HUMAN RESOURCE MANAGEMENT PRACTICES AND KNOWLEDGE MANAGEMENT AT THE UGANDA BUREAU OF STATISTICS

BY

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DECLARATION

I, **Charlotte Kimuli,** declare that this thesis is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award

Sign…………………………………..

Date…………………………………….

APPROVAL

We, the undersigned, certify that we have read and here by recommend for acceptance by Uganda Management Institute a dissertation titled *"Human Resource Management Practices and Knowledge Management at the Uganda Bureau of Statistics"* in fulfillment of the requirements for the award of the degree of Masters in Management Studies (Human Resource Option)

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Sign……………………………………….

Date…………………………………………..

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Sign……………………………………….

Date…………………………………………..

DEDICATION

This research work is dedicated to my mother Sarah Mbabazi and Uncle Fred Bamwesigye who laid my education foundation upon which I am continuing to build.

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In assorted ways, a number of people have contributed to making this study achievable. First and foremost, I would like to thank Dr. Maria Barifaijo Kaguhangire and Ms. Elizabeth Lwanga who saw me through this book; to all those who provided support, talked things over, read, wrote, offered comments, allowed me to quote their remarks and assisted in the editing, proofreading and design. Writing this thesis would have been extremely difficult, almost impossible without the cooperation and assistance of the employees of Uganda Bureau of Statistics with whom interviews and discussions were held. I am indebted to all of them for giving me their time and for facilitating my research. My sincere appreciations to the staff of Uganda Management Institute who gave me positive criticisms. It must be emphasized, however, that I bear full responsibility for any weaknesses of this thesis. Lastly, but by no means the least, I am extremely grateful to my parents for their patience and endurance. There have been difficult moments but I hope we can share the fruits of this work together. I also want to thank the rest of my family, who supported and encouraged me in spite of all the time it took me away from them. It was a long and difficult journey.

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LIST OF ACRONYMS

AAA	Analytical and Advisory Assistance
BDS	Business Development Services
BOD	Board of Directors
CSO	Civil Society Organization
CVI	Content Validity Index
EAC	East African Community
GoU	Government of Uganda
HRM	Human Resource Manager
ICT	Information and Communication Technology
KM	Knowledge Management
MDGs	Millennium Development Goals
ME	Monitoring and Evaluation
NGOs	Non-Governmental Organizations
PSR	Public Sector Reform
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for Social Scientists
TTL	Task Team Leader
UBOS	Uganda Bureau of Statistics
VAT	Value Added Tax
WBI	World Bank Institute
WBG	World Bank Group

ABSTRACT

The study examined the relationship between human resource management practices and knowledge management in UBOS. The study was premised on the following research objectives: to examine the relationship between recruitment and knowledge management in UBOS, to establish the relationship between performance appraisal and knowledge management in UBOS and to assess the relationship between rewards and knowledge management in UBOS. The study adopted a descriptive cross sectional survey design where both quantitative and qualitative approaches were used. In this study, a total number of 105 respondents were expected but 102 respondents returned the survey instruments representing a response rate of 98%. The data was collected using questionnaires and interviews and analysis was done using regression analysis, correlation coefficients and one way analysis of variance for the quantitative findings. Qualitative analysis was done using content and thematic analysis. The findings revealed that there is a positive relationship between recruitment, performance appraisal and rewards and knowledge management in UBOS. The results on recruitment and knowledge management were $r = .476^{**}$, $p = 0.000 < 0.05$, the results for performance appraisal and knowledge management indicated that $r = 0.427^{**}$, $p = 0.006 < 0.05$ and the results for rewards that $r = 0.033$, $p = 0.011 > 0.05$. It was concluded that: Jobs are advertised both internally and externally although UBOS prefers to have top management position advertised externally because they attract a lot of people with varying skills. The employees felts that being paid on time was not a key factor but how much they were paid was more essential. They felt that they would be better motivated if the organization introduced other monetary and non-monetary benefits. Although performance appraisals are carried out in the organization, the employees felt that they have not helped to achieve the designated objectives. The appraisal mechanisms would be more effective if were being used as a basis for promotion and a means of rewarding employees in the organization. It was recommended that: Managers should be aware that in encouraging the use of external advertising, the organization can be opening up to getting a variety of applicants with diverse skills, therefore UBOS should rely more on external advertisement than internal recruitment. A system that rewards high performance and discourages low and mediocre performance should be put in place to include various rewards such as financial rewards, public acknowledgments and promotions. The performance appraisal programme in UBOS should be well thought out and tailored for the organisation. Mechanisms should be put in place to ensure the objectivity of performance ratings and judgments, and to reduce favoritism and bias. The performance appraisals should aim at promotions and rewarding employees.

INTRODUCTION

1.1 Introduction

The study examined the relationship between HRM practices and Knowledge management of Uganda Bureau of Statistics. Human resource management practices is conceived as the independent variable in the study while knowledge management is the dependent variable. The section gives the study background, problem statement, purpose, objectives, research questions, hypotheses, conceptual framework, scope, significance and operational definitions to key terms.

1.2 Background

This background is presented under four different perspectives in turn; the historical, theoretical, conceptual and contextual

1.2.1 Historical background

There are many opinions about the origin of knowledge management which have been advanced. Prusak (2001), "knowledge management originated in Greek philosophers who put their brains together to generate and document knowledge for use by certain of the communities of the day". He traced the intellectual rights knowledge management in the fields of history, sociology, philosophy and psychology. Knowledge management (KM) has become a relevant point for debates on the techniques to assist firms in getting a better competitive edge in the emerging global information economy (Levitt and March, 1996).

Davenport & Prusak (1998), "knowledge is full of a mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and

incorporating new experience and knowledge management is about coming up with, sharing and applying knowledge within the firm to gain and sustain a competitive advantage" (Petersen and Poulfelt, 2002). The fact that changes in personnel management is quicker than before the 1980s is attributed to the advent of HRM as a philosophy. "It has been placed on institutions by the rapidly changing community" (Schulz, 1998). "In institutions, knowledge management frequently becomes rooted in institutional practices, rules and norms" (Manasco, 1996). However, it has been defined differently by a number of scholars. The APQC defined it as "a way of identifying, capturing, and leveraging knowledge" (Manasco, 1996). Chong, (2000) defined knowledge management as the ability to change the system of core competencies required for knowledge management. An empirical survey by Chong (2000) suggests "KM as a process of making the skills and expertise of people, assisted by IT". Malhotra (1998) believed that "knowledge management entails a processes which seeks a number of records and the information processing ability of ITs and innovative ability of human beings".

The success of an institution is based on the capacity to control through creative thoughts and observations to their accomplishments. "The problems facing workplace may be twisted in a strategic institutional asset if a company can exploit on the various talents" (Kelly, 2006). "in mixing talents from different backgrounds, genders and lifestyle, an institution responds to opportunities right away, particularly in a worldwide arena" (Cox, 1993), "that should be one of the crucial institutional aims to be achieved".

The term "human resource" in the Practice of Management was denoted by Drucker (1954) during the industrial Revolution. Drucker presented 3 major managerial roles: controlling the

company, other managers, employees and work. It was under the management of staff that he introduced an idea of coordination of workers as HR: compared to others like human and because it is human particular properties that should be looked at by administrators. He states "HR has qualities and skills which are absent in other resources: capacity to organize, integrate, judge and think". "Distinct from other resources used by executives, HR uses itself" (Drucker, 1954).

Bakke (1958), "elaborated on management of people as a role of management". He discussed and ignored the managerial and HR role, described as essential to company success e.g. accounting, financing, marketing etc. To him, "HR roles include personnel management, industrial and labor relations, human relations, executive growth". He explains how HR role of administration is part of general management role, and sets doctrines for a purposeful approach to the role. He looks at the universal job of management as an effective utilization of resources, to attain institutional objectives. He also states "poor administration for any of these resources weakens an institution. "Focusing on people/subordinates is essential because they are the managers" (Bakke, 1958).

The emergence of the term 'human resource practices 'in Africa was a result of the struggle by Labour Unions before independence to promote the rights of employees (Guest, 2007). At the onset of Human Resource Management, duties and responsibilities of human resources in Africa greatly got revolutionalised from being exclusively a labour force performing routine functions to knowledge power houses capable of being flexible and adaptable to pressures of institutional

and technological changes. It therefore became necessary for institution to involve HRM practices into their strategies and to adapt them at all levels of the institution (Guest, 2007).

In East Africa, the term Human Resource began being popular in after 1970s (Miles, 2005). Managers were viewed as individuals that expressed interest in the welfare and security of workers. The employee is feels useful and significant to the institution through regular communication from leaders. Employee involvement, the maximum utilization of resources, leads to enhanced decisions, also improving employee output and satisfaction. Miles, (2005) pointed out that "management views workers as HR, with all the employee features, saying a need of managers to be manage by managed fairly by own bosses, spoke to effectiveness of the approach in increasing morale and performance".

In Uganda, Uganda Bureau of Statistics has made efforts to streamline HRM practices to meet the challenges at hand and those in the future. However, it remains difficult to establish as to whether the streamlined practices have helped to groom people who would help the organization to retain most of its staff. This then poses the research question; should UBOS have cleared HRM practices in the institution or people who are more flexible and adaptable to the dictates of institution and technological change (UBOS, 2013). Best human resource practices like recruitment, performance appraisal and rewarding encourage employee retention or discourage it. Human resource management practices help the organization to come up with a superior group of administrators that improves organizational performance annually. An institution is successful if employees work hard to attain institutional goals and if it is successful, it assists staff to advance in life and career. The commonest HRM practices in UBOS are recruitment, performance appraisal and reward management.

1.2.2 Theoretical background

This study was underpinned by Hertzberg two factor theories (1959) and Nonaka & Takeuchi's (1995) 'SECI' theory of knowledge conversion. According to Hertzberg two factor theory, "there exists conditions at workplaces which are responsible work ills, with a separate set of matters causing dissatisfaction". Hertzberg's theory postulates that people determine what they actually want from their jobs. He described work situations in which people get nasty experiences in their jobs. He proposed satisfiers and dissatisfies (Robbins, 2001). Job satisfaction and dissatisfaction were key factors. Attributes associated to job satisfaction were advancement, work, accomplishment, progress and responsibilities. He called them motivators. "Those associated to dissatisfaction were work environments; supervision, interpersonal relationships, organizational policy and management were called Hygiene factors" (Robbins, 2001).

Baron & Greenberg (2003), "Hertzberg's Theory emphasizes issues which are key for ills and job dissatisfaction". There are issues which could boost job satisfaction in case they are existing, but thoughts of dissatisfaction if they are not there. Herzberg opines "this is not the matter". He stated; "job satisfaction and dissatisfaction comes from different ways" (Baron & Greenberg, 2003) These features were called "hygiene factors". The theory helps workers create a satisfactory work environment for employees and thus good employee performance.

The second theory that guided the study is "Nonaka & Takeuchi's (1995) 'SECI' model of knowledge conversion". Nonaka, (1994) argues that "knowledge management should be looked at as useful to an institution through looking at conversion processes involved in transforming knowledge from one category to another". Nonaka and Takeuchi (1995) identified a number of processes involved in the knowledge conversion process which summarized the acronym, "SECI" that refers to: socialization; externalization; combination; and internalization. Firstly,

knowledge transfer from one body or entity to another, and knowledge acquisition are part of the same socialization mode. Secondly, knowledge documentation is part of the externalization way, in which knowledge is made relevant. Thirdly, knowledge application are both part of the internalization and combination modes. The socialization mode tends to be more complex than the other modes, due to its involving human nature. The reluctance of people to share knowledge and to learn from others presents a major problem to organizations (Drucher, 2003). It is these two theories that underpinned the study and were further expounded in the literature review under the theoretical review in chapter two.

