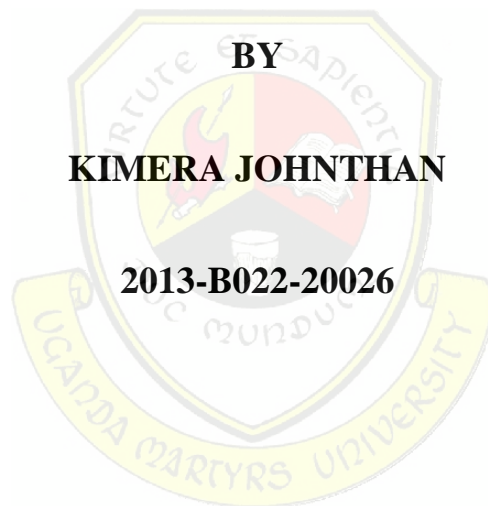


**THE ROLE OF LEADERSHIP SKILLS ON PERFORMANCE OF
EMPLOYEES IN UGANDA**

A CASE STUDY OF STANBIC BANK, UMOJA HOUSE



**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR'S DEGREE IN
BUSINESS ADMINISTRATION AND MANAGEMENT OF UGANDA**

MARTYRS UNIVERSITY

MAY, 2016

DEDICATION

I wish to dedicate my research report to my parents Mr. Muwonge Fredrick and my mother Mrs. Nalunga Gartrude plus my brothers and sisters. For their financial support rendered to me during the completion of this research report.

ACKNOWLEDGEMENT

I appreciate God, the most gracious, the Most Merciful, for what He has done for me: giving me wisdom, strength to always be courageous in accomplishing this dissertation. I highly appreciate the authors upon whose shoulders I leant and drew inspiration to do this work. I also owe a debt to Mr. Muwonge Fredrick, Mrs. Nalunga Gertrude for financial help they have rendered towards my academic struggles.

I wish to acknowledge my research report to my supervisor Mrs. Bwegyeme Jacinta for the supervision she has rendered to me while doing this research report.

To all of you who contributed to this research in ways varied, I am heavily indebted and wish to thank you all, may God reward you accordingly.

ABSTRACT

The study sought to investigate the role of leadership skills on performance of employee in Uganda Stanbic bank Umoja House. The purpose of this study was concerned with analyzing the effect of planning skills, communication skills and motivation skills on their ability to influence work and productivity in Stanbic bank Umoja house in a manner that creates efficiency and effectiveness. The objectives that guided the study were; To investigate the role of planning skills on performance of employee, to identify the role of communication skills and the performance of employees and to examine the role of motivation skills on the performance of employee. The study followed a survey research design using both quantitative and qualitative approaches. The data collected was analyzed using descriptive statistics and Pearson's co-relation co-efficient techniques. The findings of the study were; the planning skills was highly practiced, communication skills was not highly practiced especially in higher offices and also Motivation skills was highly existent especially in lower offices. Conclusions were that: there was high confusion in the practice of Communication skills since most managers were arrogant yet employees were practicing.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
CHAPTER ONE	12
1.0Introduction.....	12
1.1Background of the study	2
1.2Statement of the Problem.....	4
1.3.0Objectives of the study	4
1.3.1General Objective	4
1.3.2Specific Objectives	4
1.4Research Questions.....	5
1.5Conceptual Framework.....	5
1.6.0Scope of the study	6
1.6.2Geographical Scope	7
1.6.3Time Scope	7
1.7Justification of the study	7
1.8Significance of the study	8
1.9Definition of terms used	9

CHAPTER TWO	11
LITRITURE REVIEW	11
2.0Introduction	11
2.1Leadership Skills	11
2.1.1Ways in which we can describe leadership from different perspectives;.....	12
2.2Employee performance	13
2.3Relationship between Leadership skills and employee performance	15
2.4Planning skill	16
2.4.1Relationship between Planning skills and employee performance	17
2.5Communication skills	18
2.5.1Relationship between Communication skills and employee performance	19
2.6Motivation skills and Employee performance	20
2.7Quality and employee performance	24
2.8Level of Productivity	26
2.8.1Relationship between Level of Productivity and employee performance	27
2.9Customer relation	28
2.9.1Relationship between Customer relation and employee performance	30
2.10Conclusion	31
CHAPTER THREE.....	32
METHODOLOGY	32

3.0 Research Methodology	32
3.1 Research Design	32
3.2 Study Area	32
3.3 Study Population.....	33
3.4 Sample Size	33
A table showing the population and the sample size to be selected for the study	33
3.4.1 Sampling Techniques and sampling procedures	34
3.5 Data Sources	34
3.5.1 Primary data sources	34
3.4.2 Secondary Data	34
3.6 Data collection tools	35
3.6.1 Questionnaires	35
3.6.2 Interview guide	35
3.6 Data Collection Procedure	36
3.7 Data Processing and Analysis.....	36
3.7.1 Data analysis	36
3.7.2 Data Presentation	36
3.8 Data Validity and Reliability	37
3.8.1 Data validity	
3.8.2 Data reliability	

3.9 Ethical issues in research	37
3.10 Limitations of the study.	38
CHAPTER FOUR.....	39
DATA PRESENTATION ANALYSIS AND INTERPRETATION	39
4.0 Introduction.....	39
4.1 SECTION ONE BACKGROUND INFORMATION	39
4.1.1 Age Distribution of Respondents:.....	40
4.1.2 Distribution of Respondents by Sex.	41
4.2:Sex of the respondents	41
4.1.3 Distribution of Respondents by level of Education	41
4.1.4 Distribution of Respondents by Marital Status	42
4.5 Distribution of Respondents by Years of Service.....	43
4.2 Section Two	44
4.2.1 Verification of planning skills	45
4.2.2 Verification of Communication skills.....	46
4.2.3 Verification of Motivation skills.....	49
CHAPTER FIVE.....	52
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	52
5.1 Introduction.....	52
5.2 Discussion.....	Error! Bookmark not defined.

5.2.1 Discussion of Results on communication skills..... **Error! Bookmark not defined.**

5.3 Conclusions.....52

3. Further still, in respect of the third objective, the researcher concluded that the role of motivation skills on the performance of Employees in Stanbic bank, Umoja House. **Error! Bookmark not defined.**

5.4 Recommendations..... **Error! Bookmark not defined.**

REFERENCES54

LIST OF TABLES

Table 4.1.3: Respondents level of Education	42
Table 4.1.4: Respondents by Marital Status	42
Table 4.5: Table showing respondents distribution of their years of service	43
Table 4.6 Responses on employee performance.....	44
Table 4.7: Correlation between planning skills and employee performance ... Error! Bookmark not defined.	
Table 4.8: Responses on Communication skills	46
Table 4.8 Descriptive statistics on communication skills	47
Table 4.9: Pearson’s correlation between authoritative and employee performance	48
Table 4.10: Responses on Motivation skills.....	49
Table 4.10 Showing descriptive statistics on Motivation skills	50
Table 4.11: Correlations between Motivation skills and Employee Performance	51

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Bennett and Anderson (2003) explained that Leadership has been one of the pillars of human societies. When leadership is considered as a function, is an important component of leadership and his presence and the existence in the group is consider as a number of skills that these skills can be seen as means or styles of leadership to achieve certain goals.

Performance is the standard to which someone does something such as a job or examination. Therefore, such standards may be in form of quantity of output, quality of output, timeliness of output, presence or attendance on the job, efficiency of the work completed and effectiveness of work completed (Macmillan English Dictionary for Advanced Learners, 2007).

Therefore, every manager in their leadership and operations uses a particular leadership style that this style is actually a set of his behavior patterns that frequently occurs during the constant organizational working and others know him by it and as managers of the organization are in very cooperation with the staff, the leadership style of these managers has a significant impact on staff morale. And consequently, the staff morale was affect on their performance (Shirzad, Kebriya and Zanganeh, 2011).

