

**SUPERVISOR-SUPERVISEE INTERACTION AND STAFF PERFORMANCE IN  
UGANDA: A CASE OF MINISTRY OF ENERGY AND MINERAL DEVELOPMENT**

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## **DECLARATION**

I hereby declare that, no part of this thesis which I have submitted to the School of Business and Management Science of Uganda Management Institute has been published before, except in the cited review from published literature. I further wish to voice that, the preparation and presentation of this thesis was done in accordance with the guidelines for thesis writing laid down by the Uganda Management Institute.

I, therefore, proclaim that I am the sole author of this thesis.

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**APPROVAL**

This serves to certify that this research dissertation has been submitted to Uganda Management Institute (UMI) in partial fulfillment of the requirements for the award of Master's of Management Studies (Human Resource-Option) of Uganda Management Institute (UMI).

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## **DEDICATION**

This scholarly work is dedicated to my husband; Mr. Arinaitwe Gilbert Mbalinda who has laid a solid foundation of my education and his tireless effort, unquenchable love and support throughout my two years at Uganda Management Institute (UMI).

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## LIST OF ACRONYMS

<b>CF</b>	Communication Flow
<b>CVI</b>	Content Validity Index
<b>DP</b>	Directorate of Petroleum
<b>DV</b>	Dependent Variable
<b>FAD</b>	Finance and Administration Department
<b>ILO</b>	International Labor Organization
<b>IV</b>	Independent Variable
<b>MEMD</b>	Ministry of Energy and Mineral Development
<b>MFPEd</b>	Ministry of Finance Planning and Economic Development
<b>NFSS</b>	Non-Financial Support Systems
<b>PDM</b>	Participatory Decision Making
<b>PPMCC</b>	Pearson Product of Moment Correlation Coefficient
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UMI</b>	Uganda Management Institute
<b>WB</b>	World Bank

## ABSTRACT

The study investigated the influence of supervisor–supervisee interactions on staff performance at Ministry of Energy and Mineral Development in Uganda. The researcher’s motive was to find out whether supervisor-supervisee interaction could in any way influence or bear positive or negative effect on performance. The study was guided by specific objectives which were to examine the influence of communication flow on staff performance at ministry of energy and mineral development in Uganda, to examine the influence of decision making on staff performance at Ministry of Energy and Mineral Development and to explore the influence of non- monetary support systems on staff performance at Ministry of Energy and Mineral Development. Research data was collected from a sample of 152 respondents including; Executive management (Assistant Commissioner, Undersecretary), Principle officers, senior officers, permanent officers, contract and temporally officers using, simple random sampling and purposive methods. The researcher used a 5-point Likert scale questionnaire and two interview guides to collect data. Pearson product of moment correlation coefficient test was used to establish the relationship between the supervisor-supervisee interactions and staff performance while Linear regression-analysis was used to establish the degree to which independent variable influences the dependent variable. The results of the study revealed that the selected supervisor supervisee interaction practice/dimensions explained 47.3% of staff performance while 52.7% was explained by other factors. The results of the study also indicated that non-financial support system with the highest beta coefficient of ( $\beta=0.310$ ,  $p<0.05$ ) has the greatest influence on staff performance followed by communication flow ( $\beta=0.244$ ,  $p<0.05$ ) and last Participatory decision making ( $\beta =229$ ,  $p<0.05$ ). This implied that the three dimensions of supervisor-supervisee interaction have a significant influence on staff performance at MEMD.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The study investigated the influence of supervisor-supervisee interaction on staff performance in Ministry of Energy and Mineral Development (MEMD) in Uganda. Supervisor-supervisee interaction was considered as the independent variable (IV) while staff performance was the dependent variable (DV). This chapter is composed of the background to the study, problem statement, purpose of the study, objective, research questions, hypothesis, significance of the study, justification of the study and operational definitions.

### **1.1 Background of the Study**

Globally, innumerable businesses are gradually being forced to make rapid changes in their workforce as the trends toward restructuring and downsizing continue to be a vital part of the economic and employment landscape (Coffey, R.E., Cook, C., & Hunsaker 1994). In some cases, staff cutbacks resulting from restructuring and downsizing have resulted in "lean and mean" organization that increased work expectations including longer working hours on the part of the remaining employees (Moskal, 1992). This increased supervisors' importance regarding employees' attitudes towards their jobs and the company (Schyns & Kiefer, 2007). It also changed supervision styles to cope with the global human resource competition while meeting the performance targets of organization (Bruce, 2014). The changing notion of the competition has forced supervisors to adopt strategic yardsticks such as improving the communication flow, involving staff in decision making and integrating non-financial systems in organisations to trigger performance and retain their staff. For example Leigh and Richards (2010) asserted that encouraging upward and downward communication leads to new ideas and innovation in a number of areas while Horsford, M. (2013), found out that availing training opportunities and



staff development have positive and significant association with employees' motivation and performance.

Today the current trends in information technology have changed the way a supervisor interacts with the supervisee. Research done in Switzerland showed that investing in computers and communication technologies had an influence on social interaction (Konsbruck, 2013). This improved the speed of information flow between supervisors and supervisees, through improved understanding, and co-coordinating to achieve organizational objectives (Dransfield, 2000). The above study was done in Switzerland and the results could not be totally relied on for decision making. Thus the study focused on Uganda and Ministry of Energy and Mineral development at large.

In Africa most Governments have attempted to improve performance of their civil service through various reforms including; training policy, appraisal policies, retirement benefits, among others. On the other hand, the private sector companies resorted to merging, restructuring and downsizing to create flat structures thereby reducing their workforce and consolidating departments, workgroups, supervisory roles as well as subordinates (World Bank, 2000). This forced companies to revise management of human resources for purposes of gaining competitive advantage (Schyns, B. and Kiefer, T. 2007).

Nonetheless, despite several efforts to improve public service institutions in evolving countries Africa inclusive, noticeable improvements are negligible (Gerald, K. K., 2012). This implies that the performance of the public service is still lacking since the various attempts to improve it have yielded little results. Robbins (1999) urged that employees who contributed to decisions making, were motivated to work hard thus improve performance. The trends on decentralization have been successful in a few organizations which impede public officer's participation in decision making.

According to Williamson (2003), public and private sector organizations are merging, restructuring, reengineering, retrenching and acquiring new technologies in order to increase their efficiency, effectiveness and improve staff performance. The situation is any different in Uganda's public and private sectors.

The Ministry of Energy and Mineral Development (MEMD) is mandated to oversee Energy and Mineral resources for social and economic development. The Ministry is composed of three directorates; Energy resource development, petroleum, geological survey and mines, two support departments; Finance and administration, sectorial planning policy and analysis (MEMD, 2013 Report). The Ministry being under public service, the supervisory personnel are structured into hierarchies of people reporting to each other. Subordinates usually accept power relations that are more authoritarian and paternalistic (Wunsch and Olowu, 1990).The Ministry was rated among the few institutions where the public service reforms performed better (Harrison, G. 2004). The Ministry has implemented a communication strategy adopting latest information technologies, involved the staff in various consultative meetings and workshop, developed the careers of staff through capacity building at national and international level, and recognized staff performance. However, despite the above, staff performance was still wanting. The research investigated the influence of supervisor-supervisee interaction on employee performance at MEMD.

## **1.2 Statement of the problem**

The performance of employees in an organization leads to the success of their peers, supervisors and the organization as a whole (International Labor Organization-ILO Paper, 2007).To attain high levels of performance, both the supervisor and supervisee must have the ability and motivation to meet objectives. Some of the deliberate attempts to improve staff performance involve developing a communication strategy to disseminate information through new improved technologies. The Ministry has also availed career advice opportunities to staff in areas within

their profession. The Ministry has undertaken several initiatives such as engaging staff in consultative meetings and workshops in a bid to improve performance (MEMD- Human Resource Department Annual Report, 2013). Despite the above initiatives reports show that staff performance at the Ministry is still poor and some of employees do not actually meet their weekly and monthly work targets set to them by supervisors (MEMD Annual Report, 2014). Thus the study aimed to understand the influence between the implemented supervisor-supervisee interactions; communication flow, decision making, non-financial support systems and staff performance at the MEMD in Uganda.

### **1.3 General objective of the Study**

The study investigated the influence of supervisor -supervisee interaction on staff performance in Uganda .A case of Ministry of Energy and Mineral Development (MEMD).

### **1.4 Specific Objectives of the Study**

- i. To examine the influence of communication flow on staff performance at Ministry of Energy and Mineral Development.
- ii. To examine the influence of decision making on staff performance at Ministry of Energy and Mineral Development.
- iii. To explore the influence of non- monetary support systems on staff performance at Ministry of Energy and Mineral Development.

### **1.5. Research Questions**

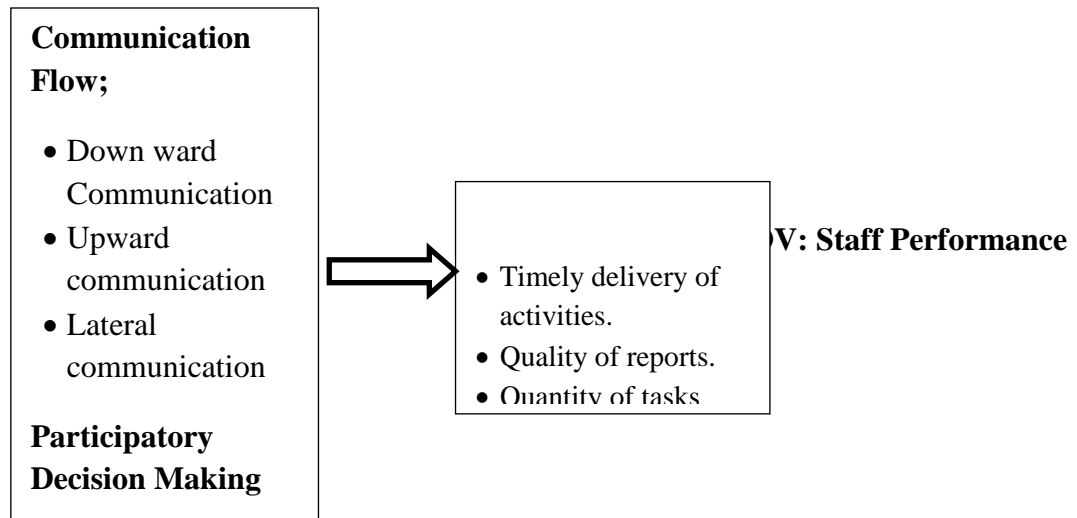
- i. What is the influence of communication flow on staff performance at Ministry of Energy and Mineral Development?
- ii. How does decision making influence staff performance at Ministry of Energy and Mineral Development?

- iii. To what extent do non-monetary support systems influence staff performance at Ministry of Energy and Mineral Development?

### 1.6 Hypotheses of the Study

- i. Communication flow influences staff performance at Ministry of Energy and Mineral Development.
- ii. Participatory decision making positively influences staff performance at Ministry of Energy and Mineral Development.
- iii. Non- monetary support system significantly influences staff performance at Ministry of Energy and Mineral Development.

### 1.7 Conceptual framework



**Figure 1: 1: Relationship between supervisor-supervisee interaction and staff performance**  
(The frame work was extracted from Doris, 2008 and reviewed by the researcher)

The study was directed by the conceptual framework provided above. In this conceptual model exposition, the independent variable was the supervisor-supervisee interactions with its dimensions of communication flow, participatory decision making and non-financial support systems and the dependent variable was staff performance measured in terms of timely delivery of activities, quality of reports and work outputs/ tasks accomplished.

The model suggested that supervisor-supervisee practices such as communication flow, participatory decision making and non-financial support systems had a substantial influence on employee performance at the Ministry. The researcher assumed that once such interaction practices are adopted by supervisors, they would result into enhanced staff performance in terms of meeting work deadlines, quality of work and attaining the set tasks. On the other hand, when the interaction between supervisors and supervisees is poor, the performance of the latter will be affected negatively.