1.2.3 Conceptual background

This section presents the definitions to the key terms and concepts. The key concepts in the study are human resource practices and knowledge management. HR practices are means where HR managers develop the leadership of their staffs. HR mainly focuses at how employees are managed in institutions, looking at policies and systems. HR units in institutions are in charge of several functions, like recruitment, staff appraisal mechanism and rewarding. It also looks at relations, i.e. harmonizing of institutional practices with policies emerging from joint bargaining and laws. "These practices are functions where institutions planned to make best use of staff performance o realize company strategic goals" (Aman, 2004). For purposes of this study, Human resource management practices refer to performance appraisal, recruitment and rewards system in an institution.

Knowledge management is the systematic management of an organization's knowledge assets for the purposes of creating value and meeting tactical and strategic requirements; it consists of the initiative, processes, strategies and systems that sustain and enhance the storage, assessment, sharing and creation among the employees in the organization. Think of a case of technology

reassignment as expressed by Lal (2000). Knowledge management (KM) was assessed in form of knowledge Acquisition, sharing and application to obtain the organizational goals and mission.

Knowledge management is about making the right knowledge available to the right people to share and apply it in the right way to attain the company missions and goals. KM is about making sure that an organization can learn and that it will be able to retrieve and use its knowledge assets in that organization in current applications as they are needed .In the words of Peter Drucker it is "the coordination and exploitation of organizational knowledge resources, in order to create benefit and competitive advantage" (Drucker 1999). KM is useful because it places focus on knowledge as an actual asset rather than as something intangible thus it enables the organization to better protect and exploit what it knows and improve and focus its knowledge development efforts to match with the organizational goals and vision (Botha et al, 2008).

1.2.4 Contextual background

HR practices are a broad procedure, integrating program management, strategic planning, budget, HR, and programme workers in UBOS; it involves cooperation and data sharing. "Strategic planning provides company with direction and ensures achievable programme objectives" (Bowen, 2004). Coming up with an operative HR system which is well-suited with institutional plan is important for the success of an organization in a competitive environment. "In the growing challenges of modern organizational life has fostered the significance of beliefs which were concerns of HR executives, and shaping fresh thoughts, proactive attitudes and specialized identities which have focused on utilization of HR" (Bhattacharya, 2005). However, UBOS is experiencing knowledge management gaps that are directly impacting on its work and activities. Although UBOS has invested in information technology heavily as one of the ways to

enhance increased KM and competitive advantage, the result disappoints as the employee performance is still below the expectation levels. UBOS has inadequately undertaken Knowledge Management right from the acquisition, sharing to the application stage and the employee performance is still below expectation. Thus even if employees are trained, there is no clear strategies in place to enable knowledge sharing and application among the staffs.

UBOS top management has been inadequately committed to knowledge-sharing attitudes and behaviors due to the reward systems in place together with the training methods applied that do not utilize the organizational knowledge for better productivity through innovativeness and creativity. UBOS is still using the traditional performance appraisal methods that de-motivate the employees from improving their productivity. The technology at hand is not well used to organize the knowledge available for better use of the experience and skills of different employees to gain synergy among the employees through effective knowledge management. UBOS has not nurtured a culture of knowledge sharing among the employees and there are no adequate strategies in place to gather the existing knowledge to be shared among the employees to increase productivity and competitiveness, this called for attention of the researcher to conduct a study to scrutinize the relationship between HRM practices and knowledge management in organizations (UBOS Performance report, 2014/2015).

1.3 Statement of the problem

Human resource practices are today central for the performance of all organizations, the world over (Bowen, 2004). In the Ugandan context, UBOS has adopted human resource management practices as means of supporting performance at all levels of the institution (Kabumba, 2012). The recruitment procedure entails advertising jobs internally and externally. However, most

times the recruitment of members of staff at UBOS is based on internal advertisement and head hunting for temporary staff, and these have come under question since sometimes quality is compromised. On the other hand, HR practices in relation to rewards and reward management have become a centre of concern to the key stakeholders. Anecdotal evidence indicates that staffs sometimes do not accomplish tasks on time. Despite these efforts in Uganda, there are a number of inherent knowledge management gaps in UBOS. The performance appraisal policy, reward policy and the recruitment function have been a concern to the employees in UBOS .In an attempt to close the KM gaps, UBOS management has created avenues for knowledge management including team assignments, training reports, an information center, provision of internet, intranet, role playing and outlook among others but the UBOS performance appraisal report (2014/2015) still indicates inadequate knowledge acquisition, sharing and application among the employees, in 2016, 25 staffs attended training in different jurisdiction, however a only 8 submitted training reports (UBOS Training Report, 2016). Given the failure of the staffs to submit training reports, the institution has found it hard to enhance knowledge management in terms of acquisition, sharing and application. If this trend continues unabated, UBOS will continue to invest resources in trainings without realizing the intended benefits. The UBOS participants in the various trainings will remain like islands of knowledge with limited sharing of what they know. This will eventually impact negatively on the overall performance of UBOS. Time and again the employees have complained about the poor reward policy, the recruitment policy and the performance appraisal techniques (UBOS performance appraisal report, 2014/2015). The reward policy, recruitment function and the performance appraisal techniques may be directly impacting on knowledge management in UBOS hence creating a knowledge gap that has prompted this study. There is fear that if the human resource practices gaps are not

addressed, the knowledge management gap is likely to widen. The researcher based on this to examine the relationship between HRM practices and knowledge management in UBOS.

1.4 Study Purpose

It was to scrutinize the relationship between HRM practices and knowledge management in UBOS.

1.5 Objectives

They were:

    i.   To examine the relationship between recruitment and KM in UBOS.

    ii.   To establish the relationship between performance appraisal and knowledge management in UBOS.

    iii.   To assess the relationship between rewards and knowledge management in UBOS.

1.6 Research questions

It answered the questions below:

    i.   What is the relationship between recruitment and knowledge management in UBOS?

    ii.   What is the relationship between performance appraisal and KM in UBOS?

    iii.   What is the relationship between rewards and KM in UBOS?

1.7 Hypotheses

It tested the hypotheses as below:

    i. There is a positive significant relationship between recruitment and KM in public sector in Uganda.

ii. There is a positive significant relationship between PA and KM in public sector in Uganda

iii. There is a positive significant relationship between rewards and knowledge management in public sector in Uganda

1.8 Conceptual Framework

This sub-section presents the diagram that was drawn to illustrate the relationship between the study variables referred to as the conceptual framework.

Figure 1.1: Relationship between HRM practices and KM

INDEPENDENT VARIABLE   *DEPENDENT VARIABLE*
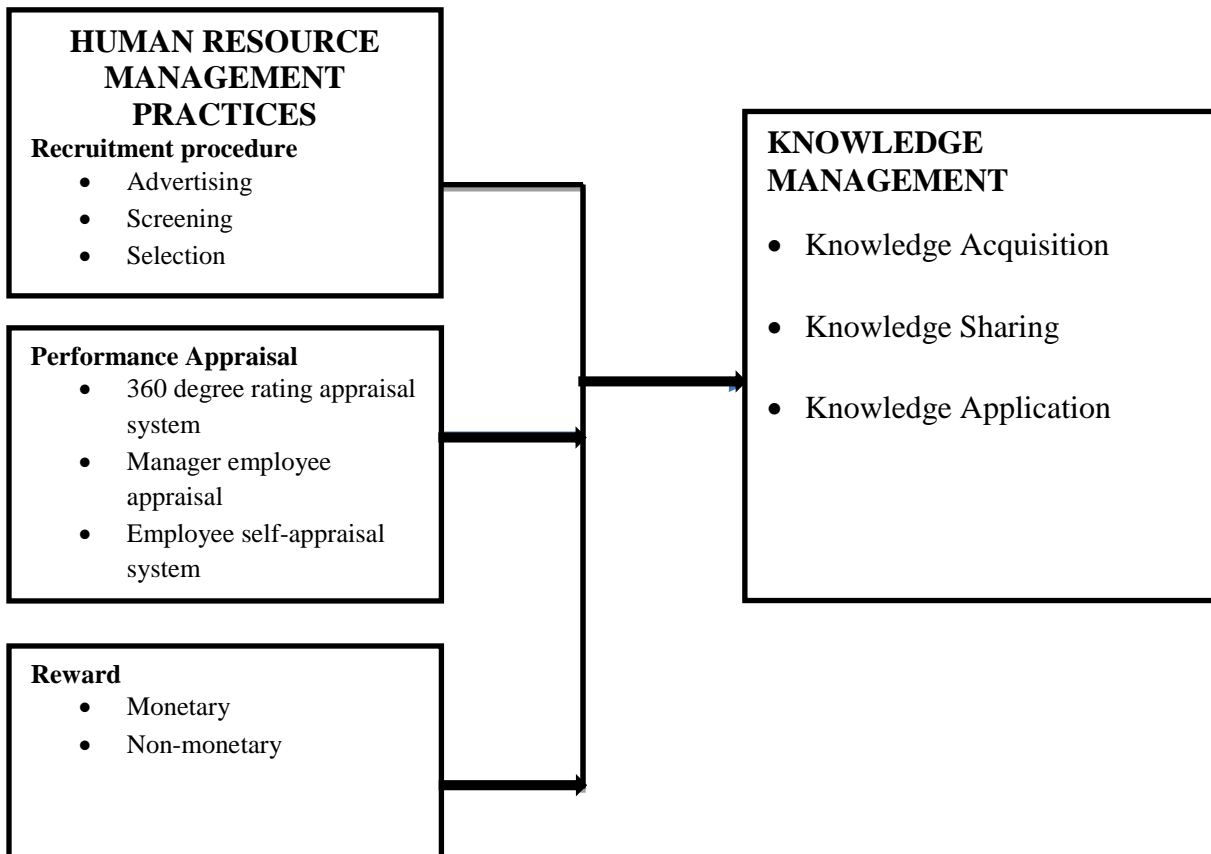
Source: Adopted from Source: Adopted from Kaggwa (2004) Human Resource Planning and Service delivery (modified by the researcher)

The independent variable is HRM practices and the dependent is knowledge management. HRM practices referred to recruitment, performance appraisal and rewards. Recruitment constitutes advertising, screening and selection. Performance appraisal referred to the 360 degrees rating appraisal process, manager-employee appraisal and the employee self-appraisal system. Rewards referred to monetary and non-monetary benefits. The dependent variable is KM which was assessed in form of knowledge acquisition, sharing and application

1.9 Justification of the Study

Review of the previous researches on KM shows the presence of a number of definitions on KM. O'Dell, (1998) referred KM as "an approach of receiving the right knowledge to the right individuals at the right time and supporting them in sharing and putting information in action in ways which enhances performance". Beckman, (1999) defines KM "formal knowledge and expertise which creates fresh abilities to empower excellent performance, boost creativity and improve client worth". Malhotra, (2000) "knowledge management provides for important concerns of institutional adaptation, survival, and competence in a progressively discontinuous society transformation. Basically, it represents institutional procedures which strive for synergistic blend of data processing capability of IT and the creativity of humans. Hedlund & Nonaka, (1993) "knowledge management characteristics may cause grave consequences for different sorts of undertakings like innovation and strategies which can impact company success or failure". Therefore, it means that the importance of institutions' success may rely on how innovate, transfer and utilize knowledge resources. Hall & Andriani, (2003) opined "socialization is a practice of communicating implicit knowledge". "It is important characteristic is that this knowledge is people not shifted personal media" (Argote & Ingram, 2000).

1.10 Significance of the Study

The study may equip the researcher with research experience that may be important in the practical world of business.

The findings may create insight to policy makers in coming up with appropriate tools for fostering performance of institutions in the country.