Mainly, this chapter looked at; the background of the study, statement of the problem, purpose of the study, specific objectives of the study, research questions, conceptual framework, scope of the study, justification of the study and significance of the study.

1.1 Background of the study

Duckett and Macfarlane (2003) stated that Leadership is important for all organizations to achieve goals. Since leadership is a key factor for improving the performance of the organization, the success or failure of an organization depends on the effectiveness of leadership at all levels. Therefore, leadership is an ability to influence attitudes, beliefs, and abilities of employees to achieve organizational goals.

Transformational leadership style in new ideas known as one of the effectiveness leadership style. The style has been composed of four dimensions of; ideals influence, inspirational motivation, intellectual stimulation and individualized consideration (Storey, 2004). That is, all of transformational leadership behavior (individualized consideration, inspiration, intellectual stimulation and charismatic) that provide high performance and active leadership has positive and high impact on employee satisfaction and improvement of organization situation (Hoy and Miskel, 2008).

Storey (2004) explained that Pragmatic-oriented and Transformational-oriented leadership are emphasized on the influence and impacts, pragmatic-oriented is achieved to this effect by non-traditional ways that is being in position to serve. Pragmatic oriented leadership is greater emphasis on serving to followers and also is shown more confidence and freedom to

subordinates. Transformational leadership is more emphasis on organizational goals, while servant leadership are emphasized and focused on the people who followed him.

Cooke (2000) stated that performance can be defined as the achievement of specified task measured against predetermined or identified standard of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract.

Mwita (2000) mentioned that employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization.

Effectiveness of employee performance is important because employees ensure organizational survival (Noorshahi, 2006). Therefore, successful leadership is essential to the effectiveness of any organization, because the three factors that have been identified as the measures of organizational effectiveness are leadership and communication skills and the information skills of leadership (Grawford, 2005).

1.2 Statement of the Problem

Leadership is required in every organization at every level, the success or failure of an organization depends on the quality of leadership particularly on the part of top leadership. In this competitive era where the world has become a global village, firms are considered to be competitive on the basis of their human resources. Leadership of employees mostly depends on the quality of leadership organizations have (Albioon and Gagliardi, 2007).

However, an organization that has no good leadership is like a ship on the high sea without captain resources both man and material was be bound to the waste despite their scarce nature. (World Development Report, 2000). Therefore, it is from this statement that the researcher carries out research on the role of leadership skills on the performance of employees, especially in Stanbic bank, Umoja house.

1.3.0 Objectives of the study

1.3.1 General Objective

The general objective of the study is to establish the role of Leadership skills on the performance of Employees in Uganda.

1.3.2 Specific Objectives

To identify the role of planning skills on the performance of Employees in Stanbic bank, Umoja house.

To examine the role of communication skills on the performance of Employees in Stanbic bank, Umoja house.

To investigate the role of motivation skills on the performance of Employees in Stanbic bank, Umoja house.

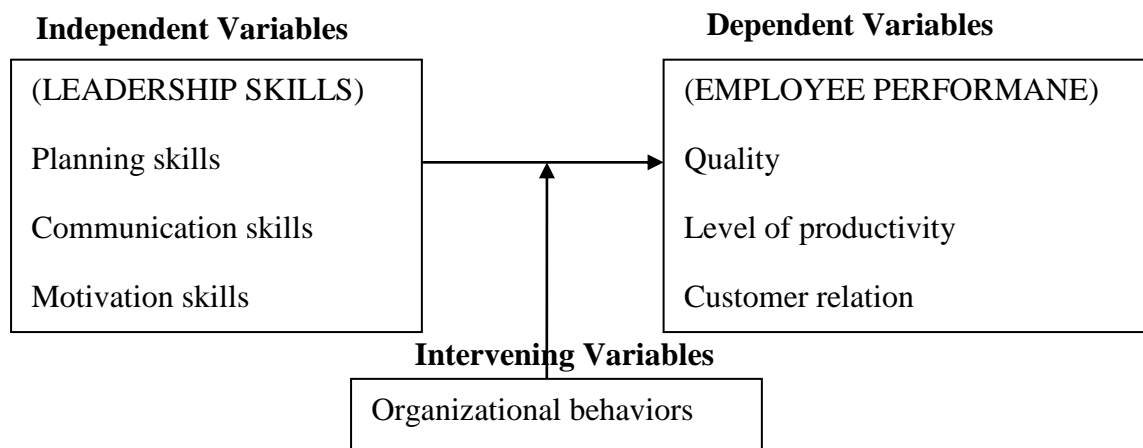
1.4 Research Questions

What is the role of planning skills on the performance of Employees in Stanbic bank, Umoja house?

What is the role of communication skills on the performance of Employees in Stanbic bank, Umoja house?

What is the role of motivation skills on the performance of Employees in Stanbic bank, Umoja house?

1.5 Conceptual Framework



Source: J.K. Williams (2003); Fisher (2005) and Copper (1998); Secondary data.

Explanation

Leadership is the process through which leaders influence the attitudes, behaviors and values of others. Leadership skills as an independent variable involve; planning skills, communication skills and motivation skills. Planning is the process of identifying and developing employees to fill key positions in an organization. Being able to communicate with others is one of the best life skills a person can develop. Someone who can effectively communicate thoughts, ideas, and feelings is better equipped for success both on the job and in personal relationships.

Employee performance may be rated in form of quality, level of productivity and customer relation. Therefore, quality may be in form of the percentage of work output that must be redone or rejected, level of productivity which is the number of units produced or processed or sold and customer relation may be in form of how fast work is performed or the average customer's downtime. Though there are other factors that may hinder the relationship between motivation and employee performance that is; organizational behaviors, technological behaviors and political behaviors.

1.6.0 Scope of the study

The study focused on the role of leadership skills on the performance of employees in Uganda. The study is based on how leadership skills affects performance of employees, where by leadership skills may be in form of: ensuring employment security, selectively hire people, fostering decentralization and self-managing teams, instituting high levels of pay based on performance, training extensively, reducing status differences and sharing

information. This may be done through assessing the role of; Planning skills, communication skills and motivational skills on the performance of employees especially in Stanbic bank Uganda limited.

1.6.2 Geographical Scope

The study was in Stanbic bank, Umoja house in Kampala district. The main reason for selecting these employees was that they are one of the beneficiaries of leadership skills carried out in companies. Details of such employees were obtained from Stanbic bank Uganda limited leadership data base.

1.6.3 Time Scope

The study was conducted for a period of 2 months. The study was also conducted in comparison with the related literature reviewed by other related research from 1900 to 2015.

Data was obtained from published materials which include: journals, magazines, online materials, internal reports and newspapers. They were also including among others: minutes, internal and manager's reports of Stanbic bank Uganda Limited.

1.7 Justification of the study

This study was also conducted to investigate whether there is any relationship between leadership skills and employee performance. That is, whether leadership skills, roles and abilities may be of any relationship to employee performance.

The study was conducted to investigate whether motivation is a strong factor for employee performance. This motivation is a key factor in encouraging workers to improve their performance on the assigned jobs. Research also suggests that this attitude manifests in employee's leadership style.

The study was also conducted to investigate whether Planning skills and communication skills have got any impact on employee performance. Existence of such skills may be of great importance in fostering employees to work to their maximum level of output and performance.

1.8 Significance of the study

This study enabled management to identify the role of leadership skills on employee performance. Management was in position to understand the importance of ensuring employment security, selectively hire people, fostering decentralization and self managing teams and other concerns as far as their employees' performance is concerned.

This study enabled management to understand how the leadership principles may be used to improve employee performance. Management was in position to understand whether planning, communication and motivation skills may be of use to an organization as a way of mobilizing employees to work better efficiency and effectively at their assigned jobs.