### **1.8 Significance of the Study**

The study provided supervisors with insight on how to handle subordinates at the Ministry in order to improve their performance.

The findings and recommendations from the study added to the existing body of knowledge on supervisor-supervisee interaction in public service institutions. It formed as a basis for future scholarly research. The results from the study showed the extent to which supervisor-supervisee interaction influences staff performance at the organizational, national, regional and global levels.

It was also expected that the findings and recommendations made by the study would be used in developing the staff appraisal system since appraisals provide prospects to study interpersonal relationships and behavior at the work place.

Finally, the study was expected to help in policy formulation in line with improving supervisor-supervisee interaction context.

## **1.9 Justification of the Study**

The available literature on the influence of supervisor-supervisee interactions and staff performance in Uganda is rather scarce and therefore this thesis sought to fill that gap. Furthermore, the literature reviewed showed that studies conducted on supervisor-supervisee interactions and employee performance in Uganda were based on the qualitative approach (Mann, J. (2003), this is why the researcher opted to adopt correlation and cross sectional research design towards the study. The researcher also found that previous scholars for instance Pearson, Q. (2004) employed a case study approach to the studies but in this study the researcher deployed cross sectional and correlational research design to study the influence of supervisor-supervisee interactions and staff performance at the Ministry (Robert, C.K.2005).

## **1.10 Scope of the Study**

The researcher covered three major sub-sections; content, geographical and time scopes.

### **1.10.1 Content Scope**

The researcher focused on influence of supervisor-supervisee interaction and staff performance. The independent variable was supervisor-supervisee interaction with the dimensions of communication flow, participatory decision making and non-financial reward systems. The dependent variable was staff performance with dimensions of timely delivery, quality of reports and meeting work targets.

### **1.10.2 Geographical Scope**

The study was conducted at MEMD headquarters; Kampala. The Ministry was selected because it is one of key Government agencies driving the economy towards the middle income status and therefore staff performance is paramount in regard to contributing towards meeting the organizations objectives.

### **1.10.3 Time Scope**

The study was carried out within one year from 2014 to 2015. This was where management at the ministry noted there was a gross decline in employee performance in terms of quality of work delivered, attainment of work targets and timeliness of services delivered.

### **1.11. Operational Definitions**

**Performance;** it was used to refer to the actual accomplishment of assigned activity (Campbell et al, (1990). In this study performance indicators included quality of work, quantity, timeliness and work out put/task accomplished.

**Interaction;** this term was used to refer to the way two or more people behave towards each other or manage relationships between and among each other.

**Supervisors;** these are line managers who have control over the operations of a smaller organizational unit (such as production line, operational unit, office or laboratory). They are line managers who coordinate the efforts of others and use organizational resources to accomplish set goals and objectives (Bulin, 2001).

**A supervisee** is any person who receives directives from someone superior.

**Communication** is the dissemination of information between designated parties. This can be inform of instructions, warnings, reprimands, guidelines, advice, policies, rewards, praises and discipline in an organization with some understanding by the receiver of what the sender actually wanted to share (Maicibi, 2003).

**Downward communication;** this occurs when a subordinate receives orders or messages from a superior.

**Upward Communication;** this occurs when a superior gets information from staff at a lower rank.

**Lateral communication** takes place between individuals in the same department or different departments.

**Decision making;** Decision making is a process by which several possibilities are prioritized over others (De Janasz, *et.al* 2006).

**Non-financial support system:** these are systems availed to support staff in the day today activities on top of financial benefits.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

Green, B. C. and Adams, A.,( (2006) defined literature as a published scholarly work, and literature review as summarizing and analyzing published work relevant to a specific area or topic under study. This chapter covers various literatures relating to supervisor-supervisee interactions and employee performance of MEMD. This chapter is arranged under the following sub sections: theoretical, actual review and summary of the literature review.

#### **2.1. Theoretical Review**

Numerous theories have been designed related to the interaction between the supervisors of an organization and the supervisees. The study used McGregor theory which described two contrasting models about the human nature at work place; Theory X and Theory Y. Theory X was based on a philosophy that did not treat employees as human being. McGregor (1957) noted that people were averse to working; lacked ambition and a desire for responsibility, were selfish, resistant to change, and gullible. MEMD had a hierarchical management structure meaning that the interaction was minimal. McGregor (1957), assumed that the behavior of employees were inherent in nature. This was supported by Modern (2004) who urged that Theory X reasonably reflected the attitude of employees towards their working environment. The researcher considered other factors like communication flow, involvement in decision making and non-financial support systems and how they influence supervisee's performance. In addition, theory X ignored human motivation as a major factor in improving their performance and concentrate on direction and control. The research assumed that even if supervisees are not interested in working, if they are involved in decisions of the organization and given support, they would add some effort to accomplish their obligations.

On the other hand, Theory Y was based on assumptions that employees are ambitious, self-motivated and exercise self-control. They possess the ability for creative problem solving, but their talents are underused in most organizations (McGregor, 1957).

In this perspective, management's role was to organize human and material resources to meet organisations objectives. People are not passive, and it is the responsibility of management to provide opportunities for the development of their employees, to release their potential by creating the conditions so that people can harness their efforts to achieve organizational objectives (Dave and Anna, 2013). The researcher assumed that improving the communication flow would trigger the energy of supervisees to work.

It is obvious that Theory Y managers are more likely than Theory X managers to develop trust with an employee essential for capacity building. This would include supervisors communicating openly with supervisees, reducing the difference between supervisor-supervisee interaction, creating a calm environment in which supervisee can develop and use their abilities (Mc Gregory, 1957). Theory Y clearly clarifies that a supervisor needs to let the supervisee know that they are appreciated to make them feel that they are an important part of the organization. This involves allowing them to participate in decision making and planning in matters that affect them. Staff at MEMD has a communication strategy, participatory management and have support systems in place but the MEMD Report (2014) shows 42 percent performance failure. The researcher sought to find out the influence of supervisor-supervisee interaction on staff performance.

## **2.2 Conceptual Review**

During the past 10 or 15 years, researchers have made progress in expounding the concept of performance (Campbell, 1990). This is because scholars agree that performance is a major prerequisite for organisation and labor market success (Van Scotter, Motowidlo and Cross, 2000). Staff/employee performance has also been defined as performed behaviors of employees in

carrying out their work, which can be observed and is relevant to the organization's goals (Campbell et al., 1990). This performance can be measured in many dimensions. Gomes et al, (2004) divided them in the following five dimensions: quantity, quality, time, attendance, and cooperation.

Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance (Campbell, et al, 1993). A quality supervisor-supervisee interaction falls under motivation and resource factor. This conceptual theory shows that the scopes of studies on performance are increasing but little research has been done in the MEMD more especially in relation to supervisor –supervisee interaction.

### **2.3. Communication Flow and Staff Performance**

The management at Ministry encouraged three dimensional communication flow of down ward; upward and lateral at the workplace. Besides, the organization utilized; team briefings, team meetings, bulletin boards, and training updates among others to communicate with the staff. However the challenge remains how to determine the most effective channels of communication that would be used to facilitate timely dissemination of information.

Consequently, all managerial functions and activities have some form of visible and invisible communication embedded in them (Kinicki & Kreitner, 2006). These management functions include directing and leading, coordinating planning and organizing or managers communicating with and through others.

Downward communication is the communication flow originating from an upper-level to a lower-level employees thus from top management filters down through the chain of command on the other hand upward communication looks at lower-upper level employee and it is used to keep

middle and strategic managers aware of what is transpiring within an organisation parameter and how subordinates feel (Tubbs & Moss, 2008).

Leigh and Richards (2010) asserted that encouraging upward and downward communication leads to new ideas and innovations. Nevertheless, the challenge is when an organization is growing in size; managers may not want to rely on face to face communication alone to get their message across.

Supervisor-supervisee communication becomes vital if it is effective (Robert, 2005). When subordinates are well informed of what they are supposed to do; they are likely to concentrate and accomplish their tasks in time. According to Braton and Gold (2007) there are different ways in which managers could communicate the content of the message without impacting on the interaction between supervisors and supervisees. The study identified the different channels used by management to communicate to staff.

In accordance with Nakalema, J., (2008) various performance gaps and trends are spearheaded by poor supervisor-supervisee interactions. Positive interactions between supervisors and supervisees create a suitable platform for enhanced staff performance (Podasakoff et al, (2000). They further assert that communication flow creates a fertile ground for achieving set goals and objectives. Once employees perceive fairness in and during interaction with their supervisors, they tend to work hard in order to achieve results. According to Bossa, R., (2004) the ability of supervisors to guide communication flows in their respective departments supports both down ward and upward information flows since it helps them to gather the necessary information, act and plan accordingly. This brings congruence between supervisors and supervisees as a result of interaction. Once communication flow is poor organization's set goals and objectives more or less hit a snag and Ministry of energy and mineral development in regard to this study is not an

exception. Thus this study intends to study the relationship between supervisor interaction and staff performance at MEMD.

## **2.4 Participatory Decision Making and Staff Performance**

Participative decision-making (PDM) is the degree to which employers permit employees to share their views with the organization (Abdulai & Shafiwu, 2014).

Furthermore, Price (2004) asserted that the involvement of employees in the organizational operations not only motivate them but also enables them to contribute more effectively and efficiently. He further asserted that involving employees in decision making of the organizations leads to industrial democracy and employee motivation. According to the study conducted by Bhatti, *et al.*, (2007) employee participation in decision making of the organization brings commitment and employee performance. This means line managers and supervisors must engage staff in formulating work plans and finding solution to departmental problems. The ministry created avenues of employee participation in decision making like staff participation in directorates meeting at national and international level; but there is no research done to find out the level of influence of this participation on staff performance.

According to Michael, F.D. (2014) some firm's employees are not allowed to fully make their own daily operating decisions and this hinders their creativity and affects performance. Employees and work groups who are not engaged in decision making feel as if they are not respected by management, this in turn affects staff performance

Apostolou (2000) argued that in some organizations management perceive the concept of employee involvement in decision-making as a waste of time; lowers staff efficiency, productivity and weakens the effectiveness of management. Blyton and Turnbull (2004) argue that employee involvement is soft on power. Purcell *et al.*, (2003) study found involvement in decisions making

to be an important factor. It should therefore be known that some supervisors are not willing to factor staff in decision making because their engagement extends little benefit to the organization.

Brown and Cregan (2008) argued that human resource practitioners should encourage their line managers to adopt a participatory style of management (information sharing, involvement in decision making), especially in those workplaces where employees are more likely to embrace the opportunities for participation.

Participatory decision making gives employees the opportunity to share their views with supervisors for informed decision making (Williamson, 2008). In addition, incorporation of the ideas and information from employees promotes organizational flexibility and improves product quality (Preuss & Lautsch, 2002).

Levine and Tyson (1990) distinguished between consultative and substantive forms of participation. In consultative forms, workers provide information or advice, but management retains the right to make decisions, while in substantive participatory system, supervisees have greater autonomous control over methods and pace of work (Wagner & Gooding, 1987). In reference to works of Mathias et al (2005) participatory decision making trends are significant in determining supervisor and supervisee behavior at work place. Once supervisees feel involved and perceive fairness on how their ideas are being contemplated in the organization's programs, they work hard and this leads to good staff performance. The study aimed at finding out the perspective of the respondents on decision making and staff performance at MEMD.

## **2.5 Non-Financial Support System and Staff performance**

Most companies are not sensitive to the different needs of their employees and do not differentiate between different forms of rewards (Armstrong, 2006). Because Employees are the direct beneficiaries of rewards, their different needs and demographics should be considered before

constructing a reward package. The study considered the different demographics and how they influence performance.

Horsford, M. (2013), found out that training and development have positive and significant association with employees' motivation. Similarly Mason (2001) found out that staff recognition in various forms is a powerful motivation for an entity. He further added that it is not expensive for any organization to adopt strategies to motivate their talented employees by recognizing their efforts.