It might add value to the body of prevailing knowledge and possibly result to undertakings in extra studies, hence contributing to prevailing literature on HRM practices.

The study may give the researcher an extra analytical perception in relation to the model of practice. Thus, it may broaden the researcher's knowledge on human resource management practices.

Interactions between the researcher and participants, her skills and understanding of research might increase. It may act as a reference point for researchers who may pursue further research on strategic human resources management practices and knowledge management.

1.11 Scope

1.11.1 Geographical scope
It was conducted at Uganda Bureau of Statistics headquarters in Kampala, the capital City of Uganda. It is the centre where all HR Records are kept for the entire organization.

1.11.2 Content scope
The study examined the relationship between HRM practices and KM. The researcher correlated two variables independent variable (HRM practices) and dependent (knowledge management).

1.11.3 Time scope
It covered the period 2010 to 2016. This is the period when the employees have complained about the recruitment, performance appraisal mechanisms and the reward policy in UBOS

1.12 Definition to Key Terms and Concepts

Human Resource Management practices in this study referred to Recruitment, performance appraisal and rewards in UBOS

Performance Appraisal: "This is a procedure with planned stock taking of the success, which a person or institution has attained in doing assigned activities" (Obisi, 2011). In this study performance appraisal was operationalized to mean the forms of performance appraisal such as 360 degree rating appraisal system, manager employee appraisal mechanism and employee self-appraisal mechanism.

According to Leonard (2007), "recruitment is a practice of attracting, screening, selecting, and hiring qualified people for a job". For purposes of this study, the recruitment process referred to advertising, screening and selection.

Rewards: These are benefits that arise from performing a task and rendering (Agwu, 2013). In this study, rewards referred to both monetary and non-monetary benefits

KM was assessed in forms of knowledge Acquisition, Sharing and Application.

CHAPTER TWO:
LITERATURE REVIEW

2.1 Introduction

The chapter gives a theoretical and reviewing of related literature on human resource practices and Knowledge management. It is in relation to objectives which guided this study. The presentation of this chapter begins with the theoretical review, review of related literature and the summary of the literature reviewed. This chapter further presents the identified research gap, which the study sought to address. The literature reviewed is from journals, textbooks, working papers, dissertations and internet websites.

2.2 Theoretical Review

The study was underpinned by Hertzberg (1959) and Nonaka & Takeuchi's, (1995) 'SECI' theory of knowledge conversion. They described work conditions where they saw good or not good in their work. The response obtained was put in positive or negative responses. The features associated to satisfaction and work dissatisfaction were established. Those associated with work satisfaction were "recognition, work itself, growth and responsibilities". Hertzberg called them *Motivators*. Those associated to dissatisfaction included supervision, interpersonal relationships, work policy and administration, calling them *Hygiene factors*.

Mullins (2002), "Hertzberg's model is effectively for job satisfaction". Baron & Greenberg (2003), opines; "his model also called Motivator Hygiene model looks at aspects which are cause job satisfaction and dissatisfaction". There are certain factors which could boost job satisfaction when present, and dissatisfaction if they are not. He argues "it is not the case". His model was backed saying "work satisfaction and dissatisfaction emanated from various sources". They were

called "*hygiene factors*". They don't add on job satisfaction, hence, have insignificant motivation. Though Hertzberg's model has added positively to the study, critics are not able to empirically prove the theory with a slight relevance. Still, critics have showed that the theory doesn't stipulate how motivators and hygiene factors are measured.

Nonaka and Takeuchi (1995) perceive knowledge creation as consisting of both an ontological and an epistemological dimension. Nonaka, (1994) opines, "KM initiatives ought to be concerned with making knowledge more helpful to an organization through looking at the conversion procedure in changing knowledge from one form to another". Nonaka and Takeuchi (1995) identified four aspects involved in the knowledge conversion process which summarized the acronym, "SECI" that refers to: socialization; externalization; combination; and internalization. Firstly, knowledge sharing or transfer from one body to another, and knowledge acquisition are part of the same socialization mode. Secondly, knowledge documentation is part of the externalization mode, in which tacit knowledge is made explicit. Thirdly, knowledge creation and application are both part of the internalization and combination matters. The socialization mode tends to be more complex than the other matters, due to its involving human nature. The reluctance of people to share knowledge and to learn from others presents a major challenge to institutions (March, 1975).

According to Frizenz (1997), "knowledge assets are categoried in 3 categories, i.e., human, organizational and relational. "Human knowledge assets consist of feelings and capacities of workers, motivation and commitment to the institution, institutional knowledge assets are brands, copyrights and patents an institution owns and relational knowledge assets are the knowledge of relating to clients, the public and competitors" (Sanchez, 2004). There is less focus on informal knowledge steps and the attribute is still undefined. The study purpose was to emphasize the

significance of informal knowledge steps, come up with a definition of the processes and connect them to the socialization steps recommended by Nonaka & Takeuchi in the SECI theory in order to discuss the study variables.

Therefore UBOS may adhere to knowledge management models of Nonaka & Takeuchi's, (1995) 'SECI' theory of knowledge conversion for better theorisation of the knowledge acquisition, sharing and application among human resource management processes to enhance improved knowledge management in the institution. These models may enable UBOS to manage knowledge which manages the knowledge exhibited by a worker in a company and collective knowledge is exhibited through a team of institution workers which are: routines, practices and relative institutional agreement on previous experiences, goals and missions. According to Nonaka & Takeuchi (1995), "knowledge creation is a form of interaction between implicit and explicit knowledge". Interfaces between implicit and explicit knowledge leads to creation of new knowledge.

2.3 Review of Related Literature
The literature is reviewed according of study objectives) as stated in chapter one of this study

2.4 Recruitment and Knowledge Management

The literature on recruitment has been reviewed basing on the indicators of recruitment which are advertising, screening and selection.

Advertising

The advertisement is part of a wider recruitment process designed to attract suitable qualified candidates for a job. Job advertisements are created by human resource professionals or external

recruitment agencies working with the managers of departments who need to recruit staff with the right skills and knowledge (Holbrook, 2000).

Recruitment advertising covers the processes, methods, design, and branding principles that employers use when they post jobs online or through offline channels to attract the right talented employees. It can comprise not only job postings, but also PR and other information initiatives designed to create interest in as well as find employees for the job and attract the best

One has to get a word from the general public on what his or her activity is and what it offers. However, Holbrook (2000) "does not discuss how using the right type of advertising technique can make a big difference to the amount of success that a firm is able to achieve".

According to Vaus (2012) marketing message takes many forms, for example social appeals that are designed to stimulate different responses such as fear, humour and action. The tools looked at are promotional communication tools which deliver the message to the target audiences. The author also examines their key characteristics and the impact on selection of tools to use for marketing campaign. These tools are grouped into the following digital communication. However, the earlier study based on direct marketing communication and in bridging the gap, the current study explored other aspects of advertising.

According to Jias (2006:11), "an effective ways in promoting a business is by using e-advertising techniques". Here technique, one can cover a huge audience or concentrate on a particular segment of individuals to compete. A person can display advertising on associated electronic techniques or send out mails to the target market. A person can also use pay per click marketing, which is a technique which permits one to pay if he clicks on an advert or visits the web. Besides, on line advertising may not be an effective way of advertising compared to media

advertising. On the other hand the above study was based on secondary data yet the current study was based on primary data.

According to Kotilda (2004), "advertising is a technique one uses in spreading a service to customers, stakeholders". When one identifies a market, he gives a hint on how best to create it, but several firms employ a mix of advertising, personal selling, referrals, sales promotion and PR in promoting products. However, this study focused on promotion and advertising of jobs in relation to knowledge management

According to Holbrook (2000), "another advertising technique which one can apply, is reaching one's audience by traditional methods of media". e.g., setting an advert movement which rotates on Television and radio. Print is an alternative technique which can reach a big audience. If one integrates his advertising into diverse media, it is significant to ensure that the message is similar in all. In addition to what Holbrook (2000) notes, "one will repeat a message and make brand awareness moving forward during a promotion". Relatedly, it is noted that advertising may be effective if the right platform is used, for purposes of this study, the researcher focused on traditional forms of media.

Screening

Rugambwa (2011), acknowledges that screening is an efficient way of getting the right candidates for a particular job. Qualifications are an effective way of carrying a package of information on a candidate which is used in signaling. "Employee qualifications in screening for interviews can aid in explaining workers' attitudes towards their significance when used at an early phase of recruitment, with roles becoming less vital later compared to other factors" (Stasz, 2006). "Organizations might over-state the significance placed on individual skills and features in recruitment decision-making procedure, or under-state weights attached to qualifications".

(Stasz, 2006); "companies in several fields can place diverse comparative weights on qualifications, individual factors and soft skills". "Perhaps sectors like leisure and retail value soft skills highly than non-service organizations" (Nickson & Warhurst, 2007). Company confidence in validity, reliability, value of qualifications and in specific sorts of qualification, differ pretty extensively. In bridging the gap, screening has its own advantages and disadvantages which are equally important to be identified. Screening goes beyond analyzing the skill competence of the applicant but also other factors may be identified.

Screening looks to be focused on bigger workplaces and used upon expert, managerial, and sales workforce. Amongst samples of huge workers surveyed by Rugambwa (2011), "ranking of significance of various skill evaluation forms were: interviews, expertise, performance test, qualifications, evaluation centre and aptitude test". The above work takes traverses recruitment without a direct connection to performance which the researcher investigated in this research. The study above used qualitative methodological approaches compared to the current study that adopted mixed methodological approaches.

Selection: Once a pool of right candidates has been identified through the recruitment process the most appropriate candidates may be identified through a selection process including but not limited to interviewing, reference checking and testing. The purpose of the selection process is to ensure that the best person or people are appointed to the right roles using effective, fair and equitable assessment activities to enable knowledge sharing and management in the organization, (Liebowitz, 2009). The study is silent on the selection process and dwells more on the recruitment process to find out how it relates to Knowledge Acquisition, sharing and application among the employees in the organization

"Kabumba, (2012) "explains how little know on the steps of selection, in form of case study research". Kabumba's (2012) "study on global recruitment in four case study companies is an exception on this". It motivates to see that in getting predictions on prospective knowledge requirements in UK, learning and skills council, sector skills councils inclined to depend on experts, occupational forecasting instruments, and economic modeling mechanisms other than data produced in companies. With this, organizations have to make several strategic choices in form of re-organizing their selection and determining the volume needed for it to take place.

In many instances it is difficult to estimate the turnover in terms of numbers. This shows disaster in personnel management. "Selection shows a mindful and planned strategic exchange in advertisement and receiving the applicant" (Drucker, 2003). The above study used secondary data compared to the study that used both primary and secondary methodological approaches. In the conclusions, Kelly (2006) posit that selection cannot be done without inviting the applicants for interviews, however these days companies are adopting electronic means of employee recruitment.

2.5 Performance Appraisal and Knowledge Management

The literature on performance appraisal has been reviewed basing on the indicators of performance appraisal as laid down in the conceptual framework.

Armstrong & Baron, (2005) "performance is an issue on what people attain and how they attain it. Ortiz, (2004) defines performance appraisal as "a logical procedure where a company engages its staff, as people and group members, in enhancing company effectiveness in realization of its goals". Performance Appraisal is a process through which an employer gets information on how individual employees are doing their duties in order to pay them according

to performance, promotion, improve the level of those who are inefficient and to provide a written clarification as to why the poor performers should be terminated or not promoted.

For purposes of this study, performance appraisal meant the forms of performance appraisal such as the 360 degree rating mechanism, worker-manager appraisal mechanism and the employee self-appraisal techniques. Individuals are guided by the interest in creating a desirable impression on others, executing work and becoming successful in what they do.