This study was also enabling management to understand the relationship between skills and employee performance. Management was in position to identify whether leadership skills

has any link with performance of employees and whether when employees are effectively lead can really positively comply with organizational goals.

1.9 Definition of terms used

Leadership is getting things done through people. The term manager is used in both a generic and a titular sense. In the generic sense it refers to any member of the leadership team, from newest first line supervisor to chief executive officer. As a position title it describes someone who is ordinarily at an organizational level below executive but above first line supervisor (Jones and Bartlett, 2007).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplished of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000).

Planning refers to the process of deciding what to do and how to do it. Planning occurs at many levels, from day to day decisions made by individuals and families, to complex decisions made by businesses and governments. This paper focuses on community land use and transport planning, but most principles described apply to any planning activity (ICLEI, 2009).

Leadership skills are the tools, behaviors, and capabilities that a person needs in order to be successful at motivating and directing others. True leadership skills involve something more; the ability to help people grow in their own abilities. It is said that the most successful leaders are those that drive others to achieve their own success (Crumb and Cheryl, 2005).

Communication is the sending and receiving of messages. Being able to communicate with others is one of the best life skills a person can develop. Someone who can effectively communicate thoughts, ideas, and feeling is better equipped for success both on the job and in personal relationships.

Level of productivity: the number of units produced, processed or sold is a good objective indicator of performance (Hakala, 2008). For example, an employee may be appraised depending on the number of goods or products produced. This may be done through work assessment of the employees timely, daily and weekly. They may also be appraised depending on the employees' work assessment report on the effectiveness of the number of goods sold by employees.

Quality: the quality of work performed can be measured by several means (Hakala, 2008). The percentage of work output that must be redone or is rejected is one such indicator. For example, employees may be appraised depending on the efficiency of their work in terms of perfection at processing and production of required and with similar goods. These may depend on tastes and preferences of the target group or market of the organization.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter includes the impact of leadership skills on employee performance. It explains about how different researchers prove the role of leadership skills on employee performance. Many researchers have been done on this but there were few which focused on the role of leadership skills as far as planning skills, monitoring skills and communication skills are concerned. Leadership helps organizations achieve their current objectives more efficiently by linking employee performance to valued rewards and by ensuring employees have the resources needed to get the job done. It is also said that Leadership behaviors are more positively related to subordinate effectiveness in a variety of organizational settings.

2.1 Leadership Skills

Leadership can be defined in different ways that but it is hard to come up with a single working definition (Zaccaro and Banks, 2001). Leadership is not just a person or group of people in a high position, Leadership is a process in which a leader is indulged in various activities to achieve any goal. Leadership also refers to the behavior or attitude of a leader to collect and direct the individuals towards any goal. In addition, Zeidner, Matthews and Roberts (2004) argued that Leadership is a communication process of leader and individuals. So the effectiveness of an organization depends upon the effective leader and effective leader is that person who has an effective leadership style. Leadership is a very important factor for any organization or group.

2.1.1 Ways in which we can describe leadership from different perspectives;

a. Achieve target through others: There are lot of leaders who have been working hard to lead their teams or groups towards the success yet this achievement wouldn't have been possible without the participation of every member of the team (Yukl, 2002). So it is fair to provide the true definition of leadership which includes those helping hands. In the past leaders have been using hierarchy and issuance of an order to complete the given task. But the leaders of the modern times have come up with a different approach and changed it to the investment of trust to their people, with skilled employees working together in a friendly environment to achieve the goals. Mostly in the organizations management styles are widely spoken rather than leadership styles (Wong and Law, 2002). This style of leadership basically involves ruling out of position less leadership and welcomes the informal one. The only difference is you do not claim certain powers on members.

b. Dominating power of leadership: This type of leadership explains the individual who stands out and is dominant in a group or tribe is said to be their leader (Idson and Higgins, 2000). It simply explains that leader is meant to have power over his people by holding top position for certain duration of time. This basically needs the mutual understandings between the people that they were obeying the rules. In this type of leadership one doesn't have to be a good motivator relational leader of the people.

c. Positive change towards the better journey: In this type of leadership it is basically challenge for the status quo towards a better world (Huy, 2002). Leader is said to have courage to stand up and let them heard even if it means a great risk to them. But in this type of leadership you don't have to hold a formal appointment as long as you think that change is needed off you go and challenge the status quo (Isen, 1999.). This also gives chance to employees to become a leader even though they don't have the right skills or are authorized to take charge.

2.2 Employee performance

Mohutsiwa (2012) defined performance as a measure of how well or poorly the firm is doing. Financial measures such as return on investment, return on equity, return on capital, etc. and non-financial measures such as employee retention, market share are used holistically and collaboratively to measure an organization's performance. World Bank (2006) also defined performance as the extent to which delivery mechanisms reach their target market (depth), the number of clients served (scale), and the degree to which they do so equitably and sustainably.

Communings and Worley (2001) defined performance as an integrated process of defining, assessing, and reinforcing employee work behaviors and outcomes. This process includes practices and methods of goal setting, performance appraisal, and reward systems. It has been noticed that organizations with a well developed performance management process often outperform those without this element of organization design. Swanepoel (2000) mentioned that performance means more than assessing an employee's performance at

regular intervals (namely performance appraisal). It unites a number of related tasks and involves monitoring, coaching, giving feedback, gathering information, and assessing an employee's work. It includes those tasks in the context of the objectives of the department and the overall goals of the organization.

Lytton (2003) argued that performance involves the systematic data oriented approach to managing people at work that relies on positive reinforcement as the major way to maximize performance. Positive reinforcement refers to rewards that, when immediately following a positive response, increase the probability that such behavior was be repeated (Daniel, 2000).

Meyer (2000) argued that performance is a process that is geared towards positively influencing employee's behavior for the achievement of the organization's strategic goals. Performance involves a process of harnessing available human resources within an organization and ensuring that they perform to the maximum, in order to achieve the desired results. Performance involves building processes, systems, cultures, and relationships that facilitate the achievement of organizational objectives. Performance is seen as an organization's overall goal to link the work of each individual employee or manager to the overall mission of the work unit. Performance's aim in organization is to develop the potential of staff and through linking an employee's individual objectives to organizational strategies to improve organization performance. Simeka (2002) argued that performance is a process designed to link the organization's objectives with those of the

individual in such a way as to ensure that both individual and corporate objectives are achieved.

2.3 Relationship between Leadership skills and employee performance

Rowe (2001) stated that Leadership is one of the key driving forces for improving firm performance. Leaders, as the key decision-makers, determine the acquisition, development, and deployment of organizational resources, the conversion of these resources into valuable products and services, and the delivery of value to organizational stakeholders. Thus, they are potent sources of managerial rents and hence sustained competitive advantage.

McShane and Von Glinow (2000) mentioned that Transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring employees have the resources needed to get the job done. The level of integration and interdependencies that are needed for the new work environment as well as global competition require leadership that goes beyond the more basic transactional styles, which involve contingent reinforcement and management-by-exception, to styles that are more intellectually stimulating, inspirational, and charismatic (Avolio, 1999). Transformational leaders create a strategic vision, communicate that vision through framing and use of metaphor, model the vision by “walking the talk” and acting consistently, and build commitment towards the vision.

Howell and Hall-Merenda (1999) argued that Transformational leadership was result in high levels of cohesion, commitment, trust, motivation, and performance in these new

organizational environments. Previous empirical research and Meta analyses have indicated that transformational leadership has a positive effect on individual performance and organizational outcomes. Numerous studies have reported positive relationships between transformational leadership and outcomes at the individual level and firm levels (Avolio 1999).

Avolio (2003) Jung and Sosik (2002); MacKenzie (2000) and Walumbwa (2002) argued that most recently, many empirical studies have reported that transformational leadership has a positive impact on follower performance and firm outcomes. Waldman Ramirez House and Puranam (2001) argued that a number of comparative studies have also reported that transformational leadership behaviors are more positively related to subordinate effectiveness in a variety of organizational settings than are transactional behaviors.