The essence of having flexible schedule is instrumental to employee's financial incentive (Aequus Partners, 2010). Joanna, W. (2013) urges that dynamic work arrangements have the potential to reduce employee stress and enhance performance.

According to Ricks et al., (1995) recognizing staff would encourage continuation and commitment to work. Recognition is the appreciation of performance by the organization of an act done by staff.

The presence of Promotion opportunities in an organisation encourages staff to work hard which improves the quality of work and timely delivery of assignments. Heads of organization, should promote their employees salary grades on the basis of their performance. This does not only provide them with satisfaction but also encourage a healthy competition and improved performance (Ricks, et al., 1995).

In some organizations, team work acts as cartelists to improve employee performance. Team work helps organisation to attain results within a short period. On the other side, if an employee is sure of his/her present job, he will develop more interest in the performance of the job (Kaufmann & Beehr, 1986).

A supportive management style improves employee's morale and performance. Similarly, Bhakta and Nagy (2005) found that there comes a point where higher pay no longer leads to job satisfaction thus non-financial reward become paramount. Similarly Mujtaba and Shuaib (2010) agreed that a well-structured supportive rewards package enhances staff performance. The above studies were done in developed countries hence this study focused on Uganda and specifically MEMD,

## **2.6 Summary of literature review**

Various research such as Horsford, M. (2013), Mason (2001) and (Bussin, (2003) have been conducted on supervisor-supervisee interactions and factors that influence though they seemed not to have focused on different demographics of employees. Their studies generalized the findings as compared with specifying them. This study therefore closes the gaps adopting all employee as indicated in this study.

In conclusion, communication flows for instance down ward, upward and vertical information need to be considered in and during supervisor-supervisee interaction at work. This in turn leads to timely delivery of reports and improved quality of reports at different levels in the organization (Nakalema, 2003). With evidence from existing literature by scholars like Bhatti et al (2007), Brown & Cregan (2008) participatory decision making influences supervisor-supervisee relationship and in totality affect performance. Therefore, at work place issues relating to decision making trends need to be objectively addressed to improve performance. This study investigated the influence of supervisor-supervisee interaction on employee performance at MEMD of Uganda.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

In this chapter, the researcher describes the procedure followed to carry out the study. It covers the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, pre-testing, procedure of data collection, data analysis, measurement of variables and ethical considerations of the study.

#### **3.1 Research Design**

Research design refers to the structure of an enquiry (Creswell, 2003). It is a logical task undertaken to ensure that the evidence collected enables us to answer questions or to test theories in the study (Mann, 2003). The researcher deployed across sectional which is a form of descriptive research design. The advantage of adopting this design was that it allowed the researcher to collect much more data and in a shorter period of time (Bryan, A. 2008).The researcher also used a correlation design to find out the relationship between the independent and dependent variable (Barbie,E.2007). The researcher adopted concurrent procedure approach that involved collecting data using interview guides, questionnaires to provide a comprehensive analysis of the research problem (Creswell, 2003).

#### **3.2 Study Population**

The study was carried out among 152 respondents including Executive Management (Assistant commissioners, undersecretary) principal officers, senior officers, permanent staff, contract and temporary staff. It was conducted at MEMD headquarters Kampala. The justification for selecting MEMD HQ was that all categories of target population

### 3.3 Sample Size and Selection

#### 3.3.1: Sample Size

A sample is any part of the fully defined population (Banerjee & Schaudhury, 2010). According to Mugenda and Mugenda (2003), the sample size should be as big enough such that if one took a sample size from the targeted population, it would be similar to the selected or different sample size of the findings to a higher degree. On the other side, Sekaran (2003) defined sampling as a process of choosing the research units from the targeted population that is to be studied. Sampling is based on a set of criteria that originates from the research question and the researcher's guiding assumptions (Rafuls & Moon, 1996). The sample size for the study was guided by Krejcie & Morgan statistical table for determining sample size as cited by (Amin, 2005).

**Table 1: 3.1: Sample Size**

<b>Category</b>	<b>Salary scale</b>	<b>Total population</b>	<b>Targeted population</b>	<b>Sampling technique</b>	<b>Tool used to collect data-</b>
Executive Management	U1E	4	2	Purposive	Interview guide
Principal Officers	U2	10	10	Purposive	Interviews guide
Senior Officers	U3	26	24	Simple random	questionnaire
Permanent Officers	U4	49	44	Simple random	questionnaire
Contract Officers	U5	39	36	Simple random	questionnaires
Temporary Staff	U6	24	23	Simple random sampling	questionnaires
<b>Total</b>		<b>152</b>	<b>139</b>		

**Source; Human Resource Staff Records, 2015, MEMD**

### **3.4 Sampling Techniques and Procedure**

#### **3.4.1 Simple Random**

According to Amin (2005) simple random sampling method is where all the members in a given subset of the population have an equal probability of being selected for the study. The researcher obtained the list of the staff from the Human Resource of MEMD and then randomly selected the staff depending on the willingness of the respondents to participate in the study.

#### **3.4.2 Purposive Sampling**

This is a non-probability sampling technique where few of the respondents are selected to give in-depth information about the study. The technique was used to select key informants such as executive management and principle officer of MEMD. These were selected because of their work experience and years spent in the organization that would give detailed information about the phenomena understudy.

### **3.5 Data Collection Methods**

The study adopted a mixed approach of both quantitative and qualitative techniques such as in-depth- interviews and questionnaire survey for data collection. The use of such methods was deemed necessary because it reduced chances of bias in data collections (Cresswell, 1998; Sekaran, 2000).

#### **3.5.1 Interviews**

An interview is a data collection encounter in which one person (an interviewer) asks questions of another (a respondent) to obtain data on a given phenomenon (Barbie, E.2007). This method was used to collect primary data from the key informants such as Executive Management; Assistant Commissioners, undersecretary and principal officers. The method helped the researcher to collect data within a short period since the informants were busy; had little time to

provide information on the study. The method was ideal especially for the informants in the ministry since it falls in public/government institutions where officials are reluctant to give their opinions (Tesch, 1990; Wolcott, 2001).

### **3.5.2 Questionnaire Survey**

A survey involves selecting a sample of respondents and administering a standardized questionnaire to collect data about the study (Barbie, E.2007). The researcher collected data by administering a structured questionnaire to senior, permanent, contract and temporary officers at MEMD following certain rules as set by the researcher. The survey method was deemed appropriate because it capable of collecting data from a large number of respondents in short period of moment (Amin, 2005).

## **3.6 Data Collection Instruments**

### **3.6.1 Interview Guide**

This was composed of a structured interview questions on basic areas of inquiry to guide the researcher in establishing conversation about the research phenomenon (Michael, 2002). Some of the major highlights in interview guide included respondents age, position and communication strategies among others. The researcher developed an interview schedule with open ended questions that were answered face to face by the executive (Assistant Commissioners, undersecretary), principals and some supervisees (staff at officer level). It involved the use of structured interview guide depicted in Appendix I and II.

### **3.6.2 Questionnaire**

A questionnaire is a list of questions and statements about the variable under study. It's a document containing questions and other types of items designed to solicit information appropriate for analysis (Barbie, E. 2007). The researcher used closed and open ended

questionnaires to collect data from senior managers permanent, contract and temporally staff (127 respondents). The research instrument was used because it was cost effective and reduced distortions that would have introduced biasness during data collections (Monique, Inge & Ajay, 2010). The questionnaire was divided in five main parts; included demographical information of respondents, communication flow, participatory decision making, non-financial support systems and performance related information. The questionnaire is portrayed in appendix 3.

### **3.7 Reliability and Validity**

#### **3.7.1 Reliability**

Reliability is the degree to which a research instrument yields the same results however and whenever it is carried out (Paj, 2008). In view of Amin (2005) test – retest reliability can be used to measure the extent to of individuals is repeatedly measured under same conditions. The results from the pretest were integrated and used to amend the items in the final instruments. Upon performing the test, the researcher considered results that yielded a value  $\geq 0.5$ ; which were considered reliable. The results of the Cronbach test were inserted in this section and tested using the formula; Cronbach’s basic equation for alpha coefficient method of internal consistence given by the following formula.

$$\left( \frac{A = k}{K - 1} \frac{1 - \sum SDi^2}{SDi^2} \right)$$

Where: a=alpha coefficient

K- number of items in the instrument

$\sum SDi$ =summation of the values

$SDi^2$ = Variance of individual items

$Sdi^2$  =Variance of all items in the instrument

The Cronbach alpha coefficient was judged in relation to 0.5. The items that had coefficient above 0.5 were rendered reliable (Amin, 2000) and therefore adopted for the research study.

**Table 2: 3.2: Reliability Statistics**

The Cronbach alpha coefficient was judged in relation to 0.5 (Amin, 2000). The results from the pretest were above 0.5 and hence the instrument was considered reliable. Results of Cronbach’s Alpha coefficient on the study variables are shown below;

<b>Variable</b>	<b>No of Items</b>	<b>Cronbach’s Alpha Pre-test</b>	<b>Cronbach’s Alpha Post-test Based on Standardized Items</b>
Communication flow	5	.672	.634
Decision Making	6	.652	.544
Support systems	7	.638	.623
Staff performance	6	.734	.653
<b>Average</b>	6	.687	.619

*Source Primary data*

**3.7.2 Validity**

Validity refers to the fitness of an instrument to answer the questions under study (Amin, 2005). The researcher first consulted her supervisor for guidance to make sure that the instrument answers the study objective. The researcher developed a formula below to determine content validity index (C.V.I) of the data collection instrument.

$$C.V.I = \frac{\text{No. of valid items}}{\text{Total no. of items}}$$

According to (Sekaran, 2005), the research instrument would be rendered valid if it had CVI value less than (<) 0.7. Two judges were requested by the researcher to for a CVI value and were

found 0.7. The research instrument was considered valid and the researcher proceeded with administration of the questionnaires in the field.

**Table 3: 3.3: Content Validity Index**

<b>(CVI) Expert</b>	<b>Number of items tested</b>	<b>Content Validity Index(CVI) pretest results</b>
Expert 1	5	0.849
Expert 2	6	0.682
Expert 3	7	0.730
Expert 4	6	0.636
Average	6	0.700

*Source Primary data*

### **3.8 Procedure of Data Collection**

The researcher obtained a letter from the school of business and managerial economics of Uganda Management Institute (UMI) to introduce her to the respondents in the field. The researcher then proceeded by presenting the letter to the Principal Personnel Officer(PPO) at the ministry who then briefed the researcher on the values of the ministry and relevance of training to the ministry before proceeding to administer the data collection instruments. While administering the questionnaires, the researcher then scheduled interviews with the key informants. She then proceeded to interview key informants while collecting data.

### **3.9. Data Analysis**

The raw data was collected, analyzed using both qualitative and quantitative data analysis techniques.

### **3.9.1 Quantitative**

Quantitative data was collected using questionnaires and analyzed using statistical packages for social scientists (SPSS) 18 and presented using frequencies and percentages. It was aimed at comprehending the population demographic characteristics. Furthermore, inferential statistical techniques such as coefficient of determination ( $R^2$ ) and Pearson's Product of Moment Correlation Coefficient (PPMCC) was used to determine the direction, strength and level of significance between the variables. The Correlation Coefficient was also used for testing the hypotheses. In addition; regression analysis was used to determine the extent to which the independent variable influences the dependent variable.

### **3.9.2 Qualitative**

Qualitative data from interview respondents was analyzed by coding, editing, and interpreted using themes derived from the research objectives; which are communication flow, participatory decision making and non-financial support systems that were employed to minimize or remove any constraints. The interpretation and conclusion on qualitative data were also based on the relationship between quantitative data and qualitative data (Punch, 2008).

### **3.10 Measurement of Variables**

The researcher majorly used nominal for sex, interval for age, years of experience and ordinal for questions and statements on supervisor-supervisee interaction. The Likert scale ranging from 1-5 with items arranged from strongly agree (SA), Agree (A), Neutral (N), disagree (DA) and strongly disagree (SD). Senior, permanent, contract and temporally respondents were at liberty to tick the box that best describes their opinions in relationship to the items that were presented on the questionnaire. The results were then coded to ease data analysis.