360 Degree Rating Appraisal Mechanism: 360 Degree Rating Appraisal mechanism is conducted every year or semiannually in many organizations in Uganda. The 360 degree rating involves the appraiser getting data about the employee from all the corners of the institution. In many institutions in Uganda, the 360 degrees rating performance appraisal system begins with lower level staff. This appraisal mechanism is not only aimed at assessing employee performance but is also used as a means for employee retention. "The PAP ought to inform workers on company goals and expectations and how they contribute to achievement of a specific task" (Lugwire, 2009). However, performance appraisal is a slow process that requires careful handling if it is to yield fruits. Lugwire (2009) carried out a qualitative study and for the current study; the analysis took on a quantitative approach trend.

Manager-Employee Performance Appraisal Mechanism: Today in many institutions, the manager employee performance appraisal mechanism consists of activities approved by an institution in anticipating on improving staff performance and thus, enhances knowledge management. As a result, PA is done at company and personal levels. At company level, PM oversees institutional performance while comparing current and institutional performance goals. "Several scholars can suggest "manager-employee PA is a crucial step in HRM" (Lugwire,

2009). However, the above study was grounded on a smaller sample compared to the current study which was based on a far bigger sample.

According to Catono (2009), carried out a study and found out that employee–manager performance evaluation taken to be an important instrument for an institution because the information provided is very vital in decision making in regard to different staff matters like promotion and advantage rises. "PA is part of a strategic process in integrating HR functions and company regulations and is viewed as a general term with various functions in which institutions try to evaluate staff and enhance their capability, performance and allocate rewards" (Catono, 2009). Conclusions and recommendations of the authors are based on specific techniques of appraisal yet organizations adopt an appraisal technique that suits the prevailing situation within the institutions. Therefore, practice and research have shifted from a thin focus on assessment concepts to developmental PA. In creating a nexus between the earlier and current study, the current one paid attention to the forms of appraisal than the process itself.

Employee Self-Appraisal Mechanism: According to Drucker (2003), "PA is one of the vital human resource (HR) processes and heavily researched fields in work psychology". He puts emphasis on employee self-appraisal techniques because it is a basic mechanism used in knowledge management. However, many institutions express dissatisfaction on some of the appraisal techniques like employee self-appraisal technique. There is an agreement amongst performance appraisal scholars that all evaluation techniques are significant but more weight should be given to the employee self-appraisal technique e.g., it is often said "for PA to positively affect knowledge management, staff self-appraisal should be encouraged". The findings of Drucker (2003) are basically based on the outcome of performance appraisal yet

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performance appraisal in this study was looked at basing on the key indicators of performance appraisal as laid down in the conceptual framework.

The ultimate goal of employee self-appraisal is enhancing performance that will encourage the employee to remain with the institution (Carroll, 2002). Thus, ideally, the performance appraisal that is well conducted let it be self-appraisal or not will provide data to assist executives manage so that staff performance is enhanced. Each appraisal mechanism should be backed by feedback. Giving feedback to workers is largely viewed as a vital function. The researcher concurs with Carroll (2002) on this point; "performance feedback is a key in institutions. It assists an institution in building an excellent team of managers that enhances the institution's performance annually. An institution is successful if its staff are committed to attain company goals. If an organization is successful, it aids workers to grow in life, career and pay.

2.6 Reward and Knowledge Management

This subsection presents the literature reviewed on rewards basing on its indicators as laid down in the conceptual framework.

Monetary Rewards and Knowledge Management: Kepner (2011) emphasized that "monetary incentives are matters associated with excellent employee performance through money". They are: "profit sharing, project incentives, stock options and warrants, scheduled bonuses and additional paid vacation". Normally, they have facilitated in maintaining a positive motivational atmosphere for acquaintances. However, monetary rewards are more than money i.e. monetary rewards for purposes of this study was aimed at investigating salary, advance and wages.

Daya (2009) pointed out that monetary benefits indicated payment for services or work done by an employee. In view of the above definitions, it is evident that monetary rewards are commonly used to mean salary or wages, advance, emoluments and compensation.

Rusbult (2009) emphasizes the importance of monetary rewards to performance of staff. They observed that "absence of adequate monetary rewards is one of the factors influencing the gaps in knowledge management". Mitchell (2011) affirms that "staff benefit packages boost job performance to the institution and decrease a possibility of thinking about alternative jobs". Kiggundu, (2008) noted that money is weak as an incentive. When it comes to encouraging employees to think innovatively, it should therefore be accompanied by rewards. Mitchel (2011) argues that if an institution is to gain from the performance of its workers, there must be good concerns related to pay and benefits. The missing link remains the purpose of the monetary. Monetary incentives increase institutional commitment categorized by a strong belief and recognition of company goals, a will to apply substantial interest for the institution, with a will to uphold membership in an institution. The purpose of rewarding was investigated in order to bridge the gap left by the earlier study.

Gibbins (2014) posits that "good managers realize that by people doing things that bring happiness to the community, they are accepting their accomplishments". Formal reward programs that signify financial rewards like salary have a key function, but staff view them inherent motivators. In addition, individuals expect their company to provide better incentives, inter alia, accessibility to health aid and pension resources. Gibbins (2014) further noted that "successful reward management aids a company to attain its objectives through attracting and

retaining good employees. Nevertheless, factors which confirm to workers that their effort is recognized, is in an informal process for example using monetary rewards to motivate the employees. In the conclusions of Gibbins (2014), he noted that monetary benefits are very paramount but the most vital point in this case is to know how monetary incentives enhance knowledge management

Non-Monetary Rewards and Knowledge Management: Biber (2005) defines non-monetary incentives as something that workers receive giving them advantage or improving their life in some way. Aswathapa (2007) argues that rewards are offered with the objective of encouraging employees to perform with zeal and to retain competent executives. He further observes that "employee benefits include; provident fund, gratuity. In the current study a fringe benefit referred to a non-monetary reward". In this case, the recommendations of Biber (2005) are based on the benefits of fringe benefits hence this study broadened these recommendations.

Through provision of incentives (fringe benefits) to the workers, the employer is able to satisfy the basics of the former and these acts as motivators towards fostering knowledge management. Drucker (2003) observed that "people have an inner interest that pushes them to self-actualization but that before meeting such high level needs it is imperative that the basic needs are first satisfied". Kiggundu, (2008) in the study: "non-salary motivators as viewed by managers", with the aim of generating a list of non-salary motivators, found out that workers had certain preferences and the list contained among others, free fuel for personal car, half school fees for siblings, a day off and planning time. Not all the fringe benefits given as the author concludes do enhance performance, however some may and some may not motivate

Not always that an employee is granted chance to get motivated in the companies he/she work for. Macswain carried out the study in USA not Uganda, and his study generated a list of fringe benefits without relating them to employee performance. The gap left was bridged by the current study using the case study of Uganda Bureau of Statistics (UBOS).

"Non-financial incentives like public and non-public recognition, honorary titles, extended work responsibilities, paid leave, monitoring systems and 100% fees reimbursements are appreciated by all staff" (Gibbins, 2014). Further, Gomez pointed out that many workers appreciate recognition for excellent performance. The same view is held by Gibbins (2014), who noted that workers can express their loyalty and work harder for an organization on the assumption that employers will recognize and value their past, present and future contribution. The low performance of medical personnel's could therefore be a result of lack of recognition for the excellent work done.

Mitchell (2011) observed that non-monetary incentives cause individuals to contribute their efforts to the institution and those different individuals are motivated by different incentives. He argues further that material incentives alone are very weak motivators as compared to those of personal non-material nature. Non-material incentives such as chances of promotion, prestige or status, recognition, prospects for professional growth and career development through further training could be better motivators. However, Mitchell (ibid) correlated HRM practices and yet the current study correlated HRM practices with performance or KM. In creating a nexus between the two studies, inferential statistics was adopted compared to descriptive statistics that was adopted in analyzing the data in the earlier study.

2.7 Summary of the Literature reviewed

This literature review ratifies that various researchers have done numerous researches to explore the correlation between HRM practices and knowledge management. Nevertheless, there were gaps identified on literature reviewed that this research will bridge for example Drucker (2003) emphasizes the importance of monetary incentives but in his recommendations he does not bring out the aspect of how monetary incentives can enhance knowledge management. Several studies on the theme are based on MDCs with a well-developed private and public sector however the proposed study was focused on Uganda. Several researches were qualitative and didn't guide us on the relationship between the variables. They didn't exactly emphasis the variables as put down in this study. Considering the above, the present study looked at HRM practices and knowledge management.

CHAPTER THREE:

METHODOLOGY

3.1 Introduction

The section has research methods applied to conduct this study. The chapter gives the design used, procedure and methods that were used in carrying out the study, the determination of the sample, and the methods that were employed in data processing and analysis.

3.2 Research Design

punch, (2000) "a basic strategy for a given study". it illustrates every aspect in strategizing and implementing a study. the researcher embraced a cross sectional survey design which helped in gathering information by interacting with respondents, seeking their ideas and opinions. the study used quantitative and qualitative approaches. "quantitative data was collected to explain phenomena in the form of numerical data" (amin, 2005), "while qualitative data was collected to understand the case in depth" (punch, 2000). creswell (2003), "a triangulation method which is the use of different research methods, approaches and techniques was ideal to overcome probable bias and sterility of one system approach". the researcher therefore adopted a triangulation style so as to arrive at the empirical evidence. according to amin "a mix of the two approaches enables triangulation which makes it feasible for the researcher to make well informed findings and conclusions"

3.3 Study Population

The study population was 115 respondents that included 15 top management staff, 35 middle managers and 65 low level staffs (UBOS month of April payroll, 2015). Data from the accessible population was used to generalize the findings of the study.

3.4 Sample Size and Selection

"The research was focused on a sample size of 102 obtained from a population of 115", sampled based on the Krejcie and Morgan, (1970) table. Cooper & Emory (1995: 200), "sampling presumes that through choosing segment from the components in the population, deductions can be got on the whole population". It is 2 main classes: probability and non-probability sampling methods. "Probability sampling is prepared in form of simple random, complex random, systematic, cluster and stratified sampling" (Creswell, 2003). Basing on the above population size of 115, the sample size was 102 chosen basing on the sample size determination Table of the (Krejcie, & Morgan, 1970) with a confidence interval of 95% and margin of error of 0.5% to come up with reliable sample size, as reproduced by Sekaran (2003: 294).

Table 3.1: Showing Category and Number of Respondents

Category	Population	Sample Size	Sampling Strategies
Top management	15	14	Purposive Sampling
Middle level management	35	32	Simple Random Sampling
Officers	65	56	Simple Random Sampling
Total	115	102	

Source: Primary Data (2017)

This was supported by (Chan, 2004), who indicated that more precise estimates which in turn makes the sampling results more reliable.

3.5 Sampling Procedure and Techniques

The researcher used both simple random sampling and purposive sampling methods to collect data. From the table above all the top administrators were sampled purposively. Purposive sampling was applied because it enabled the researcher choose a sample considering specific

factors like level of education and age. "Simple random sampling is a technique that selects a sample without bias from the target population" (Kothari, 2004). "The entire participants had equal chances of being selected" (Amin, 2005). Purposive sampling was used and this is in accordance to Sekaran (2003) who stated that "sometimes it is necessary to obtain information from specific persons who can offer required data because they match certain criteria needed by the researcher".

3.6 Data Collection Methods
It adopted a range of research methods in order to gather data. The methods used included the following:

3.6.1 Questionnaire survey
The researcher used the questionnaire survey given that "large quantities of information is obtained in a limited time". Questionnaire was structured and all respondents gave their responses in writing. "Structured questionnaires were used because they can easily be administered by the respondents" (Kothari, 2004). "Questionnaires are a quick means of collecting data from a large population in a short time" (Creswell, 2004) "and they also enable the respondents to give frank and authentic answers since they are sure of confidentiality and anonymity" (Earl-Babbie, 2013).