2.4 Planning skill

Bazaz (2009) defined strategic planning as a management tool that helps an organization focuses its energy, to ensure that members of the organization are working toward the same goals, to assess and adjust the organization's direction in response to a changing environment. It is used to set priorities, focus energy and resources and strengthen operations. In short, strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future.

2.4.1 Relationship between Planning skills and employee performance

Lawlor (2006) mentioned that the result of using strategic plan was an organization with focus, accountability and more time for the important activities. Lawlor (2006) mentioned few of the benefits of good planning and great execution which are; Better decisions, proper allocation of resources, good returns, market recognition and enhances the chance of success. As it is important to have strategic planning in their operations it is important to emphasize on effective strategic planning so as to achieve the goals.

Christ (2012) supported that strategic planning is important for businesses because it matches business strengths with marketplace opportunities and provides direction to meet goals. A strategic plan is a road map for your business. It includes the goals and objectives for each critical area of business including organization, management, marketing, sales, target customers, products, services and finances. The importance of a strategic plan lies in using it as a measurement tool. Chart the success or failure in reaching the goals and objectives on a regular basis, such as monthly or quarterly. If your business is not on track for success, you have the opportunity to make adjustments and ensure a profitable year.

McDonald (2007) explained that a strategic planning process delivers a set of defined initiatives (projects) that achieve a desired set of business goals. The planning process involves a definition of these business goals, an assessment of the resources available for meeting these goals and the definition of specific plans (initiatives) that are designed to achieve the goals. The process usually incorporates a ranking exercise that identifies the highest priority initiatives.

Saffold (2005) argued that one of the results of strategic planning should be production of a strategic plan. A major outcome of the planning process should be a clearly written description of where the organization wants to be in the future and a set of strategic objectives and action steps that was move it toward its goals. The process that leads up to preparation of the plan is more important than the document itself. It can be used to help members reflect more thoughtfully on the institution's fundamental purposes and values thus facilitating alignment and developing atonement.

2.5 Communication skills

Satisfactory and effective communication contributes to an organization's success, employee attitude and morale, and customer satisfaction ((Eisenberger and Stinglhamber, 2011). Communication is a means to improve commitment and to stimulate employees to achieve organizational goals (Tsai, Chuang and Hsieh, 2009). Organizations and managers that openly share information and encourage bi-directional communication have a higher rate of employee job satisfaction (Neves and Eisenberger, 2012) and found that employees enjoyed improved sense of well-being, happiness and job satisfaction (Anchor, 2009).

Encarta (2005) explained that in every society, humans have developed spoken and written language as a means of sharing messages and meanings. The most common form of daily communication is interpersonal- that is, face-to-face, at the same time and in the same place. Fowler and Manktelow (2005) argued that Communication barriers can pop-up at every stage of the communication process (which consists of sender, message, channel,

receiver, feedback and context) and have the potential to create misunderstanding and confusion. To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, well planned communications.

2.5.1 Relationship between Communication skills and employee performance

Tsai, Chuang and Hsieh (2009) found that employees do not always realize the importance of communication to organizational goals, or know how to establish and maintain healthy communication systems. It is the responsibility of managers to improve communication in the workplace, train employees in communication skills, and encourage informal communication. It was found that job satisfaction was positively impacted by effective communication from supervisors regarding expectations and feedback on job performance.

Phelps (2000) highlighted that internal communications do not need to be extensive to be useful. The important factor appears to be a continuous flow of information, even if all the answers are not in yet-simply report progress. Think of your employees as public speakers for the business, because they are. Whether they are talking with customers or their neighbor at home, they are conveying a picture of the company and how it is doing. The more they are informed, the better they can represent the company in the broader community.

Skilled communicators are able to build rapport with coworkers and business associates, which can help move projects along more efficiently. They know whose expertise to tap when they need assistance and are adept at resolving conflicts and building consensus among team members (USA Today, 2002). One's effectiveness in employing the attributes of leadership and the strengths of a company is enhanced by one's aptitude for communication. By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey do not necessarily reflect your own, causing a communications breakdown and creating roadblocks that stand in the way of your goals-both personally and professionally (Fowler and Mankelow, 2005).

2.6 Motivation skills and Employee performance

Rajput (2011), contends that the word motivation is derived from a Latin word “Movere” which literally means “to move”. They defined motivation as “the individual’s desire to demonstrate the behaviour and reflects willingness to expend effort”. Motivation can be divided into extrinsic and intrinsic motivation. Extrinsic motivation refers to external factors, which can be measured in monetary terms, such as salary and benefits, promotion and disciplinary action. Extrinsic motivators can have an immediate and powerful effect, but it was not necessarily last long. Intrinsic motivation refers to internal factors such as job satisfaction, responsibility, freedom to act, scope to use and develop skills and abilities and challenging work and opportunities for development. Intrinsic motivators which are concerned with the „quality of working life“ are likely to have a deeper and longer term effect. These two different aspects of motivation are connected to each other and cannot be seen in isolation.

Yumi Sera and Susan Beaudry (2007) defined Monitoring as a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results. An ongoing intervention might be a project, program or other kind of support to an outcome. Monitoring helps organizations track achievements by a regular collection of information to assist timely decision making, ensure accountability, and provide the basis for evaluation and learning.

According to Greenberg and Baron (2000) the above definition could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual (s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behavior takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals.

Golembiewski (1973) also refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. Kelly (1974) says motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. Hoy and Miskel (1987) added that employee motivation is the complex forces, drivers, needs, tension states, or other mechanisms that start and maintain voluntary activity directed

towards the achievement of personal goals. Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). The level of these drives, energies, and abilities can influence how employees' performs at the GCB Limited.

Young (2000) suggested that motivation can be defined in a variety of ways, depending on who you ask .Ask someone on the street; you may get a response like "what drives us" or "it's what makes us do the things we do." Therefore motivation is the force within an individual that account for the level, direction, and persistence of effort expended at work."

Halepota (2005) defined motivation as a person's active participation and commitment to achieve the prescribed results. Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times."

Public Service Commission (2007) argued that monitoring involves evaluation which involves the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.

Evaluation also refers to the process of determining the worth or significance of an activity, policy or programme. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention. Evaluation is the determination of merit or shortcoming. To make the judgment one needs a standard of what is regarded as meritorious to compare with. Evaluation is thus a process of comparison to a standard. For instance, the statement “a high quality service has been delivered that met the needs of clients and improved their circumstances” is an evaluation. The evaluation was better when “quality”, “needs” and “improvement in circumstances” has been quantified.

According to Butkus and Green (1999), motivation is derived from the word “motivate”, means to move push or persuade to act for satisfying a need. Baron (1983), defined motivation in his own right he says that “motivation is a set of process concerned with a kind of force that energizes behavior and directs it towards achieving some specific goals. Many writers have expressed motivation has a goal directed behavior. This objective nature of motivation is also suggested by kreitner and Kinicki (2001) put forward that motivation represents “those psychological processes that cause the stimulation, persistence of voluntary actions that are goal directed”. In another term, a motivated person has the awareness of specific goals that must be achieved in specific ways; therefore he or she directs its effort to achieve such goals.

Nel (2001) and Mullins (2006) indicate that, the study of motivation is concerned, basically, with why people behave in a certain way. The basic underlying question is “why do people do what they do?” In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems. Motivation is one of the key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skills, and a supportive work environment, they would not get the job done without sufficient motivation to achieve those work objectives (Mullins, 2006). Motivation refers to the forces within a person that affect his or her direction, intensity and persistence of voluntary behavior. He added that motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), toward a particular goal or direction.