### **3.11 Ethical Considerations**

The researcher ensured that the guidelines for dissertation writing were strictly adhered to during the course of the study. It involved defending the proposal in front of committee panel. The researcher ensured that all the issues raised in the proposal defense were addressed and a compliance report submitted to the Chairperson of the Committee. The researcher then obtained an introductory letter from UMI which was presented to human resource department of MEMD. The researcher kept and protected the statutory rights of participants by obtaining an informed consent from the ethical body and kept the information confidential. The respondents were also coded to UIE, U2, U3, U4, U5, and U6 to assure them of anonymity of data sources.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This study investigated influence of supervisor -supervisee interaction on staff performance at the Ministry of Energy and Mineral Development. Presentations were done according to the specific objectives which included :( i) To examine the influence of communication flow on staff performance (ii) To examine the influence of decision making on staff performance and (iii) To explore the influence of non- monetary support systems on staff performance at Ministry of Energy and Mineral Development. The researcher presents background information of the respondents, the responses, descriptive and inferential statistical results along the three study objectives and hypotheses.

#### 4.2 Response Rates

The response rate of the study was calculated using a formula: response rate/targeted response rate x100%. The response rate findings are presented in table below.

**Table 4: 4.1: Response Rate**

Category	Target	Actual responses	Response rates
Executive Management	2	1	50.0%
Principal Officers	10	6	60.0%
Senior Officers	24	11	45.8%
Officers	44	23	52.3%
Contract Officers	36	26	72.2%
Temporary Staff	23	19	82.6%
<b>Total</b>	<b>139</b>	<b>86</b>	<b>62.6%</b>

**Source:** Primary Data

According to Table 4.1 above, the overall response rate of the study was at 62.2%. The relatively high response rate above is attributed to the willingness of the respondents to participate in the study owing to the fact that research phenomenon being investigated directly affects them. In addition, the high validity and reliability coefficient values indicate that the data collection instruments were easily comprehended by the respondents. The findings can therefore be generalized to the entire study population.

### 4.3 Demographic characteristics of the respondents

The data was collected from respondents' on gender of the respondents, Age of the respondents to determine the level of participation by the different respondent categories, level of education of the respondents to determine the qualification, knowledge and competence level of staffs of MEMD, years of service at the ministry to determine how long the respondents had worked at the MEMD and employment status in the organization are presented in Table 4.2.

**Table 5: 4.2: Demographic characteristics of the respondents**

	Category	Frequency (out of 86 respondents)	Percentage (%)
Gender of respondents.	Male	63	73.3
	Female	23	26.7
Age of respondents	21-30yrs	26	30.2
	31-40yrs	24	27.9
	41-50	30	34.9
	>51yrs	6	7.0
Level of education	Certificate	12	14.0
	Diploma	23	26.7
	Bachelor's Degree	36	41.9
	Post Graduate Degree	15	17.4
Years spent in the Ministry.	Less than 1 year	11	12.8
	2-4years	25	29.1
	5-10 years	42	48.8
	> 10 years	8	9.3
	Total	<b>86</b>	<b>100.0</b>

*Source: Derived from Primary Data*

The results in the table 4.2 above show that 73% of the respondents were male and 27% female. These results imply management at the ministry upholds gender balance in its employment although men still remain dominant in number in most jobs of the departments. This could partly be due to the physical characteristics or nature of some jobs that can be better handled by men.

The data obtained from the questionnaire regarding the respondents age, shown in Table 4.2 above, reveals that 26 (30.2%) of the respondents were between 21 to 30 years, 24(27.9%) fell between 31 to 40 years while 30(34.9%) were between 41 to 50 years and only 6(7.0%) were above 51 years

According to the results in Table 4.2 above, 12 (14.0%) of the study respondents were educated up to certificate level, 23(26.7%) were found to hold diploma qualifications, 36(41, 9%) were bachelor's degree graduates whereas 15(17.4%) were at post graduate degree level. The results affirm that the workforce at the ministry were adequately educated who could be relied on to provide credible information to the study regarding the research phenomenon.

Table 4.2 above also shows that 11 (12.8%) of the respondents had worked with the ministry for a period of less than 1 year, 25(29.1%) had worked for a period of between 2 to 4 years, 42(48.8%) between 5 to 10 years and 8(9.3%) had worked more than 10 years. The study findings indicate that the workforce at the ministry were experienced enough and had full understanding of issues pertaining supervisor-supervisee interaction and employee performance. They could therefore be relied on to provide credible information on the topic under investigation from an experienced point of view.

#### **4.4 Objective One: The influence of Communication flow on staff performance at MEMD**

The respondents were asked questions regarding communication flow at the Ministry. The responses are summarized in Table 4.3. The questionnaire was used to collect data; refer to appendix iii. Data was analyzed and presented using qualitative and quantitative techniques.

Data was interpreted on a scale was; 1.00 – 1.80 (strongly disagree), 1.81 – 2.60 (disagree), 2.61 – 3.40 (Not sure), 3.41 – 4.20 (agree) and 4.21 - 5.00 (strongly agree).

**Table 6: 4.3: Communication flow**

<b>CODE</b>	<b>Indicators of Communication Flow</b>	<b>SA N (%)</b>	<b>A N (%)</b>	<b>NS N (%)</b>	<b>D N (%)</b>	<b>SD N (%)</b>	<b>Mean(SD)</b>
<b>Com.1</b>	My supervisor always ensures staff roles are clearly explained.	2(2.4)	18(20.9)	15(17.4)	32(37.2)	19(22.1)	2.44(1.26)
<b>Com.2</b>	My supervisor always ensures the objectives of the ministry are explained to employees.	2(2.4)	12(13.9)	4(4.8)	29(33.7)	39(45.2)	1.94(1.67)
<b>Com.3</b>	My line manager always makes sure am informed of any changes in my work.	3(3.4)	2(2.4)	4(4.8)	21(24.4)	56(65.0)	1.54(1.16)
<b>Com.4</b>	My line manager always informs me of any changes within our directorate.	3(3.4)	1(1.2)	5(5.8)	33(38.4)	44(48.8)	1.67(1.11)
<b>Com.5</b>	My supervisor shares with me ways to accomplish my tasks.	16(18.6)	26(30.2)	38(44.2)	1(1.2)	5(5.8)	3.54(1.06)
<b>Com.6</b>	Whenever I have issues on how to perform tasks, I seek for clarification from my supervisor.	20(23.1)	11(12.8)	50(58.1)	4(4.8)	1(1.2)	3.52(1.02)
<b>Com.7</b>	I inform my supervisor in case a problem arises in the directorate.	14(16.5)	31(36.0)	35(40.7)	3(3.4)	3(3.4)	3.58(1.05)

*Source: Primary Data*

As shown in Table 4.3, the respondents strongly disagreed that line managers/supervisors always explain to staff their roles clearly 51(59.3%), (20(23.3%) agreed while 15(17.4%) were not sure. This means that the supervisors and line managers do not explicitly explain to staff their tasks and responsibilities resulting to low performance of employees. This was confirmed by the response from one of the key informant interviews who asserted that “Ensuring employees adequately understand their roles and responsibilities will help the directorates meet their objectives easily. Nevertheless, am not sure whether all heads of departments, line managers and supervisors really comprehend that”.

These findings therefore affirms that senior staff, supervisors/line managers needs to make sure staff are properly oriented, coached and mentored to comprehend their roles in order to enhance their performance.

In regards to whether supervisors ensure objectives of the department are explained to employees, majority of the respondents disagreed with 68(78.9%), (14(16.3%) agreed and 4(4.8%) were not sure. This means line managers/supervisors at the ministry do not endeavor to explain the objectives of their department to employees. Yet, it could help staff know their obligations and what is expected out of them in the ministry.

In relationship to whether line managers and senior officers make sure subordinates are informed of any changes in their work, majority of the respondents also strongly disagreed (77(89.4%), 5(5.8%) agreed and 4(4.8%) were not sure ). This means the staff were not regularly being briefed by their line managers/supervisors of changes in their jobs that could be among other reasons responsible for the poor performance of staff.

Furthermore, majority of the respondents also disagreed that line manager/supervisors always informs them of any changes within their directorate 77(86.4%), 4(4.6%) agreed while 5(5.8%) disagreed. The findings also revealed that line managers/supervisors do little about to inform staff of any changes within their department. This could be as a result of the composition of staff at the ministry where majority of the respondents categories sampled were on contract appointment.

In reference to whether line managers/supervisors share with staff ways to accomplish their tasks, most of the respondents agreed (42(48.8%), 38(44.2%) were not sure and 6(7%) disagreed). These results suggest that some line managers and supervisors communicate with

staff and support them in accomplishing their tasks. This only happens in tasks that supervisors consider critical and involves financial matters. However, one of the informants at U2 reported

“The Ministry has introduced: video conferencing, mobile phones, e-mails, parcels, electronic bulletin boards and fax machines among others to improve communication although communication between line managers and supervisors is still wanting.”

That aside, majority of the respondents 50(58.1%) were not sure whether they seek clarification and opinions of their supervisors whenever they have issues or problems with their tasks, 31(35.9%) agreed while 5(6%) disagreed. The study also showed that only 35.9% of the respondents pointed out that line managers/supervisors often communicated with staff whenever they are performing their roles. This could be among other reasons why some staff are capable of meeting their work targets and provide quality work at the department. However for the performance of the organisation to be high, each individual staff has to contribute.

Furthermore, in relationship to whether staff do inform their supervisors in case problem(s) arise in the directorate, majority of the respondents concurred they do so with 45(52.5%), 35(40.7%) were not sure and 6(6.8) disagreed. These findings suggest that staff endeavor to communicate directorate problems to supervisors. These results were substantiated by the response from one of the key informants who asserted that

“Encouraging bi-directional communication with staff is very important because it enables management to know some of the problems staff encounter regularly while fulfilling their obligations”.

These findings therefore suggest that encouraging effective communication between management and staff would go a long way to enhance staff morale and improve their productivity and as well as ensure staff are aware of their roles and responsibilities.

#### 4.4.1 Testing Hypothesis One: communication flow and employee performance at MEMD

The correlation analysis was conducted to examine the influence of communication flow on staff performance at the Ministry. The results are summarized in Tables below.

**Table 7: 4.4: Pearson Correlation showing the relationship between communication flow and employee performance**

		Communication Flow	Employee performance at MEMD
Communication Flow	Pearson Correlation	1	.621**
	Sig. (2-tailed)		.000
	N	86	86
Employee performance at MEMD	Pearson Correlation	.621**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

**Source:** Primary Data

The results in Table 4.4 above indicate that communication flow and staff performance at the ministry were found to have a positive relationship ( $r=0.621$ ,  $p<0.05$ ). Thus, the hypothesis that states that communication flow and employee performance are related is accepted. This means that communication flow has a positive influence on employee performance at MEMD. This implies that the staff performance could improve if communication with staff gets improved. The table below shows the regression analysis results.



**Table 8: 4.5: Regression results on communication flow and employee performance at MEMD**

<b>R square=0.386, F=149.754, P=0.000</b>		
	<b>Standardized Coefficients</b>	<b>Sig.</b>
	Beta	
<b>Communication Flow</b>	0.621	0.000

**Source:** Primary Data

Table 4.5 shows that communication flow significantly influenced staff performance (F=149.754, P=0.000). The results also show that the coefficient of determination/  $r^2$  for communication flow was equal to 0.386. This means that 38.6% of staff performance is explained by flow in communication. This implied that the staff performance at MEMD would improve if communication flow within the ministry was enhanced. According to responses from UIE,

“Free information sharing between supervisors and supervisees, efficient and effective communication channels/mechanisms accompanied by timely feedback improves performance”.