3.6.2 Interviews
"An interview is a discussion between individuals where questions are asked by an interviewer prompts facts from the interviewee". They are done between individuals where one is the interviewer and the other is the interviewee. "They also have the advantage of collecting in depth data" (Barifaijo, Basheka & Oonyu, 2010). Unstructured interviews were conducted with the

respondents. A set of predetermined questions with standardized procedures of data recording were applied. These questions followed a form and order prescribed regarding the objectives.

3.6.4 Documentary review

Secondary data entailed use of published and unpublished documents. Creswell (2009), "secondary data focused on documents that offered a baseline in which obtained primary data results were compared to others".

3.7 Data collection instrument

Instrument applied in the study for the collection of data included the following:

3.7.1 Self-Administered Questionnaire (SAQ)

The questionnaire was employed in obtaining data from all participants listed in the category of samples. Questionnaire was structured and all respondents gave their responses in writing. "Structured questionnaires were used because they can easily be administered by the respondents" (Kothari, 2004). "Questionnaires are a quick means of collecting data from a large population in a short time" (Creswell, 2004). The questionnaire was made up of closed ended questions purely structured in nature whose variables were measured on a 5 point Likert scale (5 Strongly Agree, 4 Agree, 3 Not sure, 2 Disagree and 1 Strongly Disagree). The 5 point Likert scale is the most appropriate way to come up with different questions for measuring different items from different variables.

3.7.2 Interview Guide

The interview guide was used to obtain data. "It enabled getting more information and clarification" (Junker & Pinnink, 2005). Interviews enabled, researcher to collect firsthand information. "The open-ended questions in interviews were intended to permit greater depth of responses by stimulating the respondents to give an insight into their feelings and opinions"

(Barifaijo, Basheka & Oonyu, 2010). Use of interviews was a convenient way of collecting data from respondents because it was easy to administer and obtain data within a short time from a large number of respondents and data collected was easy to analyze.

3.7.3 Document Review Checklist:

It was used to get secondary data. Here, information was collected by using published and unpublished documents. Somekh & Lewin, (2005), "documents are useful denoted in the study design of successive primary studies and provided a baseline where obtained primary data results are compared to others". This eased the process of capturing the required data from the targeted documents in this study.

3.8 Quality Control of Data Collection

In order to ensure that quality of data obtained is valid and reliable, tools were tested for validity and reliability.

3.8.1 Validity

The researcher used the CVI to check the validity of the questionnaire contents. It was computed by use of the formula below;

$$CVI = \frac{Number\ of\ Judges\ declared\ item\ valid}{Total\ number\ of\ items\ in\ the\ intrument}$$

Content Validity results for the Instruments

Table 3.2: Content validity Index Results

Content validity Index Results for Questionnaires		
Variables	*Content Validity Index*	*Number of items*
Recruitment Procedure	0.708	11
Performance Appraisal	0.766	19

Rewards	0.754	8
Knowledge Management	0.705	9

Source: Primary data (2016)

The CVI showed that validity outcomes for interviews as a tool for recruitment procedure was 0.708, for performance appraisal was 0.766, for rewards was 0.754 and for the DV knowledge management was 0.705

3.8.2 Reliability

Amin, (2005) "it is dependability or trustworthiness, the level at which a tool consistently measures what it is meant to measure". To ensure the quality of instruments and for consistent results, the instruments were checked by the supervisor to evaluate the relevance of each item in the instruments to the objectives and research questions. The researcher then made judgments to ensure that the instruments were relevant, clear and reliable. The researcher also discussed them with academic colleagues to ensure accuracy and consistency.

Table 3.3 Cronbach Reliability Coefficient Results test for Questionnaire

Variables	*Cronbach test results*	*Number of items*
Recruitment Procedure	0.807	5
Performance Appraisal	0.733	5
Rewards	0.754	6
Knowledge Management	0.704	8

Source: Primary Data (2017)

The Cronbach Reliability Coefficient Results indicated that reliability results for interviews as a tool for recruitment procedure was 0.807, for performance appraisal was 0.733, for rewards was 0.754 and for DV knowledge management was 0.704

3.9 Data Collection Procedure

A letter of introduction was obtained from UMI. This letter was used to obtain permission from the management of UBOS. The researcher made necessary introductions out of the objectives of the study to the top administrators, for permission was granted to him to carry out the investigations at UBOS.

3.10 Data Analysis

Data analysis was done quantitatively and qualitatively and this entailed applying techniques that best suit each.

3.10.1 Qualitative Data Analysis

"Qualitative data analysis refers to any method of data analysis which gives results not obtained at through statistical and other means" (Creswell, 2003). Qualitative data got from the open ended questions and interviews were analyzed, interpreted and presented in relation to the research objectives and literature. The researcher developed semantic explanation of each response relative to the themes of the research using thematic and content analysis. Qualitative data collected from interviews and questionnaires was organized in themes in accordance to objectives, subjected to content analysis and presented in a narrative form. Content analysis for the qualitative data was done manually focusing on the 4 variables of the study. The researcher used descriptive method to analyze views

3.10.2 Quantitative Data Analysis

The quantitative data collected was edited to remove errors, coded to turn words into numbers and analyzed using the SPSS version 21 computer programme and converted from closed ended questions, into tables and percentages for easy presentation. Data analysis was by Pearson Correlation Coefficient and the Regression Analysis.

3.11 Measurement of Variables

The IV (HRM Practices) and DV (KM) were measured on a Likert type of scale (1- strongly disagree, 2-Disagree, 3-Not sure, 4- Agree and 5-Strongly agree). Earl-Babbie (2013), "Likert scale is able to measure behaviors of individuals towards a given phenomenon".

3.12 Ethical Considerations

Amin, (2005) states that, "ethics are well based principles of rights and wrongs which stipulate what people should do, usually in relation to rights, duties, benefits the public, fairness or particular qualities like honesty, compassion and loyalty". While collecting data, the researcher attached an introductory letter to the questionnaires and made it very clear to the respondents that the research was for academic purpose only and that the information will be kept confidential.

According to Sekaran (2003), "informed consent was obtained through a letter that clearly specified what the research entailed".

Respondent's names were not disclosed to ensure anonymity. The researcher protected confidential information/communications. The researcher explained to the respondent's use of certain gadgets that they had not understood nor they had little knowledge about.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The Chapter has findings, analysis and their interpretations. They are presented in accordance with study objectives. It focused on exploring the relationship between Human resource Management (HRM) practices and Knowledge Management (KM) in UBOS. The study emphasis was on the following objectives: to examine the relationship between recruitment and KM in UBOS, to institute the relationship between PA and KM in UBOS and to assess the relationship between rewards and knowledge management in UBOS.

4.1 Response Rate

Presentation of tabulated data according participants' response rate

Table 4.1: Response Rate

Instrument	Target	Actual Response	Response rate
Questionnaire	105	102	97.1
Interviews	05	04	80

Source primary data (2016)

Table 4.1 above presents the response rate from the study. The number of questionnaires issued out were 105 and 102 were returned making a response rate of 97.1%. Face to face interviews were conducted with participants; and 04 of them were interviewed.

Creswell (2003) notes that "a response rate above 50% of the target number is adequate" and valid to undertake the study.

4.3 Findings on Background Characteristics

This section presents findings on demographics of participants, namely; gender, age, education,

working experience, and position of the respondent, below.

4.4 Gender characteristics of the Respondents

These were investigated for this study, and findings are presented in Table 4.2.

Table 4.2: Summary statistics on gender of participants

Gender of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	68	66.7	68.7	68.7
	Female	30	29.4	30.3	99.0
	3.00	1	1.0	1.0	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Source: primary Data (2017)   *N=102*

Table 4.2 indicates that a number of participants were male (68.7%) and female were (30.3%).

Although the gender findings indicated a discrepancy in favour of males, the study was

representative of all sexes since both males and female were included in the study sample

4.5 Age of the Respondents

The study looked at the distribution of the respondents by age using frequency distribution. The results obtained on the item are presented in table 4.3 below

Table 4.3: Presents the summary statistics on the Age of participants

Age of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	21	20.6	21.9	21.9
	30-39	40	39.2	41.7	63.5
	40-49	26	25.5	27.1	90.6
	Above 50	9	8.8	9.4	100.0
	Total	96	94.1	100.0	
Missing	System	6	5.9		
Total		102	100.0		

Source: primary data (2017)   *N=102*

From the above table, several respondents participated in the study were between 30-39 years implying 41.7%, 21.9 were between the age of 20 -29, those between 40-49 years were 27.1% and those that were above 50 years were 9.4%. This shows that 72.1% of respondents were 30 years and above with only 21.9% below 30 years. This indicated that all categories of respondents in reference to different age groups were represented in this study.

4.6 Respondents by Highest Level of Education of participants

Table 4.4 gives summary statistics on level of education of participants. By examining the highest educational qualifications of the study respondents, the researcher wished to ascertain whether there were substantial differences in the responses on Human Resource Management Practices and Knowledge Management.

Table 4.4: Distribution of participants by their Highest Level of education

level of education of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	35	34.3	36.1	36.1
	Bachelors	45	44.1	46.4	82.5
	Diploma	8	7.8	8.2	90.7
	Certificate	2	2.0	2.1	92.8
	Others	7	6.9	7.2	100.0
	Total	97	95.1	100.0	
Missing	System	5	4.9		
Total		102	100.0		

Source: primary data (2016)   *N=102*

The majority of the respondents were Bachelor's degree holders making a total percentage of 46.4%, the respondents with Masters were 36.1% and the respondents with Diplomas were 8.2% and the certificate holders were 2.1%. These results indicate that "the respondents had good qualifications and the right skills and knowledge to deliver". Besides, the respondents were able to understand, read, interpret the questionnaire and gave relevant responses.

4.7 Respondents by Marital status of the Respondents

The table 4.5 gives summary statistics on level of marital status of participants. There were differences in the responses on the relationship between HRM and knowledge management

Table 4.5: Distribution of Respondents by Marital status of the participants

Marital status of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	58	56.9	60.4	60.4
	Single	34	33.3	35.4	95.8
	Widowed	2	2.0	2.1	97.9
	Divorced	2	2.0	2.1	100.0
	Total	96	94.1	100.0	
Missing	System	6	5.9		
Total		102	100.0		

Source: primary data (2016)   *N=102*

The majority of the respondents were married (60.4%) and the single were 35.4%. This indicated

that all categories of respondents in reference to marital status were represented in this study.

4.8 Empirical Results on Human Resource Management Practices and Knowledge Management

Here, the empirical findings for each of the specific study objectives is given, analysed and

interpreted with an overall goal of demonstrating how human resource management influences

knowledge management

4.8.1 Human Resource Management Practices and Knowledge Management

This item on independent variable (human resource management practices) were measured on

scale referred to as the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3

= Undecided, 4 = Agree and 5 = Strongly Agree. Descriptive data is as presented in Table 4.15.

4.9 Objective One: Recruitment Procedure and Knowledge Management

 The items were structured basing on the objectives of the study. Items were measured on a five-

point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree

and 5 = Strongly Agree and analyzed basing 5 questions which are statistically tabulated and

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presented in the table below with the frequencies and percentages according to the responses collected.