2.7 Quality and employee performance

Deming (1986) believes that quality is whatever the customers expect. He encourages American managers to plan for the future and foresee problems to eliminate waste. To do that, quality must be designed and planned. He urges companies to involve workers in decision-making process. He believes that the organizations and the public share what he calls “a partnership in quality.” In this partnership, steps must be taken to ensure cooperation within the organization, especially absolute support and commitment from top leadership in efforts to improve quality. In addition, Deming’s “System of Profound Knowledge” encompassing the Deming’s cycle “Plan Do Check Act (PDCA)” and Deming’s “14-Points”

provide essential guidance and directions to American managers who need to learn how to achieve success by focusing on producing high quality products and services that the customers want.

Feigenbaum (1991) believes that quality is an organization's best investment in competitiveness. He defines quality as a way of managing and that customer satisfaction, lower costs, and the effectiveness of human resources are dependent on quality control. In order to improve the quality control process, he stresses the critical aspects of careful planning, product design, customer feedback, and the use of statistical tools. During the life cycle of this quality process, from the first stage of gathering product requirements until the last stage of product delivery, customers' expectations must be met.

Parasuraman (1985) argued that service quality is determined by difference between customer's expectations of services provider's performance and their evaluation of the services they received. Asubonteng (1996) defines service quality as the difference between customers' expectations for service performance prior to the service encounter and their perceptions of the service received. Gefan (2002) argued that service quality is the subjective comparison that customers make between the quality of the service that they want to receive and what they actually get.

2.8 Level of Productivity

Dedrick (2003) argued that Productivity growth is identified as the foundation for economic prosperity, a prerequisite for national development and also an important indicator of organizational competitiveness. Measured productivity therefore shapes the political decisions of national governments and management decisions within the organization.

Partial productivity is the ratio of output to one of the consumed resources. For example capital is the ratio of output to capital input or Material productivity is the ratio of output to materials input and labor productivity is the ratio of obtained output to labor input. Also labor productivity can be defined as traditional, generally used indicator measuring output produced per a certain unit of labor time, usually per man-hour (Zamrazilova, 2001).

Total Factor Productivity is the ratio of the net output (pure output) to the sum of associated labour and capital input. Net output means total output minus intermediate goods and services purchased. Theoretically, TFP is a relevant measure for technological change by measuring the real growth in production value, which cannot be explained by changes in the input labor, capital and intermediate input (Zhi, 2001).

Ishikawa (1991) approach to quality is built on Feigenbaum's concept of total quality control. He defines total quality control as a system of production methods which produces quality goods and services that meet the needs of the consumers. He defines quality as the participation by all workers from top down, from the top management to the front line staff, so that all workers have a greater role to play. He also believes that quality begins with the

customers and that the workers must be empowered to undertake the improvement efforts that meet the needs of the customers.

Juran (1989) builds his quality principles around the practices of quality planning, quality control, and quality improvement. Like Deming, he believes that customers must be the focus of quality planning. His strategies are centered on top management involvement, planning quality improvement project by project, and developing a training program for all employees. Like Deming, he emphasizes the need for continuous process improvement management in producing quality goods and services in customer-focused organizations. As such, Juran defines quality as fitness for use, as opposed to merely meeting specifications. Managers must set quality standards and provide measurements that assess the cost and effectiveness of the quality improvement program. He believes that his principles offer practical suggestions for organizations to achieve managerial performance, quality leadership, and strategic goals. He envisions organizations eventually achieving a new corporate culture in which quality improvement become part of every manager's strategy.

2.8.1 Relationship between Level of Productivity and employee performance

Productivity measurement should be considered in order for organizations to know in which productivity level they are working now and in which productivity level they are working now and in which corresponding level should there be operating productivity measurement also the direction for companies with their industries. Productivity measurements in the organizations have the following benefits:

The organizations access to the conversion efficiency of their resources. Hence, more goods and services are produced for a given amount of expended resources. Also resource planning can be facilitated. The economic and one economic objective of the companies can be re organized by the priority in the light of the productivity measurement efforts.

Measuring and investigating the productivity create the competition action among companies. Strategic to improve productivity would be determined based on the extended distance (gap) between the planned level and measured level of productivity (Sumanth, 1981).

High productivity in a company with the respect to physical and human resources was mean higher profit because, $\text{Profit} = \text{revenue} - \text{Cost of goods and services produced by the utilization of the material and labor resources}$ (Bernolak, 1976). Also higher productivity can be translated into higher real earnings for its employees. Moreover, it causes the cost of manufacturing to be reduced and the customers to pay relatively low price. This role increases the market share (Tabatabae, 2000).

2.9 Customer relation

(Customer Relation Management) CRM includes numerous aspects, but the basic theme is for the company to become more customers centric. Methods are primarily web-based tools and internet presence (Gosney and Boehem, 2000). It comprises the business processes and organization performs to identify, select, acquired, develop, retain and better services customers. (Bondenberg, 2001). These as those process that address all aspects of identifying customers, creating customer knowledge, building customer relationship and shaping their perception of the organization and its products(Kotler 2001).

Customer Relation Management is the technology used to blend sales, marketing, and service information system to build partnership with customers (Shoemaker 2001). Defines CRM as enterprise approach to understanding and influencing customer behavior through meaningful communications in order to improve customer acquisition, customer retention, customer loyalty and customer profitability (Swift, 2001). CRM is a comprehensive strategy and process of acquiring, retaining and partnering with selective customers to create superior value for the company and the customers (Parvitiyar and Sheth, 2001). CRM is about the development and maintenance of long term mutually relationship with strategically significant customers (Buttle 2001). CRM is an enterprise wide mindset, mantra, and set of business process and policies that are designed to acquire, retain and services customers. CRM include the customer facing business process of marketing, sales and customer services (Greenberg 2002).

Customer Relation Management (CRM) aligns business processes with customer strategies to build customer loyalty and to increase profits over time (Reichheld and Schefter 2002). CRM means obtaining customer information, understanding what different customers are worth, treating different customers differently and improving efficiency” (Newell, 2003). Customer relationship management is the initiation, enhancement, and maintenance of the mutually beneficial customer and partner long-term relationship through business intelligence-generated strategies based on the capture, storing and analyzing of information gathered from all customer and partner touch points and transaction processing system (Brana 2008). The strategic use of information, process, technology, and people to manage

the customer relationship with the company across the whole customer life cycle (Kim and Woo, 2008).

2.9.1 Relationship between Customer relation and employee performance

In fact, “CRM is not just a technology; it’s a philosophy for survival in the customer-centric economy” (Helm, 2002). Successful CRM implementation influences how much customers spend and how loyal they remain. According to Freeland (2003), “CRM is still one of the best strategies for growing revenue and increasing market share, and that CRM offers richer opportunities for developing the customer franchise and increasing brand value than most companies have realized. In fact, for companies that seek to keep customer relationships strong and profitable, acquiring the right mix of CRM processes, workforce management approaches and technologies is critical” (Hazbon 2006).

Xu and Walton (2005), illustrated that, "the motivating factors for companies moving toward CRM technology are to improve customer satisfaction level, to retain existing customers, to improve customer lifetime value, to provide strategic information from the CRM system and to attract new customers” (Zavareh 2008). The real value to a company lies in the value they create for their customers and in the value the customers deliver back to the company. Accordingly, it is important at mark that the value doesn't lies in more information and in more advanced technology. The value lies in the customer knowledge and in how the companies use that knowledge to manage their relationship. Knowledge is according to Newell 2000 the sole of CRM.

Unfortunately, few companies are transforming the information to customer knowledge and therefore they miss the opportunities to provide value to their customers. However, applied in the right way, CRM is the tool that contributes to profit. If companies transforming the customer data into knowledge and then uses that knowledge to build relationship it was create customer satisfaction, acquisition, retention, loyalty, and decrease customer's loss (Rahimi 2008).