**4.5 Objective Two: Participatory decision making and employee performance at MEMD**

The data collection tools used included questionnaire and an interview guide; refer to appendix i-ix. The respondents were asked questions regarding participatory decision making at MEMD. The responses are summarized in Table 4.6. This objective was analyzed descriptive statistics. The results are presented in the table below.

**Table 9: 4.6: participatory decision making and employee performance**

CODE	Indicators for Decision Making	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)	Mean(SD)
Dec.1	My line manager/supervisor consults me on issues that affect my job	11(12.8)	13(15.1)	9(10.4)	33(38.4)	20(23.3)	2.60(1.37)
Dec.2	My line manager always involves me in developing work plans	14(16.3)	6(6.9)	58(67.4)	2(2.5)	6(6.9)	3.20(1.16)
Dec.3	My supervisor listens and considers my views	25(29.0)	15(17.4)	46(52.4)	1(1.2)	0(0.0)	3.78(1.07)
Dec.4	My supervisor gives a chance to give my views on work related issues.	22(25.6)	23(26.7)	28(32.5)	6(7.1)	7(8.1)	3.54(1.31)
Dec.5	I participate in developing strategies to enhance department's performance.	63(73.3)	20(23.3)	0	2(2.3)	1(1.1)	4.65(1.02)
Dec.6	I participate in departments' project review meetings	30(34.9)	21(24.4)	14(16.3)	15(17.5)	6(6.9)	3.60(1.46)

*Source: Primary Data*

The study findings as clearly indicated in Table 4.6 above, suggest that majority of the supervisees disagreed that line manager/supervisors do regularly consults them on issues that affects their job represented by 61.6%, 24(27.9%) agreed while 9(10.4%) were not sure. This was further supported by informant at UIE who said that

“The work plans are made at higher level of management and then disseminated to subordinates for implementation each level has its own duties besides some activities come from public service as a directive thus the role of staff is to accomplish the tasks as directed”

This meant that staff have little or no contribution on issues that affect their jobs. It was also found out that respondents were not sure about to supervisors/line manager involving staff in

developing work plans represented by 58(67.4%), 8(9.3%) disagreed and only (20(23.2%) of the respondents agreed. This means that line managers /supervisor do not regularly engage staff in developing work plans while others do not. It should be acknowledged that involvement of staff in the development work activity plans is likely to enhance employee performance in terms of providing quality work and meeting work targets. The recommendation on the above finding is included in chapter five.

This implies that line managers/supervisors recognize employees as assets and make proper use of them to find solutions to organizational problems.

In regards to whether supervisors listen and consider staff views in decision making, many respondents 46(52.4%) 40(46.4%) agreed and 1(1.2%) disagreed. This means that line managers/supervisors sometimes consider staff views while making decisions for their directorates which is why some employees are capable of meeting their goals. It can be asserted that including staff' opinions in the development of work plans, is likely to generate job satisfaction and improve staff performance. This could be in line with what an informant at UIE said that

“The officers are given avenues to express their views but they don't contribute to issues under discussion” it could be that the staff reluctance is attributed to lack of confidence in managers towards inclusion of their ideas in decision making”.

Furthermore, 45(52.3%) of the respondents agreed that line managers/supervisors give them a chance to provide their views on work related issues. 28(32.5%) were not sure while 13(15.2%) disagreed. Thus, the more line managers/supervisors attempt to consider employees' views in decision making, the higher their morale to perform their tasks. This was also highlighted by informant at U2 who asserted that

“The ministry usually holds regular meetings and directorate levels to discuss performance issues. Staff usually attends on individual basis or engages representatives who share with other staff on the discussed issues.”

Also on the matter as to whether management engages them in developing departmental strategies, the study respondents strongly agreed with high rate of 83(96.6%) while only 3(3.4%) disagreed .This means line managers/supervisors work closely with staff in formulating work plans and finding remedies to departmental problems. Thus allowing staff to participate in developing departmental strategies would enable them come up with viable options to organizational problems.

This implies that by engaging staff in decision making, the organization will be able to get more feasible ways of solving organizational problems without incurring further costs.

That aside, (51(59.3) agreed that they are allowed to participate in departmental project review meetings, 14(16.3) were not sure while 21(24.4) disagreed. The results show that management occasionally engages staff in project review meetings. It should therefore be noted that allowing

#### **4.5.1 Testing hypothesis two: participatory decision making and employee performance at MEMD .**

Correlation coefficient was conducted to determine the influence of participatory decision making on employee performance at MEMD. The results are summarized in the table below.

**Table 10: 4.7: Pearson Correlation on participatory decision making and employee performance at MEMD**

		Participatory decision making	Employee performance at MEMD
Participatory decision making	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	86	86
Employee performance at MEMD chain system	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

**Source:** Primary Data

According to the results in Table 4.7, participatory decision making and employee performance were found to have a positive relationship ( $r=0.560$ ,  $p<0.05$ ). Thus, the hypothesis that participatory decision making influences employee performance at MEMD is valid. This implies that staff are capable of meeting work targets and provide quality work if engaged in decision making of the organization.

In addition regression analysis was conducted to determine the influence of participatory decision making on staff performance at MEMD. The results are summarized in the table below.

**Table 11: 4.8: Regression Results on participatory decision making and employee performance at MEMD**

<b>R square=0.314, F=107.973, P=0.000</b>		
	<b>Standardized Coefficients</b>	<b>Sig.</b>
	Beta	
Participatory decision making	0.560	0.000

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

According to the results in table 4.8, the coefficient of determination/  $r^2$  for participatory decision making is equal to 0.314. This means that 31.4% of staff performance at the ministry is explained by participatory decision making.

Table 4.8 also shows that participatory decision making significantly influences employee performance (F=107.973, P=0.000). This means participatory decision making is a significant determinant of staff performance at MEMD. This implies that employee performance can improve if staff were allowed to participate in decision making. For example information from document review indicated that supervisors who were perceived to be tough were denied some information by their supervisees and this in totality affects performance at work.

**4.6 Objective Three: Non-financial support and employee performance at MEMD**

.The third objective of the study was to explore the influence of non- monetary support systems on staff performance at MEMD. The research tools used to collect data included questionnaire and interview guide, refer to appendix i-ix. The responses are summarized in Table below.

**Table 12: 4.9: Non-financial support system and staff performance at MEMD**

CODE	Indicators of Non-monetary staffs support systems	SA N (%)	A N (%)	NS N (%)	DA N (%)	SD N (%)	Mean (SD)
SS1	My supervisor assigns me opportunities that build my confidence to perform tasks.	27(31.4)	39(45.3)	18(20.9)	1(1.2)	1(1.2)	4.04(1.08)
SS2	My supervisor recommends me for various training opportunities in line with my career.	37(43.0)	11(12.8)	32(37.2)	2(2.3)	4(4.7)	3.87(1.12)
SS3	My supervisors gives advice pertaining my career paths	33(38.4)	20(23.2)	12(13.9)	14(16.3)	5(8.2)	3.65(1.26)
SS4	My supervisor recognizes my effort whenever I perform well.	2(2.3)	60(69.8)	5(5.8)	9(10.5)	10(11.6)	3.41(1.52)
SS5	My supervisor makes arrangements for me to access technologies that help in performing work.	7(8.1)	35(40.7)	33(38.4)	6(6.9)	5(5.9)	3.38(1.09)
SS6	My supervisor/line manager gives me flexibility to carry out my tasks.	5(5.9)	44(51.2)	24(27.9)	3(3.4)	10(11.6)	3.36(1.35)
SS7	I discuss my activity targets with my supervisor for proper work execution.	9(10.5)	4(4.6)	5(5.8)	67(77.9)	1(1.2)	2.45(1.87)

*Source: Primary Data*

The above results show that 66(72.3%) of the supervisees strongly agreed supervisors/line managers provide them with opportunities that enhances their confidence to perform tasks, 18(20.9%) were not sure while 2(2.4%) disagreed. This means that staff had access to opportunities that can enhance their performance in terms of providing quality work and timely delivery of services. This was supported by key informant at UIE level who asserted that

“Each staff has access to opportunities depending on their needs. This includes delegating specific activities to some officers to give them exposure and confidence in accomplishing their daily tasks assignments”.

In terms of line managers/ supervisors recommending staff for various training opportunities in line with their career path, majority of the respondents agreed with 48(49.8%). This implies supervisors/line managers recognize the relevance of training in improving staff skills and knowledge which employees will be able deploy to improve their work performance. It further implies that employees when provided with training opportunities will result in job satisfaction and lead to better staff performance in their work. In line with the above, one of the informant asserted that, “The ministry provides opportunities to different individuals depending on the training needs identified by the supervisors or the appraisal system to improve staff skills for better performance”

The study further found out that line managers/supervisors also provide staff with advice pertaining to career paths development (53(61.6 %), 12(13.9%) were not sure while 19(22%) disagreed. This means that supervisors value employees’ career growth and support them to grow along their desired career path. It further suggests that if staff competencies are enhanced through both internal and external trainings, performance would improve. In line with line managers providing advice, one of the key informants at U2 asserted that

“It’s our duty as managers to give advice to staff on career paths since we interact with them daily. Thus we advise them depending on the identified gaps and strength of individuals. We also send recommendations to human resource pertaining staff training for career improvement”

The study respondents (62(72%) agreed that supervisor recognizes their work whenever they perform well) 5(5.8%) were not sure while 19(22.1%) disagreed. This means that line



managers/supervisors attempt to recognize staff efforts in their jobs. The findings indicated that recognizing employees' efforts and achievements encourages them to perform better. It motivated them to become more productive and meet their work targets.

It was also established that supervisors/line managers make arrangements for staff to access technologies that help them perform better at their work (42(49%), 33(38.4%) of the respondents were not sure and 11(12.8%) disagreed. The study noted that some supervisees 24(27.9%) were not sure whether line supervisors provide them with the flexibility to carry out their tasks (49(57%) agreed and 13(15.1%) of the respondents disagreed. The result suggests that flexi hours be introduced where employees reporting and leave is for a specified time with the ministry. One of the key informants supported the above that "We avail support to staff through helping staff acquire latest information communication technologies like mobile phones, fax machines and internet services that ease the use latest communication channels like video conferencing, e-mails, parcels, electronic bulletin boards and among others which ease dissemination of daily work activities". It also means that employees would be allowed to share tasks and chose their most convenient working hours.

Furthermore, respondents disagreed that line managers/supervisors allow them to discuss work activities with them 68(79.1%), (13(15.1%) of the respondents agreed while 5(5.8%) were not sure).The means line managers and supervisor do not allow staff to discuss work activities with them for proper execution. Yet, if staff was allowed to carry out joint work plans with supervisors, it could improve their performance. This was supplemented by the key informant who asserted that

"The activities in the ministry are discussed at higher level of management and staff receives work plans for implementation. The staff however can consult their supervisors for more

clarification where need be” The table 4.10 below shows the correlation coefficient of non-financial support system and employee performance.

**Table 13: 4.10: Pearson Correlation showing the influence of non-financial support systems on the employee performance**

		Non-financial systems	Employee performance at MEMD
Non-financial support systems	Pearson Correlation	1	.627**
	Sig. (2-tailed)		.000
	N	86	86
Employee performance at MEMD	Pearson Correlation	.627**	1
	Sig. (2-tailed)	.000	
	N	86	86

**Source:** Primary Data \*\*. Correlation is significant at the 0.01

Level (2-tailed).

According to the results in Table 4.10, non-financial support systems was found to have a positive relationship with staff performance at MEMD ( $r=0.627$ ,  $p<0.05$ ). Thus, the hypothesis that states that non-financial support system significantly influences staff performance at Ministry of Energy and Mineral Development is accepted. This implies that staff performance at MEMD have the potential to improve if management can provide them with non-financial supports. As one of the key informant stipulated that “Staff can be motivated to perform better by complementing financial with non-financial rewards like promotions, recognition, work flexibility, training, career path development, social support and the right leadership style among others”.

The table 4.11 below shows the correlation coefficient and regression analysis of non- financial support system and employee performance.

