strong relationship was revealed between Planning and Employee Performance. As far as performance planning is concerned, the study was able to create awareness in that, presently the development of individual development plans with supervisors is quite effective. It is thus recommended that management should make good use of the employee development plans to identify training and development needs for employees to remain focused. It is not just

enough to have individual plans but the supervisors must take the lead in overseeing this process in order to provide clear plan of action for employee growth and development.

Hence greater efforts in form of resources say for training, attraction and retention of competent and result oriented employees should be invested in planning in order to ensure Employee Performance.

5.3.2 Effect of Monitoring on Employee Performance

A very strong relationship was revealed between Monitoring and Employee Performance. The researcher therefore recommends that meetings should be held regularly and tailored towards obtaining feedback and appraisal results should be discussed, strategies drawn in order to improve performance on employee performance. This is currently being done by the Permanent Secretary Ministry of Local Government with the Local Government Accounting Officers (Chief Administrative Officers and Town Clerks of Municipal Councils in Uganda).

Hence much investment should be devoted towards Monitoring and Evaluation to guarantee performance. Some employees may be less productive simply because of numerous loop holes in monitoring and evaluation.

5.3.3 Effect of Rewards and Recognition on Employee Performance

A moderate relationship was revealed between Rewards and Recognition. The respondents did not either agree or were undecided that outstanding performers are recognized immediately, they are highly motivated by non-financial rewards. The researcher recommends that the policy reform on rewards and sanctions need to be implemented and enforced so as to improve on service delivery in the Public Service. The practice by the

Ministry of Local Government of rewarding and recognizing best performers need to be emulated by providing for this in District budgets.

Therefore though we cannot do without rewards and recognition, attention or investment should be targeted to it.

5.4 Suggestions for Further Research

In the process of carrying out the research study, there were some areas that could have been included in the study if it were not for the scope of the research study. In line with this, these areas were left out but could form an important part of another research study in the future.

The following areas are suggested to be addressed in order to supplement or compare the results of the study.

- i. Employee Performance Management and Control.
- ii. The same study could be repeated with a different Case, preferably in Non-Governmental Organizations and Ministries. The researcher's view is that the findings from the study cannot be used to generalize what is obtaining in the Public Service in Uganda. It therefore follows that related or similar studies in the Public Service entities need to be conducted in order to have a better view on this policy shift in the Management of Human resource in the Public Sector in Uganda.
- iii. Communications Dimensions and Employee Performance
- iv. Succession Management and Employee Performance

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APPENDICES

APPENDIX I: RESPONDENTS QUESTIONNAIRE

Dear Respondent, My name is **Namirimo Lilian**. I am currently carrying out a study for the purpose of writing a dissertation as a requirement for the award of Master of Business Administration and Management of Uganda Martyrs University. The topic of study is PERFORMANCE MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE. IN ISINGIRO DISTRICT. You have been selected to participate in this study due to the importance of your information in the study. The information you provide will only be used for the purpose of this study and will be treated with utmost confidentiality. Please feel free and answer all the questions truthfully.

SECTION 1

Demographic data about the Respondent

In order to complete this section, tick (✓) appropriately

1. Gender Male Female
2. Age 25-35 36-45 46 and above
3. Marital status Single Married Divorced
4. Level of education
 - Diploma
 - Bachelors
 - Masters
 - Other (Specify)

5. Category of work

Head of department Technical staff Sub county chief
 Head teacher Support staff Clerical officer CDO

6. Working Experience

Less than 2 2-9 10-19 20 and above

Section 2

Scale

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Undecided (UD)	Agree (A)	Strongly Agree (SA)

Performance Planning

Tick where appropriate.