2.10 Conclusion

In conclusion, Leadership is one of the key driving forces for improving firm performance. Leaders, as the key decision-makers, determine the acquisition, development, and deployment of organizational resources, the conversion of these resources into valuable products and services, and the delivery of value to organizational stakeholders. Thus, they are potent sources of managerial rents and hence sustained competitive advantage.

CHAPTER THREE

METHODOLOGY

3.0 Research Methodology

This chapter includes the detailed ways in which the data was carried out. It highlights the research design study population; sample size, data source, instruments of data collection, data processing and analysis, data collection procedure, presentation of data, data validity and reliability and ethical issues in research.

3.1 Research Design

The researcher used a case study designed with both quantitative and qualitative approaches. Qualitative approach is chosen so as to enable the researcher to obtain a cross referencing data and some independent confirmation of data. Quantitative approach is chosen so as to enable the researcher to present data in a descriptive manner and generate a list of figures and graphs in the study which are clear and easy to understand. A cross sectional time dimension was adopted because the study was expected to take a relatively short period of time and only two copies of the dissertation is to be produced at the end.

3.2 Study Area

The study was conducted in Stanbic bank, Umoja house located in Kampala district, central part of Uganda. Today, Kampala district is one of the districts with more than six financial institutions like; Stanbic bank, DFCU bank, Centenary bank, and other financial institutions. The study was based in this area because the researcher intends to find out whether Leadership skills are of any impact on performance of employees in Uganda specifically in Kampala district.

3.3 Study Population

The study was heterogeneous covering the male and female management staff, clients and employees of Stanbic bank, Umoja house in Kampala district. The analysis for the study is on the role of Leadership skills in Stanbic bank, Umoja house along Kampala road. The study was cover people like; 20 management staff, 70 employees and 60 employees from a different branch. Therefore, the research was considering the population of 150 for the purpose of the study.

3.4 Sample Size

This was based on RV Krejcie and D.W Morgan (1970) scientific model for determining sample size. Whereby; N is the total population and S is the sample size which was be estimated and read from the table that the two have developed which is composed of population size and their corresponding sample size. A total number of 94 respondents shall be used for the research.

A table showing the population and the sample size to be selected for the study

Respondents	Population (N)	Sample size (S)
Management staff.	20	10
Employees	70	44
Employees from another branch	60	40
Total	150	94

Source: Krejcie and Morgan (1970)

3.4.1 Sampling Techniques and sampling procedures

Stratified sampling was used where the respondents shall be grouped into strata and purposive sampling was used in each stratum to get information about Leadership skills. Since the type of information required is qualitative in nature, purposive sampling was the most appropriate to use. Purposive sampling is a deliberately non-random method of sampling, which aims to sample a group of people or settings, with a particular characteristic, usually in qualitative research design. It was used so as to attain information from the parties.

3.5 Data Sources

The researcher used both primary and secondary sources of data.

3.5.1 Primary data sources

Reston (2001) defined primary data as the kind of data that has been gathered for the first time and has never been reported anywhere. Therefore, data was collected from the field which was obtained mainly by administering questionnaires and interviews to the respondents.

3.4.2 Secondary Data

Reston (2001) defined secondary data as the kind available already reported by some scholars. Therefore, data was obtained from published materials, which includes; journals, magazines, internal reports and newspapers.

3.6. Data collection tools

The researcher used a number of data collection instruments like; questionnaires and an interview guide.

3.6.1 Questionnaires

The researcher designed self administered questionnaires which were distributed to Stanbic bank Uganda's management staff, employees. Such questionnaires were designed to target employees of Stanbic bank Umoja house. The completed questionnaires were then picked from respondents for analysis. A liker scale was used where respondents were requested to use the scale of 1-5 and tick in the appropriate box on whether they agree, strongly agree or moderate or disagree or strongly disagree with the statements given.

3.6.2 Interview guide

The researcher designed appropriate questions relating to the topic of discussion and then presents it to the management staff of Stanbic bank Uganda while noting down the responses in the research book. The collected responses was then analyzed.

3.6 Data Collection Procedure

The research was conducted after getting permission from the university and an introduction letter was carried from the faculty office. Data was collected by the use of questionnaires which were distributed to the respondents and then collected after. For those respondents that do not understand the English language, interpretations was made in order to help them give accurate information.

3.7 Data Processing and Analysis

3.7.1 Data analysis

Data was collected, and then sorted out using SPSS version 16.0 to analyze the questionnaires for quantitative data collected and categorization of statements and responses was used to analyze the interview guides for the qualitative approach.

3.7.2 Data Presentation

The quantitative data analyzed was presented in form of tables, figures, graphs and charts as well as the qualitative data analyzed shall be presented in form of quoting of what the respondents have argued in form of narrations.

3.8 Data Validity and Reliability

3.8.1 Data validity

Data validity was ensured through trial survey. It is from the trial survey that the researcher was asked a series of questions and was often look for answers from respondents. He was pre-test his instrument by developing Questionnaires which was be filled in by some people and answers was obtained. Sometimes the researcher asked some direct questions with an intention of getting responses from respondents. . The questions can be adjusted according to the results of the pre-test study.

3.8.2 Data reliability

The researcher looked at the extent to which the results are consistent over time and an accurate representation of the total population under the study. The researcher was ensuring that there is no question that can be misunderstood by the respondents so that they are not answered differently which may result into low reliability. This was done through giving assistance to some respondents as regards to interpretation of certain questions that may be confusing to them.

3.9 Ethical issues in research

The researcher ensured that there is confidentiality during the research study as much as possible where it was necessary. That is, collected data was kept secret and ensure that it's only used officially and not to be accessed by the public.

The researcher was also ensuring that people give out answers willingly without any form of bribe or payment. Whereby, people were kindly requested by the researcher for assistance in data collection through answering questionnaires and ensure reliable information in case of interviews.

The researcher also accessed formal permission from the university in charge which was granted through issuing of formal introduction letter from the university introducing him as a student of Uganda Martyrs University in need of information from the selected organization.

3.10 Limitations of the study.

Some respondents were not ease to interact with whereby, some respondents refused to be interviewed and some of them who attempted the questionnaires gave unreliable information which led to increased expenditures like printing costs.

Accessing the company's information was not a little bit difficult. Whereby they could only give out magazines and brochures rather than their journals and manager's report so as to see their trends as far as planning, communications and motivation is handled in their organizations.

Internet was on and off making research hectic and some websites were not easily accessible due to network problems for example recent literature was not easily accessible at www.Leadership skills.com

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0 Introduction

The current chapter of this study was concerned with analyzing, interpreting and presentation of data. The study aimed at analyzing the role of leadership skills on performance of employees in Stanbic bank Umoja house. This study was guided by the following objectives.

To identify the role of planning skills on the performance of Employees in Stanbic bank, Umoja house.

To examine the role of communication skills on the performance of Employees in Stanbic bank, Umoja house.

To investigate the role of motivation skills on the performance of Employees in Stanbic bank, Umoja house.

Data collected under the above objectives was presented in two sections: Section one of this chapter presented information on the background of the respondents, while section two provided information on how the hypotheses were tested.

4.1 DEMOGRAPHIC INFORMATION

On the background of the respondents, a number of variables were investigated. The researcher's interest here was to measure the level of attachment of the respondents to their organization. The results on the background information of the respondents are indicated in the following presentation.

4.1.1 Age Distribution of Respondents:

Table 1: Showing Age of respondents

	Frequency	Percent	Cumulative Percent
20-39	36	38.3	38.3
40-59	50	53.2	91.5
60-79	8	8.5	100.0
Total	94	100.0	

As observed from Table 4.1 above, it is clear that the majority of respondents, 50 (53.2%) were in the age range of 40-59, this was followed by 36 (38.3%) in the age range of 20-39, while the least age range was 60-79 which was represented by only 8 (8.5%). This meant that the majority of respondents (who took part in the study) were ages 40-59.