**Table 14: 4.11: Regression analysis on non-financial support systems on the employee performance**

<b>R square=0.393, F=154.227, P=0.000</b>		
	<b>Standardized Coefficients</b>	<b>Sig.</b>
	Beta	
Non-financial support systems	0.627	0.000

**Source:** Primary Data

According to the results in Table 4.11 above, the coefficient of determination/  $r^2$  for non-financial support system is equal to 0.393. This means that 39.3% of staff performance is explained by non-financial support systems. Results also show that non-financial systems influences staff performance (F=154.227, P=0.000). In accordance to data collected through interviews non-financial support rewards like promotions, social support career guidance lead improved performance.

#### **4.7 The overall Influence of supervisor-supervisee interaction on employee performance at MEMD**

Multiple regression analysis was conducted to determine the overall influence of supervisor-supervisee interaction on staff performance at MEMD. The findings are summarized in Table below.

**Table 15: 4.12: The overall influence of supervisor-supervisee interactions on employee performance at MEMD**

<b>R square=0.473, F=69.911, P=0.000</b>		
	<b>Standardized Coefficients</b>	<b>Sig.</b>
	Beta	
Communication flow	.244	.002
Participatory decision making	.229	.000
Non-financial support systems	.310	.000

*Source: Primary Data*

Table 4.12 illustrates that the coefficient of determination for supervisor-supervisee interaction is 0.473 which indicates that 47.3 % of the variation in staff or employee performance is explained by supervisor-supervisee interaction. A variation of 52.7% is explained by other variables not under study.

Table 4.12 above also reveals that supervisor-supervisee interaction has a significant influence on the employee (staff) performances at MEMD (F=69.911, P=0.000). This means that supervisor-supervisee interaction is a significant determinant of staff performance at MEMD.

In the model, non-financial support system with the highest beta coefficient of ( $\beta =0.310$ ,  $p<0.05$ ) has the greatest influence on staff performance followed by communication flow ( $\beta =0.244$ ,  $p<0.05$ ) and last Participatory decision making ( $\beta =.229$ ,  $p<0.05$ ). This implies that the three dimensions of supervisor-supervisee interaction have a significant influence on staff performance at MEMD.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter focuses on the findings, conclusion and recommendation relevant to the problems identified in the research. In addition to the limitations of the study and areas for further studies.

#### **5.2 Summary of the findings**

The study aimed at examining the influence of supervisor –supervisee interactions on staff performance at MEMD and the following sub sections provides the summaries of the study.

##### **5.2.1 The influence of communication flow on staff performance at MEMD**

Objective one was to examine the influence of communication flow on staff performance at MEMD. The researcher found that effective communication formed the foundation for continuous staff performance improvement at the Ministry. The Ministry has introduced: video conferencing, mobile phones, e-mails, parcels, electronic bulletin boards and fax machines among others. Ironically despite, these available options, information exchange between supervisor and supervisees is still poor. This is because 51(59.3%) who strongly disagreed that at the ministry, line managers/supervisors always explain to staff their roles clearly

The researcher also found out that working environment at the Ministry is not so much open to communication. Members of staff do not feel free to share feedback, ideas and criticisms. In other instances some supervisors victimize subordinates for communicating with them thereby discouraging staff from freely sharing their views on important matters.

In addition, the findings revealed that line managers/supervisors do little about informing staff of any changes within their department. It was also found out that communication among staff sometimes is in form of grapevine (rumors). For example around lunchtime where the

atmosphere is somewhat relaxed, some employees are always seen holding discussions among themselves. In other instances managers and senior officers are also seen walking with fellow managers to discussing different issues in their departments. This could have been because subordinates were not informed of any changes in their work represented by 77(89.4%) of the respondents who supported the assertion. Hence they resorted to grape vine as a source of information exchange.

The findings of the study also showed that ensuring employees adequately understand their roles and responsibilities helped the departments meet their objectives easily. However it was found out that line managers/supervisors do not explicitly explain to staff their tasks and responsibilities resulting to low performance of employees. These findings therefore affirms that senior staff, supervisors/line managers needs to make sure staff are properly oriented, coached and mentored to comprehend their roles in order to enhance their performance.

Furthermore, it was found out that supervisees inform their supervisor in case problem(s) arise in the directorate. The results from the study also indicated that encouraging bi-directional communication with staff was very important because it enabled management to know some of the problems staff encounter regularly while fulfilling their obligations. This could be responsible for medium response of 45 respondents representing 52.5%.

It was also found out that communication among staff in the various departments is inevitable. Staff from different departments was observed communicating from time to time in respect to daily activities and sharing resources. Despite the above communications, the respondents at officer level declined getting any explanation on objectives of directorates represented by 68(78.9%).

The findings also revealed that management had put in place communication policies and avenues to enhance employee performance. Nonetheless, it was established that poor communication was the major cause of staff grievances, poor work quality, delayed service delivery, mistrust and increased customer dissatisfaction among employees.

### **5.2.2 The influence of participatory decision making on staff performance at MEMD.**

The second objective of the study examined the influence of participatory decision making on staff performance at MEMD. The findings from qualitative data revealed that most of the employees were in one way or the other involved in decision making process but in a way that most of them are ignorant about it. This contradicts findings from quantitative data where respondents were not sure about to supervisors/line manager involving them developing work plans represented by 58(67.4%). This means that line managers /supervisor did not regularly engage staff in developing work plans while others do not. It should be acknowledged that involvement of staff in the development work activity plans is likely to enhance employee performance in terms of providing quality work and meeting work targets.

It was also found out that staff of the Ministry have difficulties in understanding and appreciating the existing forms of staff participation practices within the ministry leading to job dissatisfactions and disloyalty among some employees.

It was established that some managers/supervisors at the ministry view the concept of employee participation as a threat to their positions, strategy to expose their secrets/weakness, waste of time, thus lowering of staff efficiency. This was supported by statistics which indicated that majority of the supervisees represented by 61.6% disagreement that line manager/supervisors do regularly consults them on issues that affects their job. Many staff also asserted that even when they are allowed to participate in decision making process, most at times they are left out on important issues pertaining to strategic planning, staff restructuring plans, financial decisions and

investment plans that are not made public to most staff. This leads to employee dissatisfaction and consequently poor performance in terms of delivery of services and quality of work.

### **5.2.3 The influence of non-financial support systems and staff performance at MEMD**

The third objective of the study was to examine the influence of non-financial support systems on staff performance at MEMD. It was established that the ministry utilizes a combination of both monetary and non-monetary support systems as a reward means of motivating staff in order to meet organizational outcomes and produce quality work. However, given the current economic climate, more of non-monetary reward is being used to motivate employees. Besides, the MEMD being a public sector organization, salaries for its staff is determined by public service commission.

It was also found out that staff who have served the ministry for a long time have done it so because of flexible work schedule, supervision styles, good working relationship between supervisors-supervisees and freedom to make decision in their jobs among others. On the side, the researcher established that job sharing (responsibility sharing) was condemned by staff because of bad outcomes cannot be traced to the employee who delegated the jobs.

The study also established that monetary reward was rated as the most important techniques for enhancing staff performance. However, there existed a huge potential to amalgamate (combine) it with non-monetary rewards. Nevertheless, there was still a weak back up for both monetary and non-monetary support systems at the Ministry as a means of motivating staff.

Going deeper, some staff also completely disagreed that money is the most important motivator factor for staff to perform at the Ministry arguing that money only boosts employee's morale and is not sustainable measure. Management style and the language used by some supervisors negatively influenced staff productivity because some find it demeaning to them. It was also



established that staff were interested in advancing their career by enhancing skills and competencies through training unfortunately; such opportunities for advancing careers were discriminatively being awarded by some managers/supervisors.

In terms to line managers/ supervisors recommending staff for various training opportunities in line with their career path, majority of the respondents agreed that they get training with 48(49.8%.) This implies supervisors/line managers recognize the relevance of training in improving staff skills and knowledge which employees will be able deploy to improve their work performance. It further implies that employees when provided with training opportunities will result in job satisfaction and lead to better staff performance.

### **5.3 Discussion**

The study aimed at investigating the influence of supervisor-supervisee interaction on staff performance. Below is the detailed discussion on supervisor-supervisee interactions and employee performance; objective by objective:

#### **5.3.1 The influence of communication flow on staff performance at MEMD**

The findings of the study showed that staff at the Ministry consider effective communication to be both motivational and source of identification with the organization. It was also found out that some managers/supervisors support staff' in accomplishing their tasks and clarify for them unfamiliar issues related to jobs whenever necessary. This is supported by Leigh and Richards (2010) who asserted that encouraging upward and downward communication leads to new ideas and innovation in a number of areas. Nevertheless, the challenge is when an organization is growing in size; managers may not want to rely on face to face communication alone to get their message across. This significant association is because communication helps to provide staff with the feeling of belongingness and sense of partnership while working in the organization. It

also makes them feel part of the Ministry thus enhancing communication with their supervisors which will motivate staff to work hard and hence increase performance.

The study also found out that managers/supervisors rarely do not regularly inform staff of any changes in their departments besides they do not often volunteer to explain the objectives of their department to employees. This was found contrasting with views held by Sirota, Mischkind and Meltzer (2006) who asserted that managers who communicate openly and regularly with staff have the chance to see large improvement in employee morale. Furthermore, Kinicki and Kreitner (2006) argued that effective communication that allows both upward and downward information exchange in an organization results in to a committed and focused workforce. It is such situation that leads to increased performance at work. It therefore important to know that allow staff to understand their departmental objectives which will compel them to work harder to achieve them.

In relationship to whether line managers and senior officers make sure subordinates are informed of any changes in their work. The study found out that line managers and senior officers minimally endeavour to inform subordinates of any changes in their jobs which could be among other reasons responsible for the poor performance of staff at the ministry. In a similar view, Neilson, (1990) points out that effective communication in an organization is essential since it helps management find out staff views that can be used in decision making. It is therefore important that management and supervisors at the ministry recognizes the relevance of effective communication in the organizations and explores all avenues of communicating with staff in order to enhance their performances.

That aside, the study found out that supervisor and line managers do inform in case a problem(s) arises in the directorate and staff always attempts to inform their supervisors to matters pertaining their work and departments. These findings are in line with views held by Joey (2002)

who confirmed that having effective communication is essential for any organization/ business to prosper. Having an effective communication between supervisors and supervisees helps to cut down/out on wasted time and provides employees with the necessary tools to find job satisfaction.

It emerged during the study that effective communication at the Ministry, between managers/supervisors and supervisees fosters trust within the workforce, which leads to a more compelling exchange of ideas, helps staff to embrace more responsibility, and encourages management to stretch for higher targets. In addition some of the top management at UIE attested to the fact that there is need to train employees at the customer care desk on how to handle customers since the way they treat customers leaves a certain impression on the Ministry's image.

### **5.3.2 The influence of participatory decision making on staff performance at MEMD**

The study found out that line managers/supervisors provide staff with chance to give their views on work related issues and developing directorate strategies. This is supported by Price (2004) who concluded that the involvement of employees in the organizational operations enables them to contribute more effectively and efficiently to organisational objectives. According to the study conducted by Bhatti *et al*, (2007) employee participation is not only an important determinant of job satisfaction but also employee commitment and employee performance. This means line managers engage staff in formulating work plans and finding solution to departmental problems. It can therefore be alluded that more staff are allowed to make their inputs through development of activities work plans; the more their performance will be enhanced

Furthermore, it was also found out that those managers/supervisors do not regularly consult staff on issues that affect their job. They minimally engage staff in developing work plans and often do not consider staff views in departmental making decisions. These results are supported by

Apostolou (2000) who argued that in some organizations management perceive the concept of employee involvement in decision-making as a waste of time lowers staff efficiency, productivity and weakens the effectiveness of management. Similarly, Blyton and Turnbull (2004) argue that employee involvement is soft on power. However, Purcell *et al.*, (2003) study found involvement in decisions affecting the job or work to be an important factor, which was strongly associated with high levels of employee engagement thus demonstrating it is an important driver. The deviation in findings could have been a result of time of the studies. However, it is understood that if management at the ministry can regularly consult employee on issues related to their jobs, it has an overall influence on staff performance.