No		SD	D	UD	A	SA
1	Every year I develop/set up performance goals with my supervisor					
2	My performance goals/targets are in agreement with my job description					
3	I understand the objectives of my job					
4	I sign performance agreements annually					
5	After target setting, I develop a personal development plan with my supervisor					
6	I am free to use my own judgment to get the job done					
7	I agree with my supervisor on how my performance is measured					
8	My supervisor and I agree on how well I have to do my job					

Performance Monitoring and Evaluation and Employee Performance

Tick where appropriate

No		SD	D	UD	A	SA
1	My supervisor regularly monitors my performance against set targets					
2.	There is a framework /tool for measuring individual performance in the district					
3	My supervisor provides me with feedback on how I am performing in relation to my targets.					
4	I am encouraged to provide my opinion or suggestion on how my performance can be improved					
5	My supervisor conducts quarterly reviews of my performance					
6	Performance appraisal is conducted annually					
7	I am involved in ranking/grading my performance					
8	I have regular meetings with my supervisor throughout the year to discuss my performance					

Reward and Recognition and Employee Performance

Tick where appropriate.

No		SD	D	UD	A	SA
1	There is a reward system for good performance in the district					
2	Outstanding performance is always recognized in the district					
3	Non performance is sanctioned/punishable in the district					
4	I am highly motivated by non- Financial rewards					
5	Best performers are sponsored for further training to perform effectively					
6	I have benefited from appropriate training to perform effectively my job					
7	Reward and recognition programs are carefully planned and diligently executed.					
8	Rewards are given as soon as possible after the desired Behaviour or achievement.					

Employee performance and Target achievement, Efficiency and effectiveness and cost minimization

Tick where appropriate.

No		SD	D	UD	A	SA
1	District staff successfully complete their plans and beat deadlines.					
2	The District makes good use of my skills and abilities					
3	Programme implementation is done at the lowest cost possible					
4	District projects are effectively accomplished with a minimum expenditure, time and effort					
5	District employees are efficient in accomplishing given tasks					
6	The quality of work accomplished and reports submitted by staff are satisfactory					
7	The district ensures that targets are achieved efficiently and effectively.					
8	Submission of reports is done to the relevant ministry on a quarterly basis					

Appendix II

RELIABILITY TESTS

Reliability Statistics: Planning

Cronbach's Alpha	N of Items
.771	8

Reliability Statistics: monitoring and evaluation

Cronbach's Alpha	N of Items
.718	8

Reliability Statistics: Rewards and recognition

Cronbach's Alpha	N of Items
.803	8

APPENDIX III:

INTERVIEW GUIDE

KEY RESPONDENTS ON PERFORMANCE MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE IN ISINGIRO DISTRICT

Please be informed that all the information you will provide will be purely and strictly for purposes of academics only and will not be published in any way for any public use.

Part A. Performance Planning and Employee Performance.

- 1) How is performance Planning carried out in the district? (probe to find out who is involved, to what extent are plans adhered to, what measurement frame work are used)
- 2) Is there a performance management framework tool for employees in the district? (Name them)

Part B. Performance Monitoring and Evaluation and Employee Performance.

- 1) Does your district practice monitoring and evaluation of employee performance, if yes; how is it conducted? (Probe who is involved? How often is performance appraisal conducted? Are there regular meeting throughout the year to discuss employee performance?
- 2) Does your performance monitoring and evaluation have any positive effect on employee performance in the district? If yes, which ones?

Part C. Reward, Recognition and Employee Performance

- 1) Is there a reward system for good performance? (Probe: What incentives are used to motivate employees? Are there remedial action principles applied to employees when they are not performing their jobs?
- 2) From your experience, does performance increase as rewards increase?

3) What is the best way to make reward and recognition become part of Isingiro organizational plan

APPENDIX IV:

INTERVIEW GUIDE RESPONSES

The Researcher interviewed 3 respondents in the Human resource department. She termed them as follows;

RESPONDENT 1 (PRINCIPAL HUMAN RESOURCE OFFICER)

RESPONDENT 2 (SENIOR HUMAN RESOURCE OFFICER)

RESPONDENT 3 (HUMAN RESOURCE OFFICER)

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 1

Part A. Performance Planning and Employee Performance.