It was noticed that employees in this age bracket (40-59) had more attachment to Stanbic bank Umoja House and had hands-on experience in their respective departments. It was implied that such employees were more motivated to perform.

4.1.2 Distribution of Respondents by Sex.

Table 2: Showing Sex of the respondents

	Frequency	Percent	Cumulative Percent
Male	49	52.1	52.1
Female	45	47.9	100.0
Total	94	100.0	

The researcher's interest here was to establish a correlation of the sex of a respondent with performance. As observed from Table 4.2, it is clear that the majority of the respondents, 49 (52.1%) were male as opposed to females who were 45 (47.9%). This presupposes that generally, the margin between males and females is minimal. This implied that there was equal representation of the male and female employees in Stanbic bank, Umoja house. The researcher found out that gender biasness was insignificant to cause low performance in Stanbic bank Umoja House hence such issues were never raised as some of the factors affecting efficiency to perform.

Table 4: Showing distribution of Respondents by level of Education

	Frequency	Percent	Cumulative Percent
Diploma	44	46.8	46.8
Graduate	32	34.0	80.9
Masters	18	19.1	100.0
Total	94	100.0	

Table 5: Showing Respondents level of Education

The researcher's interest here was to establish any link between competence and performance in Stanbic bank, and the best way to do so was to correlate educational levels of employees with their performance in stanbic bank. As observed from Table 4.3, it is observed that the majority of respondents 44 (46.8%) were diploma holders and yet 32 (34.0%) were graduates, and masters holders were the least represented with only 18 (19.1%) representation. This implied that most respondents in Stanbic bank Umoja House are limited by qualifications to attain higher offices and indeed there were high levels of incompetence attributed to low levels of education in Stanbic bank Umoja house.

Table 6: Showing distribution of Respondents by Marital Status

	Frequency	Percent	Cumulative Percent
Single	32	34.0	34.0
Married	62	66.0	100.0
Total	94	100.0	

Table 7: Showing Respondents by Marital Status

The researcher's interest here was to investigate any correlates between stable employees and the unstable ones in an effort to establish whether there could be any problems arising from the status distributions. As observed above, Table4.4 clearly shows that 62 (66.0%) of the respondents were married as compared to 32 (34.0%) who were single. This implied that most respondents in the study had high levels of maturity and integrity used in the execution of duties at stanbic bank Umoja house. And therefore the

question of low maturity and instability in the execution of duties did not apply

Table 8: Showing distribution of Respondents by Years of Service.

	Frequency	Percent	Cumulative Percent
1-10 years	30	31.9	31.9
11-12 years	18	19.1	51.1
21-30 years	46	48.9	100.0
	94	100.0	

Table 9: Showing respondents distribution of years of service

This distribution was intended to answer the question of experience and how it relates to the performance of duties in Stanbic bank Umoja house. As seen in the table above, most respondents to the study, 46 (48.9) had 21-30 years experience in Stanbic bank Umoja house, yet 30 (31.9%) had in 1-10years experience and 18 (19.1) were in the category of 11-12years of service in Stanbic bank, Umoja house. The highest representation was (48.9%), which implied that most employees in Stanbic bank Umoja House had enough experience at their work stations to help them execute their duties satisfactorily. In analyzing employee performance and leadership skills, the question of less experience may not apply.

4.2 Section Two

Verification of Research Objective

Before we go into verifying research objectives for the study, it is important to establish how respondents rated themselves on job performance. The major aim for such representation is for the fact that: Employee performance was the dependent variable which was affected by leadership skills. There may be critical problems/elements arising from Employee performance that may be important to note: Therefore, the following are descriptive statistics showing how

Employees rated themselves on performance.

Table 9: Showing responses on employee performance

Descriptive statistics of planning skills on employee performance

	Frequency	Mean	Std. Devi
I appraise myself regularly	94	2.41	1.371
I set up goals	94	1.62	1.089
I carry out research related to my activities in the organization	94	2.64	.971
My colleagues encourage me to perform	94	2.01	.956
I set deadlines for achieving the goals and objectives in my job	94	2.31	.790

My performance is accessed daily by my Supervisor	94	3.03	.93
I plan ahead or forecast	94	2.40	.780

4.2.1 Verification of planning skills

The first objective of the study emerged from the research question which stated that what is the role of planning skills on the performance of employees in Stanbic bank Umoja house? Planning skills positively affect employee performance. To verify this, the researcher analyzed data by use of S.P.S.S and the following results were presented as observed below:

Table 9: Correlation between planning skills and employee performance

		Employee performance	Planning skills
Employee performance	Pearson Correlation	1	0.443
	Sig. (2-tailed)		.000
	N	94	94
Planning skills	Pearson Correlation	0.443	1
	Sig. (2-tailed)	.000	
	N	94	94

Table 9 Indicates that when planning skills were correlated with employee performance a significant positive relationship was established. ($r=0.443$, $p<0$).

The research hypothesis planning skills affects employee performance is thus accepted. The

above data implies that the aspects of planning skills are important for employee performance. This data also implies that employees believe that they would want to experience aspects of improved responsibility, improved employee relations, increased planning ahead and forecasting and involvement in appraisals.

4.2.2 Verification of Communication skills

The second objective was generated from the second research question which states that: What is the role of communication skills on the performance of employees in stanbic bank Umoja house?

Following this research question, the hypothetical answer was that: there is a negative relationship between communication skills and employee performance. This hypothetical answer was yet to be put at test and the following are respondent frequencies and percentages generated from the respondents' answers in the questionnaire.

Table 10: Responses on Communication skills

		Frequency	Percentage
I share information regarding my work	Strongly disagree	39	41.5%
	Disagree	14	14.9%
	Agree	4	4.3%
	Strongly agree	37	39.4%
I openly share official information	Strongly disagree	5	5.3%
	Disagree	24	25.5%
	Agree	28	29.8%
	Strongly agree	37	39.4%
I give direct feedback to	Strongly disagree	10	10.6%

customers	Disagree	43	45.7%
	Agree	34	36.2%
	Strongly agree	7	7.4%
I perform face to face communication with customers	Strongly disagree	14	14.9%
	Disagree	39	41.5%
	Agree	24	25.5%
	Strongly agree	17	18.1%
I use electronic communication like e-mail, phone calls when am communicating at work	Strongly disagree	23	24.5%
	Disagree	13	13.8%
	Agree	17	18.1%
	Strongly agree	41	43.6%

Table 4.8 Descriptive statistics on communication skills

The aim of presenting this kind of data was to record how employees rated themselves on employee performance, given the different aspects of performance presented to them in the instrument. According to Table 10, respondents highly disagreed that most of them openly share information regarding their work, with a frequency of 39 (41.5%) and 14 (14.9%). This strongly implies that most employees in Stanbic bank Umoja House do not openly share information regarding their work. Perhaps this explains why performance has declined.

When it came to openly sharing official information, most employees agreed that they openly share official information and they were 37(39.4%) and 24(25.5%) disagreed to that statement, implying that the majority of employees were openly sharing official information and this helped them to perform. Giving direct feedback to customers, most employees disagreed with a frequency and a percentage of 43(45.7%) respectively and only 7(7.4%) strongly agreed on that statement and this implies that the customers are not give direct feedback in Stanbic bank Umoja

house. Performing face to face communication with customers, employees who strongly disagreed had a frequency and percentage of 14(14.9%) and most of them disagreed with the statement and they were 39(41.5%) and those who agreed were 24(25.5%) which implies that customers are not given direct feedback by the employees of Stanbic bank Umoja house. Using electronic communication like e-mail, phone calls while communicating at work place, most employees strongly agreed at this statement with a frequency and percentage of 41(43.6%) and those who strongly disagreed were 23(24.5%) and this implied that employees of Stanbic bank Umoja house use electronic communication which is relevant to their performance at work place.