The study also found out that supervisors do not regularly involve staff in developing work plans. Yet the involvement of staff in work plan development is likely to enhance employee performance in terms of the quality of work, work outputs and timely delivery of activities. Similarly, Hyman and Mason (1995) argue that employee involvement schemes extend little or no input into corporate or higher level decision making and generally do not entail any significant sharing of power and authority. It should therefore be known that some supervisors are not willing to factor staff in decision making because their engagement extends little benefit to the organization.

It was also found out that supervisors listen and consider staff views in decision making. The advantage with the above is that it creates a sense of belonging as well as a congenial environment in which both the management and the workers voluntarily contribute to the organisation (Noah, 2008). It is therefore suggested that management should embrace the idea of participatory decision making in order to enhance employee performance in the organization.

### **5.3.3 The influence of non-financial support systems on staff performance at MEMD**

The study found out that supervisors/line managers provide staff with opportunities that enhance their confidence to perform task. It was also established that management regularly recommends staff for various trainings in line with their career path. This shows that opportunity for training has significant relationship with employees' performance at the ministry. Training allows employees to undertake jobs with much confidence.

The study established that providing staff with non-monetary rewards such as recognition motivates them to perform well. It was also found out that providing staff with flexible schedules to carry out their tasks strongly motivates them to perform better. In the same stream, Mason (2001) found that recognition in various forms motivates and retains staff in organizations. The study found a positive relationship between non-monetary rewards such as recognition, flexible work schedule contribute to employee job satisfaction and performance. The more the staff would be rewarded and recognized, the more they will be motivated to perform and motivated employees are less likely to quit the job.

The research study also showed that managers /supervisor do not allow staff to discuss sensitive work issues with them for proper execution. It is therefore believed that if managers could allow employees carryout joint discussions on sensitive work issues with them, it could enhance staff performance in terms meeting targets and improving the quality of work delivered. Hence, non-monetary rewards have a positive and significant influence on staff performance among at MEMD in Uganda.

### **5.4 Conclusion**

In the subsequent paragraphs the researcher examines the conclusions drawn from the study based on the three specific objectives identified in chapter one 1.4.

#### **5.4.1 The influence of communication flow on staff performance at MEMD**

The findings of the study showed communication flow has great influences on staff performance. Communication flow motivates staff to perform better at the Ministry which translates to into job satisfaction if only supervisors/managers can encourage better communication exchange with supervisees. The findings reiterate the fact that some staff are capable of meeting their work targets or have better performance because of effective communication exchange with supervisors. It should be noted that effective communication forms the backbone for organization's success. Similarly, management at the Ministry should embrace effective communication flow between managers/supervisors and staff so as to improve staff motivation and performance.

#### **5.4.2 The influence of participatory decision making on staff performance at MEMD**

The above findings acknowledge that participatory decision making plays a vital role in improving employee performance at the ministry. It should therefore be appreciated that staff participation in decision making be recognized right at the departmental level and should be considered as an integral part and process of organization management if it is generate the required level of performance among employees.

#### **5.4.3 The influence of non-financial support systems on staff performance at MEMD**

The study findings indicated that non-financial support systems such as training, recognition, promotion, management style among others have the potential to enhance employee performance at the ministry. It should therefore be observed that not all staff needs financial rewards in order to perform better. Within the staff at the Ministry, there are group of staff who prefer non-financial rewards instead. Management thus needs to explore the use of both reward systems so as to maximize staff performance at the Ministry.

## **5.5 Recommendations**

Given the study undertaken on supervisor-supervisee interaction and how it affects performance, general and specific actions that could be implemented to enhance performance are discussed in section 5.5.1 to 5.5.8.

### **5.5.1 The influence of communication flow on staff performance at MEMD**

#### **5.5.1.1 To management.**

Management need to encourage effective communication between supervisor and staff. This would improve their morale and hence enhanced performance.

Management needs to establish an open communication environment in which all members of staff feel free to share feedback, ideas and even criticism at every level.

Management needs to embrace provision of timely feedback to staff about important issues affecting the Ministry and management decisions.

Management also needs to improve on staff appraisal systems by encouraging two way exchange between senior management and officer son areas of performance improvement and address the training needs

Management also needs to purchase and oversee installation of a communication system that encourages provision of feedback. This will motivate staff to work hard and improve performance.

Management also needs to review communication channels in the ministry. This should be on a weekly, monthly or quarterly basis to allow easy exchange of information among staff members.

### **5.5.1.1 To Staff**

Employees need to continuously update management on issues that pertaining work to guide them in decision making.

Staff needs to request for trainings on the use of new communication technologies to ease information exchange in the organisation.

Also staff needs to share feedback mechanisms that suits both supervisor and supervisees.

Staff needs to seek clarification and opinions from supervisors on their roles, responsibilities and accomplishing tasks. This would help them meet their work targets.

### **5.5.2 The influence of participatory decision making on staff performance at MEMD**

#### **5.5.2.1 Management.**

Heads of departments and supervisors need to regular meet with staff discuss constructive issues and create opportunity for employees to voice their views on how to improve better performance.

Management needs to perennially brief staff on all issues pertaining to the organization especially those that affect their performances. The briefs are intended to create staff awareness on any progress within the organisation.

Management needs to routinely create awareness and educate staff on employee participation entails and the benefits towards organisation performance.

Finally, Employees who creative and innovative solutions during decision making need to be rewarded in form of salary review, promotions and opportunities for further trainings for their effort towards improving .

Management needs to reward active participants in decision making with salary reviews, promotions, and opportunities for further trainings for their efforts towards improving organization



### **5.5.2.1 Staff**

Staff need to actively participate in developing of work plans and finding remedies for organisation problems. This will make the staff own the implementation plans increasing their morale and performance.

## **5.5.3 The influence of non-financial support systems on staff performance at MEMD**

### **5.5.3.1 Management.**

It is recommended that management perennially reviews the reward systems to address macro environmental and demographic factors of employees. This will motivate staff to work hard and hence improve performance.

It is also recommended that management adopts measures such as job design, promotion, training, supervision, organizational policies and recognition as an important tool for motivating employees to perform better.

The fact that employees had differed opinions about the rewards systems, management therefore needs to diversify the rewards base to incorporate the needs of all staff.

Furthermore, line managers/supervisors needs to adopt the practice of providing staff with timely and meaningful feedback on their performances. In addition, employees must be given opportunity to have control over setting evaluation performance goals.

### **5.5.3. 2. Staff.**

Staff need to embrace different training opportunities in the organisation to improve skills and knowledge their by enhancing performance.

## **5.6 Limitations of the study**

This section provides some of the limitations that were encountered by the researcher during in the course of research. Example, The study was based on supervisor-supervisee interaction; communication flow, participatory decision making and non-financial support systems and given the period of the study, some aspects could not be incorporated well and thus results could not be generalized.

Some of the respondents were not willingness to provide the information that was needed to adequately carry out the research. However the researcher assured them of confidentiality and thus provided the necessary information on the study.

In addition, access to confidential reports was difficult since the researcher did not work in the Ministry.

Furthermore, some respondents were dishonest in completing the questionnaires and with others double ticking or providing double responses to the questions. Some of the respondents were ignorant about the subject matter. However after explaining to them that the research was purely academic, they were encouraged to give their opinion.

Lastly, much as permission was granted to the researcher to collect by the human resource department, some of the respondents' concealed information specifically reports and files. Centered on this, it would have been unfair for the research to be generalizing the study.

## **5.7 Contribution of the study**

### **5.7.1 ministry.**

The findings of the study shows that the dimensions of supervisor-supervisee interactions mentioned in this study have a positive influence on staff performance of MEMD. Therefore

management should consider working towards improving the supervisor- supervisee interactions in order to enhance staff performance in the organization.

### **5.7.2 body of knowledge.**

It is also hoped that the study findings and recommendations made in this study contributed to the body of knowledge and management at MEMD could also find the recommendations made by the study useful in making decision especially in bridging the supervisor-supervisee gap that has existed in the organization for so long.

Finally, the findings of this study have demonstrated that supervisor-supervisee interactions have a significant positive influence on staff performance.

This study has therefore filled a gap which was previously under researched within the employee performance in MEMD of Uganda.

### **5.8 Areas for Further Studies**

The researcher recommends further research to be conducted on the challenges faced by the Ministry of Energy and Mineral Development.

That aside, a study on the assessment of job satisfaction and performance should be carried out.

Furthermore, a study to investigate the influence of participatory decision making on employee performance at the ministry. The researcher also suggests that non-financial rewards have been prominent in influencing employee's performance and so future studies should focus on this area. Finally future researchers could look at the causes of employee involvement, ways by which employees can be involved and the relationship between decision making involvement and affective outcome.

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## APPENDICES

### APPENDIX 1: INTERVIEW SCHEDULE FOR SENIOR MANAGEMENT

*Dear respondent,*

Am **Komuhangi Naume**, a Masters of Management (Human Resource-Option) Degree student at Uganda Management Institute. I am undertaking a study on supervisor-supervisee interaction on staff performance in your Organization. The study is purely academic and all your answers will be confidential. Kindly spare sometime to answer the questions listed below.

1. What is your position in the department?
2. Level of education
  - a) Doctorate
  - b) Masters degree
  - c) Post-graduate
  - d) Degree
3. How many years have you worked in this department?
  - a) Below one year
  - b) 1 to 3
  - c) 4 to 6
  - d) 7 years and above

### COMMUNICATION FLOW AND STAFF PERFORMANCE

1. How do you communicate used in the directorate and why?
2. Do staff communicate with you freely?
3. What are some of the key areas that require regular interaction with the staff?
4. Do staff report activities on time? Why?
5. What are some of the feedback mechanisms used to communicate to staff on Performance?

6. How often do you communicate changes that affect your staff and when?
7. What are some of the information communication technologies you use to communicate to staff?
8. Do they have any influence on delivery of activities/reports from staff? Why?

### **DECISION MAKING AND STAFF PERFORMANCE**

1. Who participates in the directorates' meetings and who selects the participants?
2. Who makes directorates' plans and who selects them?
3. Do you think staff have the capacity to contribute to the directorates plan? Why?
4. Do staff's often initiate discussions about programs of the directorate? Why?
5. Do you give staff opportunities to participate in decisions that affect their job?
6. What are some of the ways in which staff participates in decision making?
7. Do you think this is related to the success of directorates' projects?
8. What advice would you give to staff who feel de-motivated when not consulted on matters that affect their job?

### **SUPPORT SYSTEM AND PERFORMANCE.**

1. What are some of the support systems that you employ in your directorate?
2. Do you think staff who are supported perform better than those not supported? Why?
3. What are some of the ways that staff can be supported apart from financial support?
4. How do support systems influence the quality of work of staff?
5. How do you motivate staff who perform well?
6. Do you often have career guidance session for staff?
7. What drives the above sessions and who initiates them?
8. What criteria do you use to advise your staff on trainings to enroll on?

## **APPENDIX 2: INTERVIEW GUIDE FOR SUPERVISEES**

Dear respondent, I am undertaking a study on supervisor –supervisee interaction as a function of staff performance in your department. The purpose of this study is purely academic and all your answers shall be confidential.

### **SECTION A: BACKGROUND INFORMATION OF RESPONDENTS.**

1. Sex. Male          Female
  
2. Education  
Directorate          Masters          Bachelors          Diploma          certificate
  
3. How many years have you worked in the Ministry?

### **COMMUNICATION FLOW**

1. What are some of the communication mechanisms/channels used in the ministry?
  
2. What are some of the general causes of communication breakdown between the staff and supervisors?
  
3. What would you advise supervisors in the ministry to adopt to improve communication between the supervisor and the supervisees?
  