Table 4.6: Summary Statistics on Recruitment Procedure

Item Responses		Frequency	Percent	Mean	Std Deviation
Advertising jobs is an essential process in the recruitment process in UBOS	Strongly Disagree	3	3%	4.54	0.877
	Disagree	2	2%		
	Not sure	2	2%		
	Agree	24	23.8%		
	Strongly Agree	70	69.3%		
The jobs are advertised in newspapers with wide circulation	Strongly Disagree	01	1.0%	4.12	0.986
	Disagree	10	9.8%		
	Neutral	07	6.9%		
	Agree	40	39.9%		
	Strongly Agree	43	42.2%		
The screening of candidates is done on merit	Strongly Disagree	04	3.9%	3.800	1.00
	Disagree	07	6.9%		
	Neutral	17	16.7%		
	Agree	49	48.0%		
	Strongly Agree	23	22.5%		
Only short listed candidates are invited for interviews	Strongly Disagree	01	1.00%	4.17	0.984
	Disagree	07	6.9%		
	Neutral	13	12.7%		
	Agree	30	29.4%		
	Strongly Agree	47	46.1%		
The right candidates are selected	Strongly Disagree	01	1.00%	3.78	0.899
	Disagree	07	6.9%		
	Neutral	25	24.5%		
	Agree	44	43.1%		
	Strongly Agree	21	20.6%		
There is careful scrutiny of the academic qualifications of the candidates	Strongly Disagree	05	4.9%	3.980	1.058
	Disagree	04	3.9%		
	Neutral	15	14.7%		
	Agree	41	40.2%		
	Strongly Agree	36	35.3%		

Source Primary Data (2017)   *N=102*

As to whether advertising jobs is an essential process in the recruitment process in UBOS, the respondents responses showed that cumulatively, the larger percentage (93%) of the participants agreed and 7% disagreed. The mean = 4.54 was above the median score, three, which on the five-point Likert scale used to assess items indicated that the respondents agreed that advertising jobs is an essential process in the recruitment process in UBOS.

Relatedly a respondent noted

"The actual channels used to attract candidate in UBOS is advertising which helps to attract the best candidates for the job". "Through advertising, the right applicants are encouraged to apply".

In fact one respondent contradicted the above by stating:

"*Sometimes the board may decide to have some jobs internally advertised and candidates within with the right qualification thereafter are encouraged to apply".*

Responses to the question as to whether the jobs are advertised in newspapers with wide circulation, (83.1%) agreed while 10.8% disagreed. The mean = 4.12 close to the median score, three, that indicated that the jobs are advertised in newspapers with wide circulation.

Relatedly another respondent noted

"Yes we do advertise before any shortlisting as it is done. Newspapers used include the new vision Newspaper, Daily Monitor and Red Pepper Newspaper".

This is in agreement with UBOS HRM Manual reviewed stipulates that an advert should be made when a place fall vacant to attract a pool of talented employees.

With respect to whether the screening of candidates is done on merit, cumulatively the larger percentage (70.5%) agreed with 10.8% disagreeing. The mean = 3.800 which corresponded to agreed indicated most of them affirmed that the screening of candidates is done on merit. A respondent noted that *candidates are recruited on merit both for jobs internally and externally advertised.* Internal recruiting inspires employees to perform at peak productivity.

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In relation to internal advertising of jobs, the HRM noted *"Internal advertising of jobs saves a lot of time and costs on the side of the company. It makes me feel relaxed and easy because I know I am not going to receive a thousand applications to review since in this case 5 or 6 insiders will apply for the job. It indeed eases pressure on me"*

This indicated that "internal recruitment cheaper to the organization than hiring externally". "In a vacancy for existing employees, the HR unit only posts on an organization notice board and circulate it on the UBOS website". "Recruiting externally calls for advertising in external media like newspapers". "Not forgetting a cost of HR expertise time in screening applicants and unit executives' time in conducting primary interviews". In contradiction of the above, the key informant was not comfortable with internal advertising, he said

> *"When recruiting internally, one is working with stated ideas the company had when beginning the process". "it limits new information in an institution which boosts development". "it offers an incentive for workers to perform, but creates an environment of competition which is not productive". "Workers are pressured into competition with one another to be taken for vacancy in an internal recruitment exercise, which creates conflict". "Whereas the prospective tries to improve morale with internal recruitment, it lowers morale because workers are focused on competition for jobs other than being proficient at current jobs".*

This implied that sometimes internal advertisement of jobs can do more harm than good via knowledge sharing and applicability due to internal competition among employees.

A support staff also stated "they recruit internally but not all vacancies, some are do not have the required skills internally". Generally, except for a few respondents who talked about external hiring, all respondents agreed that UBOS practices internal recruiting at times and persuade

workers' career planning and development, viewed as a best practice in recruiting literature at UBOS.

One of the HR staff said: "we have a web site and website where jobs are advertised". "We encourage career planning and there is proper visibility of all open positions across the organization". "We keep a 'managed growth pool' a database for associates who don't belong to UBOS". "In case of any vacancy, we search from this pool". "It was further observed that "there is reduced reliance on newspaper adverts because of the rising use of internal adverts of jobs within UBOS". Some Project recruitments don't necessarily require advertising as HRM may look at the database and call upon qualifying people. The HR revealed that the recruitment process entails declaration of existing vacancies, HR presents the vacancies to top management, goes through the board, then approvals is done, followed by advertising, shortlisting, screening, interviewing and after appointment. For officer level, UBOS uses online advertisements; chance is given to employees within before a job is externally advertised. This was in agreement with the minutes of 2nd Quarter Annual general meeting dated 24/05/2016 reviewed, were employees called for the management to first consider the existing staff before advertising the job to externals to motivate them.

As to whether only short listed candidates are invited for interviews, cumulatively the larger percentage (75.4%) agreed with 7.9% disagreed. The mean = 4.17 meant that the respondents the respondents agreed the only short listed candidates are invited for interviews. It was observed that only shortlisted candidates are invited for interviews and this takes place after all application have been received and properly screened.

A respondent lamented

"Yes it is only short listed candidates that are invited for interviews". "We shortlist basing on the qualifications which one has scored". "This is useful as a rapid screening test can be applied with other data to improve selection and placement decisions".

This implied that the weight system is better than the self-selection method in UBOS. With respect to whether the right candidates are selected, cumulatively the larger percentage (73.7%) agreed and 7.9% disagreed. The mean = 4.29 which corresponded to agreed indicated most of the participants accepted that the right candidates are selected.

A HRM Manager noted

"The selection of candidates in UBOS is done on merit, typically the screening exercise involves evaluating applications or résumés and deciding whether applicants will be invited to continue in the selection process". "It a key activity in UBOS, because it decides who will proceed to the next level, and who is retained in the applicant pool"

In support of the above another respondent said

"UBOS carries out the pre-screening of prospective applicants through a series of methods like application forms, CV, bio data, reference checks, and realistic job previews". "However; UBOS value application forms more than any other method".

This implied that UBOS uses a variety of screening methods but the application form remains the major method used. Application forms are made to obtain 'standard data' on the candidate through structuring data collection, and hence, has merits over the non-uniformity of CV's.

Responses to the question as to whether there is careful scrutiny of the academic qualifications of the candidates (75.5%) agreed while 8.8% disagreed. The mean = 4.38 close to the median score, three, that indicated that there is careful scrutiny of the academic qualifications of the candidates.

A key informant said during interviews:

Our interviews are free and fair because the process is always fair and transparent. The questions and scoring are standardized, and made relevant based on academic qualifications. "After that we also value the bio data, the entire use of biodata is that it

has to be documented and because its utility can result in increases compared to those

anticipated for cognitive aptitude and ability tests".

This implied that, selection is one of the cost effective methods of screening candidates

basing on academic qualification. This is in agreement with the UBOS HRM manual, 2015

reviewed by the researcher.

4.10 Testing Hypothesis One:

Hypothesis one stated; "there is a positive significant relationship between recruitment procedure

and Knowledge management in UBOS". Hypothesis (H_1) was confirmed using Pearson

correlation coefficient and results of the hypothesis are:

Table 4.7: Correlation Matrix for Recruitment Procedure and Knowledge Management

Correlations

		Recruitment	Knowledge management
Recruitment	Pearson Correlation	1	.476**
	Sig. (2-tailed)		.000
	N	102	102
Knowledge management	Pearson Correlation	.476**	1
	Sig. (2-tailed)	.000	
	N	102	102

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

Source: Primary Data (2017)   *N = 102*

Results in table 4.6 showed that the coefficient was .476**. This implied that recruitment

influences knowledge management in UBOS. Hence, basing on the results, there is a positive

significant relationship between recruitment and knowledge management in UBOS. Therefore,

the alternative hypothesis that was earlier stated in chapter one is upheld. The correlation

coefficient is a statistical method for quantifying the relationship between two variables, i.e. the independent and dependent and it is indicated by R. The correlation coefficient is at all times between -1 and 1, hence $-1 < R < 1$. The hypothesis is rejected if the earlier hypothesis was alternate and the finally tested hypothesis is null and the vice versa. Example if the calculated value is greater than P value we accept the hypothesis.

A regression analysis was further done to verify the strength of the relationship between recruitment and knowledge management in UBOS. Results are presented in table 4.8 below.

Table 4.8: Regression Analysis for recruitment and knowledge management in UBOS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476[a]	.227	.217	9.86537

a. Predictors: (Constant), Recruitment
Source Primary Data (2017)

The Adjusted R square value is 0.217; this implied that recruitment explained only 21.7% of knowledge management. Therefore recruitment predicts knowledge management at UBOS by 21.7 %. From all the results the alternate hypothesis earlier stated in chapter one that "there is a positive relationship between recruitment and knowledge management at UBOS is therefore upheld".

Table 4.9: Relationship between Recruitment and Knowledge Management

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2366.291	1	2366.291	24.313	.000[b]
	Residual	8078.015	101	97.325		
	Total	10444.306	102			

a. Dependent Variable: Knowledge management
b. Predictors: (Constant), Recruitment

They are degrees of freedom connected to sources of variance. The overall variance has N-1 levels of freedom. The Regression degrees of freedom correspond with the number of coefficients estimated minus 1. As well as the intercept, there are 5 coefficients, so the theory has 5-1=4 degrees of freedom. The Error degree of freedom is the DF total minus the DF theory, 102 - 1 =101. Mean Square are the Mean Squares, the Sum of Squares divided by their respective DF. The F-statistic is the Mean Square (Regression) divided by the Mean Square (Residual) 2366/97.3=24. The p-value is compared to an alpha level in testing the null hypothesis that all the model coefficients are 0. The full model is statistically significant (F = 24.1, df = 102, 1, sig. = .000), even though knowledge management was statistically significant (p>.05). The value for this table had a total degrees of freedom of 102 because four observation had missing data and were not incorporated in the analysis. The other degree of freedom corresponds to the intercept of the regression line. F-Statistics is 24.1, given the strength of the correlation; our model is statistically significant (p > .0005)

Table 4.10: Coefficient for Recruitment Procedure and Knowledge management

<table>
<tr><td colspan="7" align="center">**Coefficients**</td></tr>
<tr><td colspan="2">Model</td><td colspan="2">Unstandardized Coefficients</td><td>Standardized Coefficients</td><td>T</td><td>Sig.</td></tr>
<tr><td colspan="2"></td><td>B</td><td>Std. Error</td><td>Beta</td><td></td><td></td></tr>
<tr><td rowspan="2">1</td><td>(Constant)</td><td>37.706</td><td>3.446</td><td></td><td>10.941</td><td>.000</td></tr>
<tr><td>Recruitment</td><td>.630</td><td>.128</td><td>.476</td><td>4.931</td><td>.000</td></tr>
</table>

a. Dependent Variable: Knowledge management

As per SPSS generated in table 4.10, equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$) becomes: Y= 37.706 + .630. The regression equation above has established that all factors constant at 0, effective knowledge management will be 387.706. Results also presented indicate

that taking all other IVs at 0, an increase in scores of recruitment would lead to a 0.630. At 5% level of significance and 95% level of confidence a .000 level of significance. Overall, the recruitment affects knowledge management at UBOS (beta= .476).   All the variables were significant. In this case, the focus is on the three predictors, if they are statistically significant and, if so, the direction of the relationship. The average class size (recruitment, b= .0.476) is significant (p=0.000), and the coefficient is positive which signifies that larger class sizes is related to knowledge management.   The effect of recruitment (p=0.000) is significant and its coefficient is positive showing that the greater the recruitment, the higher the knowledge management. The t-test for equals is statistically significant.