Question 1: How is performance Planning carried out in the district? (probe to find out who is involved, to what extent are plans adhered to, what measurement frame work are used

RESPONSE

Performance planning is carried out at the beginning of each financial year. Heads of departments, Sections, Headteachers and sub county chiefs fill performance agreements with the Chief Administrative Officer, Identification of annual targets and performance indicators to achieve targets.

The targets identified are aligned with the planned activities in the District Five Year Development Plan.

Quarterly meetings are convened as a check up on the progress of target achievement

Question 2: Is there a performance management framework tool for employees in the district? (Name them)

RESPONSE

Yes. The district uses the performance agreement and quarterly reporting formats for Heads of department, Sub county chiefs and Headteachers.

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 2

Question 1: How is performance Planning carried out in the district? (probe to find out who is involved, to what extent are plans adhered to, what measurement frame work are used

RESPONSE

Heads of department and sub county chiefs fill performance agreements with the Chief Administrative Officer indicating their targets and how to achieve them

Question 2: Is there a performance management framework tool for employees in the district? (Name them)

RESPONSE

Yes. Quarterly Performance reports

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 3

Question 1: How is performance Planning carried out in the district? (probe to find out who is involved, to what extent are plans adhered to, what measurement frame work are used

RESPONSE

Performance agreements are prepared for the Sub County Chiefs and Heads Of Department for sub sequent filling and assent by the chief administrative officer

Question 2: Is there a performance management framework tool for employees in the district? (Name them)

RESPONSE

Yes. The District Heads of department sub county Chiefs and Head teachers use performance reports at the end of each financial year. Other employees fill appraisal reports indicating activities achieved throughout the previous year.

Part B. Performance Monitoring and Evaluation and Employee Performance.

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 1

Question 1. Does your district practice monitoring and evaluation of employee performance, if yes; how is it conducted? (Probe who is involved? How often is performance appraisal conducted? Are there regular meeting throughout the year to discuss employee performance?)

RESPONSE

Performance monitoring and evaluation is done. The district Heads Of Department, Sub County Chiefs, Section Heads i.e Health In charges and Headteachers compile performance reports at the end of the Financial Year.

Other staff fill appraisal reports with their supervisors during appraisal meetings at the end of the financial year.

Monthly technical planning committee meetings are held at the district for review of performance and achievement of the planned targets. However, the meetings often don't any fruit because the desired targets are not always achieved.

Question 2: Does your performance monitoring and evaluation have any positive effect on employee performance in the district? If yes, which ones?

RESPONSE

Performance monitoring sometimes have positive effects because staff are routinely reminded about what they are supposed to do in accordance with the agreements they signed at the beginning of the performance period

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 2

Question 1. Does your district practice monitoring and evaluation of employee performance, if yes; how is it conducted? (Probe who is involved? How often is performance appraisal conducted? Are there regular meeting throughout the year to discuss employee performance?)

RESPONSE

This is done on a routine basis throughout the financial year. Monthly and Quarterly meetings are convened to cross check the progress of target achievement. These meetings are District Technical Planning Committee.

Question 2: Does your performance monitoring and evaluation have any positive effect on employee performance in the district? If yes, which ones?

RESPONSE

Yes. The staff submit reports during these meetings. And where necessary improvements are made. These reports indicate planned activities and what has been achieved during the period of review.

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 3

Question 1. Does your district practice monitoring and evaluation of employee performance, if yes; how is it conducted? (Probe who is involved? How often is performance appraisal conducted? Are there regular meeting throughout the year to discuss employee performance?

RESPONSE

Yes. Performance Monitoring is conducted through monthly and quarterly reporting. However this is not done 100% due to lack of funds to achieve desired outputs. The District convenes technical planning committee meetings for review of target achievement.

Question 2: Does your performance monitoring and evaluation have any positive effect on employee performance in the district? If yes, which ones?

RESPONSE

Yes. Sub County Chiefs, Heads Of Departments and Headteachers submit reports to the Chief Administrative Officer and District Education Officer for compliance. However some of the submitted reports are rejected due to poor quality and lack of required information. The challenge is the timeframe of bringing back improved reports.