4. How do you get your performance feedback?
  
5. Does your supervisor clearly explain to you your job description and work tasks? Explain

6. Are you consulted in case there is a change in your job roles?
7. Do you share with your supervisor information regarding your work?
8. Is your supervisor always available in case you want to consult him?
9. What are some of the ways you use to send feed back to your supervisor?
10. What are some of the suggestions would you give to improve communication between supervisor and supervisees?

### **PARTICIPATORY DECISION MAKING**

1. How do staff contribute to directorate plans?
2. Do you think participation in Directorate's decisions is related to your performance?  
How?
3. Does your supervisor listen and considers your views? When?
4. Do you participate in developing directorates work plans? How and when?
5. Do you have the necessary knowledge and ability to participate effectively in decision making? Explain.
6. Do you participate in developing strategies and policies to enhance directorates' performance? How?
7. Do you participate in consultative workshops to develop strategies to accomplish directorates' objectives? If yes, Give examples.
8. Do you participate in directorates' project review meetings? When?
9. What are some of the suggestions that could be adopted to increase your participation in directorates' activities?

## **NON FINANCIAL SUPPORT SYSTEMS**

1. What are some of the support mechanisms provided by your supervisors?
2. What are some of the ways your supervisor engages you in that develop your career?
3. What are some of the training opportunities that were availed by your supervisor?
4. Do you think this has had an impact on the way you accomplish your tasks? Why?
5. What are some of the support mechanism that you would like your supervisor to be adopted to improve performance?
6. What are some of the material resources you have access to perform your work?
7. What advice would you give supervisors on the subject?

### APPENDIX 3: QUESTIONNAIRE FOR STAFF AT OFFICER LEVEL

Dear respondent, I am undertaking a study on supervisor-supervisee interaction as a function of staff performance in your department. The purpose of this study is purely academic and all your answers shall be confidential. Kindly spare your time and answer the questions.

#### Section A: Background information of respondents. Please tick the appropriate box.

4. Sex. Male  Female

5. Education

Directorate  Masters  Bachelors  Diploma  certificate

6. How many years have you worked in the Ministry?

Below one year  2-4 years  5 years and above

7. What level of management are you in the directorate?

Senior officer

Officer

For the following questions respond by ticking into the right box; 1=SD S strongly Agree. 2=D-Disagree, 3=NS-Not sure, 4=A-Agree, 5=SA-Strongly Agree.



## COMMUNICATION FLOW

<b>Codes</b>	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
<b>Com.1</b>	My supervisor always ensures staff roles are clearly explained to them					
<b>Com.2</b>	My supervisor always ensures the objectives of the department are explained to employees					
<b>Com.3</b>	My line manager always makes sure am informed of any changes in my work					
<b>Com.4</b>	My line manager always informs me of any changes within our department					
<b>Com.5</b>	My supervisor shares with me ways to accomplish my tasks.					
<b>Com.6</b>	Whenever i have issues on how to perform tasks, i seek for clarification from my supervisor.					
<b>Com.7</b>	I inform my supervisor in case a problem arises in the directorate.					

## PARTICIPATORY DECISION MAKING

Codes	Statement	SD	D	NS	A	SA
Dec.1	My line manager/supervisor regularly consults me on issues that affect my job					
Dec.2	My line manager always involves me in developing work plans					
Dec.3	My supervisor listens and considers my views					
Dec.4	My line managers gives me a chance to provide my views on work related issues					
Dec.5	I participate in developing strategies to enhance department's performance.					
Dec.6	I participate in departments' project review meetings					

## NON FINANCIAL SUPPORT SYSTEM

Codes	Statement	SD	D	NS	A	SA
SS.1	My supervisor assigns me opportunities that enhances my confidence to perform tasks					
SS.2	My supervisor recommends me for various training opportunities in line with my career.					
SS.3	My supervisors gives advice pertaining my career paths					
SS.4	My supervisor recognize my effort whenever i perform					

	well.					
<b>SS.5</b>	My supervisor makes arrangements for me to access technologies that help in performing work.					
<b>SS.6</b>	My line manager gives me flexibility to carry out my tasks.					
<b>SS.7</b>	I discuss my activity targets with my supervisor for proper work execution.					

### STAFF PERFORMANCE

<b>Code</b>	<b>Measurements</b>					
<b>SP. 1</b>	I finish my duties in time					
<b>SP.2</b>	I accomplish work under minimal supervision					
<b>SP.3</b>	I submit quality work					
<b>SP.4</b>	I complete projects ahead of time without compromising the quality of work					
<b>SP 5</b>	Output is of better quality when I discuss with the supervisor.					
<b>SP 7</b>	My report is always up to directorates standards.					

## APPENDIX 4: FREQUENCY TABLE

**My supervisor always ensures staff roles are clearly explained.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	19	22.1	22.1	22.1
D	32	37.2	37.2	59.3
NS	15	17.4	17.4	76.7
A	18	20.9	20.9	97.7
SA	2	2.3	2.3	100.0
Total	86	100.0	100.0	

**My supervisor always ensures the objectives of the ministry are explained to employees.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	39	45.3	45.3	45.3
D	29	33.7	33.7	79.1
NS	4	4.7	4.7	83.7
A	12	14.0	14.0	97.7
SA	2	2.3	2.3	100.0
Total	86	100.0	100.0	

**My line manager always makes sure am informed of any changes in my work.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	56	65.1	65.1	65.1
D	21	24.4	24.4	89.5
NS	4	4.7	4.7	94.2
A	2	2.3	2.3	96.5
SA	3	3.5	3.5	100.0
Total	86	100.0	100.0	

**My line manager always informs me of any changes within our directorate.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	44	51.2	51.2	51.2
D	33	38.4	38.4	89.5
NS	5	5.8	5.8	95.3
A	1	1.2	1.2	96.5
SA	3	3.5	3.5	100.0
Total	86	100.0	100.0	

**My supervisor shares with me ways to accomplish my tasks.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	4.7	4.7	4.7
D	1	1.2	1.2	5.8
NS	39	45.3	45.3	51.2
A	26	30.2	30.2	81.4
SA	16	18.6	18.6	100.0
Total	86	100.0	100.0	

**Whenever I have issues on how to perform tasks, I seek for clarification from my supervisor.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	1	1.2	1.2	1.2
D	4	4.7	4.7	5.8
NS	50	58.1	58.1	64.0
A	11	12.8	12.8	76.7
SA	20	23.3	23.3	100.0
Total	86	100.0	100.0	

**I inform my supervisor in case a problem arises in the directorate.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	3.5	3.5	3.5
D	3	3.5	3.5	7.0
NS	35	40.7	40.7	47.7
A	31	36.0	36.0	83.7
SA	14	16.3	16.3	100.0
Total	86	100.0	100.0	

**My line manager/supervisor consults me on issues that affect my job**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	20	23.3	23.3	23.3
D	33	38.4	38.4	61.6
NS	9	10.5	10.5	72.1
A	13	15.1	15.1	87.2
SA	11	12.8	12.8	100.0
Total	86	100.0	100.0	

**My line manager always involves me in developing work plans**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	6	7.0	7.0	7.0
D	2	2.3	2.3	9.3
NS	58	67.4	67.4	76.7
A	6	7.0	7.0	83.7
SA	14	16.3	16.3	100.0
Total	86	100.0	100.0	

**My supervisor listens and considers my views**

	Frequency	Percent	Valid Percent	Cumulative Percent
NS	44	51.2	51.2	51.2
A	17	19.8	19.8	70.9
SA	25	29.1	29.1	100.0
Total	86	100.0	100.0	

**My supervisor gives a chance to give my views on work related issues.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	7	8.1	8.1	8.1
D	6	7.0	7.0	15.1
NS	28	32.6	32.6	47.7
A	23	26.7	26.7	74.4
SA	22	25.6	25.6	100.0
Total	86	100.0	100.0	

**I participate in developing strategies to enhance department's performance.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	1	1.2	1.2	1.2
D	2	2.3	2.3	3.5
A	20	23.3	23.3	26.7
SA	63	73.3	73.3	100.0
Total	86	100.0	100.0	

**I participate in departments' project review meetings**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	6	7.0	7.0	7.0
D	15	17.4	17.4	24.4
NS	14	16.3	16.3	40.7
A	21	24.4	24.4	65.1
SA	30	34.9	34.9	100.0
Total	86	100.0	100.0	

**My supervisor assigns me opportunities that build my confidence to perform tasks.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	1	1.2	1.2	1.2
D	1	1.2	1.2	2.3
NS	18	20.9	20.9	23.3
A	39	45.3	45.3	68.6
SA	27	31.4	31.4	100.0
Total	86	100.0	100.0	

**My supervisor recommends me for various training opportunities in line with my career.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	4.7	4.7	4.7
D	2	2.3	2.3	7.0
NS	32	37.2	37.2	44.2
A	11	12.8	12.8	57.0
SA	37	43.0	43.0	100.0
Total	86	100.0	100.0	

**My supervisors gives advice pertaining my career paths**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	7	8.1	8.1	8.1
D	14	16.3	16.3	24.4
NS	12	14.0	14.0	38.4
A	20	23.3	23.3	61.6
SA	33	38.4	38.4	100.0
Total	86	100.0	100.0	



**My supervisor recognizes my effort whenever I perform well.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	10	11.6	11.6	11.6
D	9	10.5	10.5	22.1
NS	5	5.8	5.8	27.9
A	60	69.8	69.8	97.7
SA	2	2.3	2.3	100.0
Total	86	100.0	100.0	

**My supervisor makes arrangements for me to access technologies that help in performing work.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	5	5.8	5.8	5.8
D	6	7.0	7.0	12.8
NS	33	38.4	38.4	51.2
A	35	40.7	40.7	91.9
SA	7	8.1	8.1	100.0
Total	86	100.0	100.0	

**My supervisor/line manager gives me flexibility to carry out my tasks.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	10	11.6	11.6	11.6
D	3	3.5	3.5	15.1
NS	24	27.9	27.9	43.0
A	44	51.2	51.2	94.2
SA	5	5.8	5.8	100.0
Total	86	100.0	100.0	

**I discuss my activity targets with my supervisor for proper work execution.**

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	1	1.2	1.2	1.2
D	67	77.9	77.9	79.1
NS	5	5.8	5.8	84.9
A	4	4.7	4.7	89.5
SA	9	10.5	10.5	100.0
Total	86	100.0	100.0	

**DESCRIPTIVES**

**Descriptive Statistics**

	N	Mean
My supervisor always ensures staff roles are clearly explained.	86	2.4419
My supervisor always ensures the objectives of the ministry are explained to employees.	86	1.9419
My line manager always makes sure am informed of any changes in my work.	86	1.5465
My line manager always informs me of any changes within our directorate.	86	1.6744
My supervisor shares with me ways to accomplish my tasks.	86	3.5698
Whenever I have issues on how to perform tasks, I seek for clarification from my supervisor.	86	3.5233
I inform my supervisor in case a problem arises in the directorate.	86	3.5814
Valid N (listwise)	86	

## Descriptives

**Descriptive Statistics**

	N	Mean
My line manager/supervisor consults me on issues that affect my job	86	2.5581
My line manager always involves me in developing work plans	86	3.2326
My supervisor listens and considers my views	86	3.7791
My supervisor gives a chance to give my views on work related issues.	86	3.5465
I participate in developing strategies to enhance department's performance.	86	4.6512
I participate in departments' project review meetings	86	3.6279
Valid N (listwise)	86	

## Descriptives

**Descriptive Statistics**

	N	Mean
My supervisor assigns me opportunities that build my confidence to perform tasks.	86	4.0465
My supervisor recommends me for various training opportunities in line with my career.	86	3.8721
My supervisors gives advice pertaining my career paths	86	3.6744
My supervisor recognizes my effort whenever I perform well.	86	3.4070
My supervisor makes arrangements for me to access technologies that help in performing work.	86	3.3837
My supervisor/line manager gives me flexibility to carry out my tasks.	86	3.3605
I discuss my activity targets with my supervisor for proper work execution.	86	2.4535
Valid N (listwise)	86	