4.11 Objective Two: Performance Appraisal and Knowledge Management

The items were structured basing on the objectives of the study. Items were measured on a five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree and analysed basing 6 questions which are statistically tabulated and presented in the table below with the frequencies and percentages according to the responses collected.

Table 4.11: Summary Statistics on Performance Appraisal

Item Responses		Frequency	Percent	Mean	SD
The organization uses a variety of performance appraisal techniques to appraise our employees	Strongly Disagree	04	3.9%	4.00	1.08
	Disagree	09	8.8%		
	Not sure	08	7.8%		
	Agree	42	41.2%		
	Strongly Agree	39	38.2%		
Performance appraisal is frequent in UBOS	Strongly Disagree	01	1.0%	3.990	0.888
	Disagree	08	7.8%		
	Neutral	10	9.8%		
	Agree	54	52.9%		
	Strongly Agree	28	27.5%		
Performance appraisal is conducted in the best way possible	Strongly Disagree	02	2.0%	3.48	0.958
	Disagree	12	12.0%		
	Neutral	37	36.3%		
	Agree	34	33.3%		
	Strongly Agree	15	14.7%		
Management supports me to improve my weaknesses	Strongly Disagree	07	6.9%	3.14	1.02
	Disagree	19	18.8%		
	Neutral	33	32.7%		
	Agree	36	35.6%		
	Strongly Agree	06	5.9%		
The performance feedback given to all employee on a timely way.	Strongly Disagree	17	16.7%	2.71	1.12
	Disagree	27	26.5%		
	Neutral	30	29.4%		
	Agree	24	23.5%		
	Strongly Agree	04	3.9%		
I work to meet deadlines and achieve the company's vision and mission.	Strongly Disagree	04	3.9%	4.14	0.920
	Disagree	03	2.9%		
	Neutral	03	2.9%		
	Agree	55	54.5%		
	Strongly Agree	36	35.6%		

Source Primary Data (2017)   *N=102*

With respect to whether the organisation uses a variety of performance appraisal techniques to appraise our employees, cumulatively the larger percentage (79.4%) agreed with 12.7% disagreeing. The mean = 4.00 which corresponded to agreed indicated most of the participants confirmed that the organisation uses a variety of performance appraisal techniques to appraise our employees.

The HRM noted that *"UBOS uses a straight ranking technique to evaluate its employees. Performance data is got by observing of behavior or inferring behavior through knowledge of results"*.

This implied that UBOS mainly relies on one method of performance evaluation. The officials from the HR department revealed that "similar appraisal form is used to a big but not homogeneous group of workers". Hence, this appraisal form doesn't fit the work. Majority of the forms treat all appraisal aspects as if they are of same significance. And this is in agreement with the Board Minutes dated 19/11/2016 meeting about staff appraisal in UBOS.

In support, another respondent noted that *"Apart from self-appraisal, UBOS also uses administrative appraisal to appraise its employees"*

Responses to the question as to whether performance appraisal is frequent in UBOS (78.4%) agreed while 17.8% disagreed. The mean = 4.49 close to the median score, three, that indicated that performance appraisal is frequent in UBOS.

In connection to the above question a respondent said that;

Performance appraisals are somehow frequent (done annually) but the problem is with implementing performance management for staff and giving feedback after the appraisal

process. Many people expect to be promoted after the appraisal process but they are never promoted.

Performance appraisal (PA) results are not normally released for example for the last three years. It is conducted by the seniors. In most cases it is the seniors who appraise the juniors. Appraisals are not periodical enough hence they are annual in most cases but what is painful is that the performance appraisals do not serve the purpose as many employees are not recognized at the end of the day.

PA is regarded as the most significant instrument for an institution. The information provided is valuable in ensuring the organization meets its objectives, making decisions concerning different employee aspects like promotion and merit raises.

As to whether PA is conducted in the best way possible, the respondent's responses showed that "cumulatively, the larger percentage (48%) of the respondents agreed and 14% disagreed". The mean = 3.48 was above the median score, three, which on the five-point Likert scale used to assess items indicated that the respondents agreed that performance appraisal is conducted in the best way possible.

A respondent said that

Somehow it motivates some employees to work hard. Hence, PA gives data to assist executives manage in to enhance job performance but this is hinged on the fact that the appraisal process has been fair.

Indeed formal performance appraisal has become a good tool for promoting human resource management practices.

Responses to the question as to whether management supports employees to improve their weaknesses (41.5%) agreed while 25.7% disagreed. The mean = 3.14 close to the median score, three indicated that management supports employees to improve my weaknesses.

With respect to whether the performance feedback given to all employees on a timely manner, 27.4% agreed with 43.3% disagreeing. The mean = 2.71 which corresponded to agreed indicated the majority of the respondents agreed that the performance feedback is not given to all employee on a timely manner.

It was observed that UBOS considers performance appraisal as a very vital part of the institution. It aids the organization to set a team of manager that can enhance organizational performance annually. To become organization, UBOS has tried to conduct performance appraisal annually using knowledge sharing and applicability as some of the constants. Effective and timely feedback is a vital element of a successful PM programme and ought to be applied in combination with setting performance objectives. Whenever effective feedback is provided to employees on their development towards their objectives, their performance always improves.

Findings based on the surveys revealed that "PA has gradually turn out to be a important approach to integrating HR activities and company regulations in UBOS and can be viewed as a general concept with a multiplicity of functions by which the organization seeks to evaluate staff and expand their capability, improve performance and distributing rewards.

As to whether they work to meet deadlines and achieve the company's vision and mission, cumulatively the larger percentage (80.1%) agreed with 6.8% disagreed. The mean = 4.14 meant

that the respondents agreed that they work to meet deadlines and achieve the company's vision and mission.

It was observed that "managers, particularly those who do not check staff data, have tended to assess basing on events which happened in the last few months. Prejudiced assessments are common in UBOS yet they restrict cultural change

4.12 Testing Hypothesis Two:

Hypothesis Two stated that "there is a positive significant relationship between performance appraisal and Knowledge management in UBOS". The hypothesis was established using Pearson correlation coefficient and findings are given below.

Table 4.12: Correlation of Performance Appraisal and Knowledge management

Correlations

		Performance Appraisal	Knowledge management
Performance Appraisal	Pearson Correlation	1	.427**
	Sig. (2-tailed)		.000
	N	102	102
Knowledge management	Pearson Correlation	.427**	1
	Sig. (2-tailed)	.000	
	N	102	102

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

Source: Primary Data (2017)   N = 102

The results in table 4.12 showed that the coefficient is 0.427**. This implied that performance appraisal influences knowledge management in UBOS. So according to results, "there is a positive relationship between PA and KM in UBOS". Therefore, the alternative hypothesis that

was earlier stated in chapter one is upheld. The correlation coefficient is a statistical technique of quantifying the relationship between two variables, i.e the independent and dependent and it is symbolized by R. The correlation coefficient is at all times between -1 and 1, thus $-1 < R < 1$. The hypothesis is rejected if the earlier hypothesis was alternate and the finally tested hypothesis is null and the vice versa. Example if the planned value is greater than P value, we accept the hypothesis.

A regression analysis was further done to institute the strength of the relationship between performance appraisal and knowledge management in UBOS. Results are presented in table 4.13 below.

Table 4.13: Performance appraisal and knowledge management in UBOS.

Model Summary with Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427[a]	0.183	0.174	9.69020

a. Predictors: (Constant), Performance Appraisal
Source primary data (2017)

The coefficient of determination (Adjusted R square) value is 0.174; this implied that PA explained only 17.4% of knowledge management. Therefore performance appraisal predicts knowledge management at UBOS by 17.4%. From all the results the alternate hypothesis earlier stated in chapter one that "there is a significant relationship between performance appraisal and knowledge management at UBOS is therefore upheld". And it's in accordance with the UBOS HRM manual reviewed.

Table 4.14: Relationship of Performance Appraisal and Knowledge Management

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1909.688	1	1909.688	20.337	.000[b]
	Residual	8544.893	101	93.900		
	Total	10454.581	102			

a. Dependent Variable: Knowledge management

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Source: Primary Data (2017)

These are the degrees of freedom related to the sources of variance. The total variance has N-1 degrees of freedom. The Regression degrees of freedom correspond to the number of coefficients estimated minus 1. Including the intercept, there are 5 coefficients, so the theory has 5-1=4 degrees of freedom. The Error degree of freedom is the DF minus the DF theory, 102 - 1 =101. Mean Square are the Mean Squares, the Sum of Squares divided by their respective DF. The F-statistic is the Mean Square (Regression) divided by the Mean Square (Residual) 1909.688/93=20.337. The p-value is compared to alpha level in testing the null hypothesis that all model coefficients are 0. The full model is statistically significant (F = 20.337, df = 102, 1, sig.= .000), even though knowledge management was statistically significant (p>.05). The value for this table had a total degrees of freedom of 102 because 4 observations had missing data and were not incorporated in the analysis. The other degree of freedom corresponds to the intercept of the regression line. F-Statistics is 20.337, given the strength of the correlation; our model is statistically significant (p > .0005)

Table 4.15: Coefficient for Performance Appraisal and Knowledge Management

<div align="center">Coefficients^a</div>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.704	3.503		11.048	.000
	Performance Appraisal	.681	.151	.427	4.510	.000

a. Dependent Variable: Knowledge management

As per the SPSS generated in table above 4.15, the equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$) becomes: Y= 38.704 + .681. The regression equation determined that taking all factors

into account (adoption of performance appraisal) constant at 0, effective knowledge management will be 38.704. The findings given show that taking all other IVs at 0, a unit increase in the scores of performance appraisal would lead to a 0.681. At 5% level of significance and 95% level of confidence a .000 level of significance. Overall, the performance appraisal affects knowledge management at UBOS (beta= .427). All the variables were significant. In this case, the focus is on the 3 predictors, whether they are statistically significant and, if so, the direction of the relationship. The average class size (performance appraisal, b= .0.427) is significant (p=0.000), the coefficient is positive which would indicate that "larger class sizes is associated to knowledge management". The effect of performance appraisal (p=0.000) is significant and its coefficient is positive signifying that "the greater the performance appraisal, the higher the knowledge management". The t-test for performance appraisal equals 45.10 is statistically significant.

Table 4.16: Regression of Performance Appraisal and Knowledge Management

Knowledge Management	Standardised B	Sig. P
P	0.253	0.000
Adjusted $R^2 = 0.39$ F = 2.593, p = 0.000		

a. Dependent Variable: Knowledge Management

Primary data (2017)

Results in Table 4.16 confirm that, performance appraisal explained 39% of the variation in knowledge management (adjusted $R^2 = 0.39$). The R value is 0.63, which stands for simple

correlation and, so, shows a moderate degree of correlation. The R^2 value shows how much of the DV, knowledge management is explained by the IV. Thus the adjusted square value of .039 meant that performance appraisal explains knowledge management; in other words knowledge management is dependent on performance appraisal by 39%. The regression model was good/ significant (F = 2.593, p = 0.000 < 0.05). All the independent variables included (β = 0.253 and performance appraisal, p = 0.000. The magnitudes of the respective betas suggest that performance appraisal most significantly predicted knowledge management

In summary, the respondents were asked to give their summary opinions about performance appraisal. Several responses were given but generally their indicated that the responses on the performance appraisal were fair. In total 102 respondents provided responses indicating that the performance appraisal drafted are good but knowledge management has been faced with significant challenges.