Part C. Reward, Recognition and Employee Performance

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 1

Question 1. Is there a reward system for good performance? (Probe: What incentives are used to motivate employees? Are there remedial action principles applied to employees when they are not performing their jobs?)

RESPONSE

There is no specified reward system in the district, but there is a Rewards and Sanctions committee which handles non performers. In the year 2015, the district recognized best performers and worst performers. However, administration has tried to reward good performers through assignment of additional duties and responsibilities, facilitated by provision of allowances; this tends to motivate employees to perform better their duties. Unfortunately, most employees are not aware of the system since it has not been publicized by the District administration

Non performing employees are sanctioned by the Rewards and sanctions committee, interdiction or submission to the district service commission for further disciplinary action. This includes dismissal, retirement in public interest, and demotion among others.

Question 2: From your experience, does performance increase as rewards increase?

RESPONSE

Not necessarily, I do not think they go hand in hand. It can be an incentive for people but it does not automatically mean that because you give them more of a reward that you will automatically reap the benefits in an increased performance. So basically it can be mixed, it can work in some cases and not in others depending on the person and the reward on offer.

Question 3: What is the best way to make reward and recognition become part of Isingiro organizational plan

RESPONSE

The District should include Reward and recognition in its development plan, approved by the District council and then implement it. This can address areas of compensation, benefits, recognition and appreciation. Behaviour and performance go hand in hand with the four areas mentioned. A Reward and Sanctions committee should be appointed, approved and facilitated to operate.

However, with performance rewards like end of year party awards for best performing staff, assignment of additional responsibilities, as well as allocation of resources such as allowances also do motivate staff to perform their duties better and therefore command value to reward.

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 2

Question 1: Is there a reward system for good performance? (Probe: What incentives are used to motivate employees? Are there remedial action principles applied to employees when they are not performing their jobs?)

RESPONSE

Currently, the district does not have a specified reward system due to lack of funds. But the available committee sanctions non performers.

Good performers are assigned extra duties which fetch allowances. Sometimes Staff are also sponsored for further training as a way of appreciation. This is funded by the Capacity Building Grant.

Question 2: From your experience, does performance increase as rewards increase?

RESPONSE

Yes. I believe the performance increase is probably short term. I think when you receive a good salary increase or a good bonus or another intangible reward, based on your performance, I think in the short term it gives people a boost and it give people this kind of initiative to come in and try their hardest. I believe that eventually wares off and that people will revert back to their natural way or pace of working. So yes in the short term, but long term no.

Question 3: What is the best way to make reward and recognition become part of Isingiro organizational plan?

RESPONSE

It should be passed as a policy and funds allocated to reward and recognition during the budgeting process

INTERVIEW AND CONTEXTUAL NOTES FOR RESPONDENT 3

Question 1: Is there a reward system for good performance? (Probe: What incentives are used to motivate employees? Are there remedial action principles applied to employees when they are not performing their jobs?)

RESPONSE

Yes, the reward system is there, but not so pronounced because of the lack of funds to operationalise it.

Best performing staff are sponsored for further training and sometimes given additional assignments and allowances.

Non performers are sanctioned by the District Administrative Officer, interdicted and submitted to the District Service Commission for further action.

Question 2: From your experience, does performance increase as rewards increase?

RESPONSE

Yes, if the rewards are consistent and structured. People want to perform well in general. But it depends on the individual and their values. The reward must be reinforced positively and not be seen as just a once off. So the reward must be applicable to the person or you won't get the results you desire.

Question 3: What is the best way to make reward and recognition become part of Isingiro organizational plan?

RESPONSE

The District should include reward and recognition as part of Financial Budget and Annual Workplan.