Table 11: Pearson’s Correlation between Communication skills and employee performance

		Employee	Communica tion skills
Employee performance	Pearson Correlation	1	-.422
	Sig. (2-tailed)		.000
	N	94	94
Communication skills	Pearson Correlation	-.422	1
	Sig. (2-tailed)	.000	
	N	94	94

There is a significant negative relationship between leader’s communication skills and employee performance ($r = -0.422$ $p < 0$).

This implied that the leadership skills, communication skills affects employee performance are thus accepted. Even though such results were presented, the researcher believed that on this

leadership skills, most data presented the implication that employees will perform at their best.

4.2.3 Verification of Motivation skills

The Third research objective came from the third research question which stated that: What is the role of motivation skills on the performance of Employees in Stanbic Bank Umoja? This research question was answered by stating that: There is a positive relationship between motivation skills and employee performance. To prove this assertion, the employee’s answers were presented in the following table.

Table 12: Responses on Motivation skills

		Frequency	Percentage
I am excited to meet the set goals	Disagree	15	16.0%
	Agree	33	35.1%
	Strongly agree	46	48.9%
I have learnt to meet my personal goals	Strongly disagree	1	1.1%
	Disagree	10	10.6%
	Agree	31	33.0%
	Strongly agree	52	55.3%
I monitor to track achievements	Strongly disagree	6	6.4%
	Disagree	27	28.7%
	Agree	27	28.7%
	Strongly agree	34	36.2%
I desire to see the organization grow	Strongly disagree	2	2.1%
	Disagree	1	1.1%

	Agree	45	47.9%
	Strongly agree	46	48.9%

Table 12 Showing descriptive statistics on Motivation skills

The results in Table 12, represented the fact that few employees 15 (16.0%) disagreed that they are excited to meet the set goals in their departments. This implied that in most departments, there was adequate motivation prevailing in the different departments. 1 (1.1%) respondents strongly disagreed on the statement that they have learnt to meet their personal goals. This also implied that it is not surprising that most employees in the departments care about the importance of performance measurements. On monitoring to track achievements only 6(6.4%) employees strongly disagreed and most employees 34(36.2%) strongly agreed and this implies that most employees in Stanbic bank Umoja house monitor their activities to track achievements which plays a great role in their performance at the bank. Most employees desire to see the organization grow with a frequency and percentage of 46(48.9%) and those who strongly disagree are 2(2.1%) this implies most employees desire to see Stanbic bank umoja house grow.

Table 13: Correlations between Motivation skills and Employee Performance

		Employee performance	Motivation skills
Employee performance	Pearson Correlation	1	.479
	Sig. (2-tailed)		.000
	N	94	94
Motivation skills	Pearson Correlation	.479	1
	Sig. (2-tailed)	.000	
	N	94	94

The results in table 13 indicate that there is a significant positive relationship between the leader's motivation skills and employee performance. ($r = 0.479, p < 0$).

The hypothesis, motivational skills affect employee performance is thus accepted.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

1. The previous chapter was concerned with analyzing presenting and interpreting data got from employees in Stanbic bank Umoja house. This chapter therefore is concerned with the consequent discussion, conclusions and recommendations of the three hypotheses of the study which arose from the study research questions. This chapter was presented in sections that include discussions, conclusions and recommendations as noticed below.

5.2 Summary

According to the researcher, most respondents in table 9 strongly agree that planning skills were used effectively by the top managers of the Stanbic bank Umoja House.

The negative relationship between communication skills and employee performance were discovered during the research basing on the assumption that the respondents failed to get direct feedback which lead to poor performance.

There was significant positive relationship between communication skills and employee performance on the assumption that employees answers were presented because they were able to achieve their goals .

5.3 Conclusions

The conclusion is derived from the assumption that leadership skills affects the performance of employees in Uganda

Similarly, following the second objective, the researcher further concluded that the role of

communication skills on the performance of Employees in stanbic bank, Umoja House

Further still, in respect of the third objective, the researcher concluded that the role of motivation skills on the performance of Employees in Stanbic bank, Umoja House.

5.4 Recommendation

In respect of the above conclusions, planning skills would further empower their employees by setting up their own goals, appraise their selves regularly, plan ahead and forecast. In this way, employees would, feel part of the organization and perform maximally for the organization The conclusion is derived from the assumption that planning skills affects the performance of employees in Stanbic bank Umoja house.

Similarly, following the second conclusion, Stanbic bank Umoja house would put more effort in practice communication skills that is giving direct feedback to customers and using electronic communication hence the employees would improve their performance.

The researcher further recommended that it was important for the Stanbic bank Umoja house to increase on the motivation skills by rewarding of employees, monitoring their activities which promotes professional performance.

REFERENCES

Amin, M.E (2004). Statistical inference for social science research. Kampala, makerere university.

Bushman, R.M (1995). Compensation: The role of individual performance evaluation. Prentice Hall India.

Collins, D (1995). Grainshairng and power: Lessons from six Scanlon plans. New York: Cornell University Press.

David, B and Andrzy (2004). Organizational behavior. Graficas Estalla printary, Spain.

Dawson, C (2002) Research made easy: lessons for research students. Chicago, U. S. A.

Fisher., S (1995). The use of non-financial Rewards in performance measurements. M (Ed)

Dissertation, Englewoods cliffs, Prentice Hall.

Hersey, P and Blanchard, K.H (1988). Management of organizational behavior: Utilizing Human Resources. Prentice Hall, Eagle wood cliffs, New Jersey.

APPENDIX I

QUESTIONNAIRE

RE-QUESTIONNAIRE ON THE ROLE OF LEADERSHIP SKILLS ON THE PERFORMANCE OF EMPLOYEES AT STANBIC BANK, UMOJA HOUSE.

Dear respondents,

I am a Bachelor of Business Administration and Management student of Uganda Martyrs University. You are kindly requested to fill this questionnaire as honestly as you possibly can. The information obtained was be used for academic purposes only and was be treated with ultimate confidentiality.

SECTION A: BACKGROUND INFORMATION

Please you are requested to tick in the appropriate box provided.

1. What is your gender or sex as a respondent?

Male Female

2. Which is your age bracket?

(18-25) (26-35) (36-45) (46 and above)

3. What is your highest level of Education?

Primary

Secondary

Certificate

Diploma

Degree

Masters

4. What is the marital status of the respondents

Single

Married

5. Which position do you hold in Stanbic bank, Umoja house?

.....

6. Years of service

.....

SECTION B: LEADERSHIP SKILLS AND EMPLOYEE PERFORMANCE

5. What is the function of leadership skills in your organization? PLEASE TICK.

Improves firm performance

Achieve current objectives

High level of commitment

If any other, specify.....

7. Please you are requested to use the scale of 1-5 and tick in the appropriate box on whether you agree or moderate or disagree with the statements given below.

Scale	1	2	3	4	5
Particulars	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree.

OBJECTIVE 1: PLANNING SKILLS

STATEMENT	1	2	3	4	5
I appraise myself regularly					
I set up goals					
I set deadlines for achieving the goals and objectives in my job					
I plan ahead or forecast					
I carry out research related to my activities in the organization					

OBJECTIVE 2: COMMUNICATION SKILLS

STATEMENT	1	2	3	4	5
I share information regarding my work					
I openly share official information					
I give direct feedback to customers					
I perform face to face communication with customers					
I use electronic communication like e-mail, phone calls when am communicating at work					
I always understand the customers clearly					

OBJECTIVE 3: MOTIVATION SKILLS

My desire to achieve quality motivates me					
I am excited to meet the set goals					
I have learnt to meet my personal goals					
I monitor to track achievements					
I desire to see the organization grow					

EMPLOYEE PERFORMANCE

STATEMENT	1	2	3	4	5
I provide quality services at work					
My levels of productivity are high					
I have clear relationships with my customers					
The feedback got from customers show that I satisfy them					
I have reached my set goals and objectives on a regular basis					

Thank You, Please.