APPENDIX V:

LETTER OF RECOMMENDATION

APPENDIX VI:**Table For Determining Sample Size From A Given Population.**

N	S	N	S	N	S	N	S
10	10	140	103	460	214	2200	327
15	14	150	108	480	217	2400	331
20	19	160	113	500	226	2600	335
25	24	170	118	550	234	2800	338
30	28	190	127	600	242	3000	341
35	32	200	132	650	248	3500	346
40	36	210	136	700	254	4000	351
45	40	220	140	750	260	4500	354
50	44	230	144	800	265	5000	357
55	48	250	148	850	269	6000	361
60	52	260	152	900	274	7000	364
65	56	270	155	1000	278	8000	367
70	59	280	159	1100	285	9000	368
75	63	290	162	1200	291	10,000	370
80	66	300	169	1300	297	15,000	375
85	70	320	175	1400	302	20,000	377
90	73	340	181	1500	306	30,000	379
95	76	360	186	1600	310	40,000	380
100	80	380	191	1700	313	50,000	381
110	86	400	201	1800	317	75,000	382
120	92	420	205	1900	320	100,000	384
130	97	440	210	2000	322		

Note: N is the population size; S is the sample size. Derived from Morgan and Krejcie (1970).

Appendix VII:

ISINGIRO DISTRICT STAFF STRUCTURE

**ISINGIRO DISTRICT LOCAL GOVERNMENT
COSTED CUSTOMISED STAFF STRUCTURE**

SN	JOB TITLE	SALARY SCALE	ESTABLISHMENT	MONTHLY SALARY
	OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER			
	Personal Secretary	U4	1	723,868
	Driver	U8	1	221,987
	Sub-Total		2	
	ADMINISTRATION DEPARTMENT			
	Principal Assistant Secretary	U2	1	1,247,467
	Senior IT Officer	U3	1	1,286,135
	Senior Records Officer	U3	1	933,461
	Senior Assistant Secretary	U3	1	933,461
	Records Officer	U4	1	723,868
	Communication Officer	U4	1	723,868
	Personal Secretary	U4	1	723,868
	Assistant Records Officer	U5	2	528,588
	Senior office Supervisor	U5	1	528,588
	Stenographer Secretary	U5	3	528,588
	Office Typist	U7	4	343,792
	Office Attendant	U8	7	221,987
	Driver	U8	9	221,987
	Sub-Total		33	
	HUMAN RESOURCE MANAGEMENT UNIT			
	Principal Human Resource Officer(PHRO)	U2	1	1,247,467
	Senior Human Resource Officer (SHRO)	U3	1	933,461
	Human Resource Officer (HRO)	U4	1	723,868
	Sub-Total		3	
	STATUTORY BODIES			
	Principal Human Resource Officer	U2	1	1,247,467

	Secretary District Land Board/Senior Assistant Secretary	U3	1	933,461
	Assistant Records Officer	U5	1	528,588
	Stenographer Secretary	U5	1	462,852
	Office Attendant	U8	1	221,987
	Sub-Total		5	
	FINANCE DEPARTMENT			
	Chief Finance Officer	U1E	1	1,700,392
	Senior Finance Officer	U3	1	1,046,396
	Senior Accountant	U3	1	1,046,396
	Finance Officer	U4	1	876,222
	Accountant	U4	1	876,222
	Senior Accounts assistant	U5	5	528,588
	Assistant Inventory Mgt Officer	U5	1	528,588
	Accounts Assistant	U7	2	343,792
	Sub-Total		13	
	PROCUREMENT AND DISPOSAL UNIT			
	Senior Procurement Officer	U3	1	1,046,396
	Procurement Officer	U4	1	876,222
	Sub-Total		2	
	PLANNING UNIT			
	District Planner	U1E	1	1,700,392
	Senior Planner	U3	1	1,046,396
	Population Officer	U4	1	876,222
	Sub-Total		3	
	WORKS DEPARTMENT			
	District Engineer	U1E	1	2,291,633
	Senior Engineer	U3	1	1,286,135
	Superintendent of works (Senior Assistant Eng Officer-Civil Engineer)	U4	1	1,175,632
	Civil Engineer(Water Officer)	U4	1	1,175,632
	Assistant Engineering Officer.	U5	1	699,889
	Road Inspector	U6	1	426,265
	Engineering Assistant(Civil)	U7	4	343,792
	Engineering Assistant(Mechanical)	U7	1	343,792
	Engineering Assistant(Water Borehole Technician)	U7	1	343,792
	Plant Operator	U8	2	221,987

Machine Operator	U8	1	221,987
Driver	U8	2	221,987
Plant/ Machine Attendant	U8	1	200,296
Sub-Total		18	
EDUCATION DEPARTMENT			
District Education Officer	U1E	1	1,657,677
Senior Education Officer	U3	1	933,461
Senior Inspector of Schools	U3	1	933,461
Education Officer(Special Needs & Administration)	U4	1	723,868
Inspector of Schools	U4	2	723,868
Sub-Total		6	
COMMUNITY BASED SERVICES DEPARTMENT			
District Community Development Officer	U1E	1	1,657,677
Senior Community Development officer	U3	1	933,461
Senior probation and Welfare Officer	U3	1	933,461
Senior Labour officer	U3	1	933,461
Sub-Total		4	
NATURAL RESOURCES DEPARTMENT			
District Natural Resource officer	U1E	1	2,291,633
Senior Land Management Officer	U3	1	1,286,135
Senior environmental Officer	U3	1	1,286,135
Environment Officer	U4	1	1,175,632
Forestry Officer	U4	1	1,175,632
Physical Planner	U4	1	1,175,632
Staff Surveyor	U4	1	1,175,632
Assistant Forestry Officer	U5	1	699,889
Forest ranger	U7	1	343,793
Sub-Total		9	
INTERNAL AUDIT UNIT			
District Internal Auditor	U2	1	1,345,330
Internal Auditor	U4	1	876,222
Sub-Total		2	
PRODUCTION AND MARKETING DEPARTMENT			
District Production Officer	U1E	1	2,291,633
Principal Agricultural Officer	U2	1	1,813,114
Principal Veterinary Officer	U2	1	1,813,114
Principal Fisheries officer	U2	1	1,813,114

	Senior Agricultural Officer	U3	1	1,286,135
	Senior Agricultural Engineer(Water for Production)	U3	1	1,286,135
	Senior Veterinary Officer	U3	1	1,286,135
	Senior Fisheries officer	U3	1	1,286,135
	Senior Entomologist	U3	1	1,286,135
	Fisheries Officer(Aquaculture)	U4	1	1,175,632
	Laboratory technician	U5	1	699,889
	Sub-Total		12	
	TRADE, INDUSTRY AND LOCAL ECONOMIC DEVT			
	District Commercial Officer	U1E	1	1,657,677
	Senior Commercial Officer	U3	1	933,461
	Commercial Officer	U4	1	723,868
	Sub-Total		3	
	DEPARTMENT OF DISTRICT HEALTH SERVICES			
	District Health Officer	UE1	1	2,291,633
	Assistant District health officer (Environmental Health)	U2	1	2,025,084
	Assistant District health officer (Maternal Child Health Nursing)	U2	1	2,025,084
	Senior Environmental Health Officer	U3	1	1,352,515
	Bio Statician	U4	1	1,175,632
	Assistant Inventory Management Officer	U5	1	528,588
	Cold Chain Technician	U6	1	426,265
	Sub-Total		7	
	TOTAL FOR A DISTRICT LOCAL GOVERNMENT			
	TOTAL WITHOUT GENERAL HOSPITAL AND HEALTH CENTRES			
	SUB -COUNTIES (15 SUB COUNTIES)			
	Sub County Chief/SAS	U3	1	933,461
	Community Development Officer	U4	1	723,868
	Veterinary Officer	U4	1	1,175,632
	Agricultural Officer	U4	1	1,175,632
	Assistant Animal Husbandry Officer	U5	1	699,889
	Assistant Agricultural Officer	U5	1	699,889
	Assistant Fisheries Development Officer	U5	1	699,889
	Parish Chief	U5	6	462,852
	Senior Accounts Assistant	U5	1	528,588
	Accounts Assistant /Cashier	U7	1	343,792
	GRAND TOTAL FOR SUB COUNTIES		15	