4.13 Objective Three: The relationship between Rewards and Knowledge Management

The items were structured basing on the objectives of the study. Items were measured on a five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree and analysed basing 6 questions which are statistically tabulated and presented in the table below with the frequencies and percentages according to the responses collected.

Table 4.17: Summary Statistics on Rewards

Item Responses		Frequency	Percent	Mean	
My salary is paid on time	Strongly Disagree	03	2.9%	4.49	0.864
	Disagree	02	2.0%		
	Not sure	01	1.0%		
	Agree	32	31.4%		
	Strongly Agree	64	62.7%		
I would work with more vigor and enthusiasm if my salary is increased	Strongly Disagree	05	4.9%	4.29	1.042
	Disagree	01	1.0%		
	Neutral	09	8.8%		
	Agree	27	27.3%		
	Strongly Agree	55	55.6%		
My salary compares well with other employees in other organizations with the same qualifications	Strongly Disagree	08	7.8%	3.37	1.203
	Disagree	15	14.7%		
	Neutral	30	29.7%		
	Agree	26	25.7%		
	Strongly Agree	21	20.8%		
I get allowances besides my job salary	Strongly Disagree	17	16.8%	3.17	1.371
	Disagree	19	18.8%		
	Neutral	10	9.9%		
	Agree	38	37.6%		
	Strongly Agree	16	15.8%		
Every extra responsibility assigned to me is remunerated	Strongly Disagree	27	26.5%	2.46	1.19
	Disagree	29	28.4%		
	Neutral	23	22.5%		
	Agree	18	17.6%		
	Strongly Agree	05	4.9%		
I am satisfied with the provident fund benefit that the organization gives me	Strongly Disagree	04	4.0%	3.25	1.07
	Disagree	26	25.7%		
	Neutral	21	20.8%		
	Agree	40	39.6%		
	Strongly Agree	10	9.9%		

Source Primary Data (2017)   *N=102*

With respect to whether my salary is paid on time, cumulatively the larger percentage (94.1%) agreed with 4.9% disagreeing. The mean = 4.49 which corresponded to agreed indicated the majority of the respondents agreed that my salary is paid on time.

All employees in this case agreed that their salaries are paid every month before the 30th which makes the pay prompt

Responses to the question as to whether we would work with more vigour and enthusiasm if my salary is increased, (82.9%) agreed while 8.8% disagreed. The mean = 4.29 close to the median score, three, that indicated that we would work with more vigour and enthusiasm if my salary is increased.

Every employee was of the view that salary increment can instil a spirit of hard work, however UBOS is reluctant to have the salaries of the employees increased in this case. The challenge remains management favouring other workers for example staff at the same level earning different salaries.

As to whether UBOS salary compares well with other employees in other organizations with the same qualifications, the respondents' responses indicated that cumulatively, the larger percentage (46.5%) of the respondents agreed and 22.5% disagreed. The mean = 3.86 was above the median score, three, which on the five-point Likert scale used to assess items indicated that the respondents agreed that UBOS salary compares well with other employees in other organizations with the same qualifications.

In connection to the above a respondent noted that the salary survey carried out revealed that UBOS is not poorly remunerating its workers in comparison to other organisation. This indicated that salary is not a key management concern when it comes to its effectiveness. In 2017, management improved the salary structure of UBOS. Currently the Executive Director gets a gross of 28,000,000, Deputy Executive Directors 17,000,000, Directors 15,000,000, Managers 14,000,000, Principals 6.000.000, Seniors 5,000,000, Officers 3,000,000, Supervisors 2,000,000 and Support staff 1,000,000 million shillings.

Responses to the question as to whether we get allowances besides the job salary, (53.4%) agreed while 35.6% disagreed. The mean = 3.54 close to the median score, three, that indicated that we get allowances besides the job salary.

There are allowances given for officer jobs at UBOS. Bonuses may be given for good performance for example support staffs are given overtime when they come around during weekends. At the end of the year, a party is organized for the entire staff. In relation to salary structure, UBOS ranks well in the industry and of recent it has been benchmarking other organizations to see how best it can improve on the existing salary structure.

With respect to whether every extra responsibility assigned to me is remunerated, cumulatively the 22.5% agreed with 54.9% disagreeing. The mean = 2.46 which corresponded to agreed indicated the majority of the respondents noted that every extra responsibility assigned is not remunerated.

As to whether they are satisfied with the provident fund benefit that the organization gives me, cumulatively the larger percentage (49.5%) agreed with 29.7% disagreed. The mean = 3.25 meant that the respondents agreed that they are satisfied with the provident fund benefit that the organization gives me.

Table 4.18: Frequencies, Percentages and Means on Knowledge Management

Item Responses		Frequency	Percent	Mean	Std Deviation
Members of UBOS are active in external professional networks and associations.	Strongly Disagree	03	2.9%	3.59	0.925
	Disagree	09	8.8%		
	Not sure	27	26.5%		
	Agree	50	49%		
	Strongly Agree	13	12.7%		
UBOS actively collects information about the needs and wishes of its clients.	Strongly Disagree	03	2.9%	3.65	0.903
	Disagree	07	6.9%		
	Neutral	25	24.5		
	Agree	52	51%		
	Strongly Agree	13	12.7%		
If important knowledge is not available, UBOS buys it, e.g. journals, research reports.	Strongly Disagree	06	5.9%	3.207	0.983
	Disagree	14	13.7%		
	Neutral	42	41.2%		
	Agree	31	30.4%		
	Strongly Agree	08	7.8%		
If needed, UBOS hires new staff members who possess missing knowledge.	Strongly Disagree	03	3.0%	3.53	0.922
	Disagree	07	6.9%		
	Neutral	38	37.6%		
	Agree	39	38.6%		
	Strongly Agree	14	13.9%		
UBOS does research to explore future possibilities and new knowledge	Strongly Disagree	03	2.9%	3.65	0.903
	Disagree	07	6.9%		
	Neutral	25	24.5%		
	Agree	52	51.0%		
	Strongly Agree	13	12.7%		
Employees regularly follow courses, training programmes and seminars to remain up to date.	Strongly Disagree	04	3.9%	3.67	0.976
	Disagree	08	7.8%		
	Neutral	22	21.6%		
	Agree	51	50.0%		
	Strongly Agree	17	16.7%		
New members of staff are assigned to mentors who help them to find their way in the organisation.	Strongly Disagree	08	7.9%	3.13	1.14
	Disagree	24	23.8%		
	Neutral	27	26.7%		
	Agree	30	29.7%		
	Strongly Agree	12	11.9%		
Much knowledge is distributed in informal ways, e.g. in the	Strongly Disagree	05	5.0%	3.04	1.07
	Disagree	32	31.7%		

corridors, tea-rooms, etc.	Neutral	25	24.8%		
	Agree	31	30.7%		
	Strongly Agree	08	7.9%		
Colleagues inform one another regularly about positive experiences and successful projects undertaken.	Strongly Disagree	03	2.9%	3.45	0.964
	Disagree	16	15.7%		
	Neutral	23	22.5%		
	Agree	50	49.0%		
	Strongly Agree	09	8.8%		
Job rotation occurs, based on one's know-how, thereby ensuring knowledge distribution.	Strongly Disagree	06	5.9%	3.24	1.01
	Disagree	17	16.8%		
	Neutral	31	30.7%		
	Agree	40	39.6%		
	Strongly Agree	07	6.9%		
Members promote new knowledge externally in the market through the dissemination of research findings.	Strongly Disagree	02	2.0%	3.84	0.891
	Disagree	05	4.9%		
	Neutral	22	21.6%		
	Agree	50	49%		
	Strongly Agree	22	21.6%		
Experiences of staff and other clients are used to improve our services.	Strongly Disagree	02	2.0%	3.77	0.827
	Disagree	06	5.9%		
	Neutral	17	16.7%		
	Agree	61	59.8%		
	Strongly Agree	13	12.8%		
We apply existing know-how in a creative manner in new applications	Strongly Disagree	01	1.0%	3.69	0.731
	Disagree	04	3.9%		
	Neutral	29	28.4%		
	Agree	58	57.4%		
	Strongly Agree	09	8.9%		
Members promote new knowledge internally within UBOS	Strongly Disagree	01	1.0%	3.62	0.772
	Disagree	08	7.9%		
	Neutral	26	25.7%		
	Agree	59	58.4%		
	Strongly Agree	07	6.9%		
Before developing new course or programmes, we carry out market research among potential clients	Strongly Disagree	07	6.9%	3.35	1.04
	Disagree	11	10.8%		
	Neutral	33	32.4%		
	Agree	38	37.3%		
	Strongly Agree	11	10.8%		

Source: Primary data 2017   *N=102*

With respect to whether members of UBOS are active in external professional networks and associations (61.7%) agreed with 11.7% disagreeing. The mean = 3.59 which corresponded to agreed indicated the most participants accepted that their salary is paid on time. Responses to the question as to whether UBOS gathers information on the needs and wishes of its clientele, (63.7%) agreed while 9.8% disagreed. The mean = 3.65 close to the median score, three, that indicated that UBOS gathers information on needs and wishes of its clientele.

As to whether when significant knowledge is not obtainable, UBOS buys it, e.g. journals, research reports, participants' responses indicated that cumulatively, the larger percentage (38.2%) of the respondents agreed and 19.6% disagreed. The mean = 3.38 was above the median score, three, which on the five-point Likert scale used to assess items indicated that "If important knowledge is not available, UBOS buys it, e.g. journals, research reports".

When there is a training need, it is identified and taken to the training committee that discusses the application based on the need and sends out staff for the training.

Responses to the question as to whether if there is need, UBOS recruits new employees who with missing knowledge, (52.5%) agreed while 9.9% disagreed. The mean = 3.53 close to the median score, three, that indicated that if needed, UBOS recruits new employees who with missing knowledge.

On whether UBOS conducts studies in investigating prospective possibilities and new knowledge, 9.8% disagreed with 63.7% agreeing. The mean = 3.67 which corresponded to agreed indicated the majority of the respondents agreed that UBOS does research to explore future possibilities and new knowledge.

It was observed that through trainings carried out, reports are produced that are circulated on the intranet. The reports before being published are given out to immediate supervisors, the training officer and lastly to the training committee and the same report is presented to the auditors.

As to whether employees often follow courses, training programs and seminars to stay up to date, 11.8% disagreed with 66.7% agreed. The mean = 3.67 meant that the respondents the respondents agreed that "employees regularly follow courses, training programs and seminars to stay up to date".

A respondent noted that

"This is a rare occurrence within the organisation since training programmes and seminars may not be carried out frequently to remain up to date".

In respect to if employees are given to mentors to assist them in finding their way in the organisation (41.6%) agreed with 31.7% disagreeing. The mean = 3.13 which corresponded to agreed indicated most of the participants confirmed that "new employees are assigned to mentors who assist them to get their way in the organisation".

"Mentor and mentee relationship is rare in our organisation since most people are busy with work and no time to mentor others"

Responses to the question as to "whether a lot of knowledge is distributed in informal ways, e.g. in corridors, tea-rooms, etc.", (47.6%) agreed while 36.7% disagree. The mean = 3.04 close to the median score, three, that indicated that "a lot of knowledge is distributed in informal ways, e.g. in corridors, tea-rooms, etc.".

As to "whether counterparts inform each other frequently on positive experiences and successful projects conducted", responses indicated that cumulatively, the larger percentage (47.8%) of the respondents agreed and 18.6% disagreed. The mean = 3.95 was above the median score, three,

which on the five-point Likert scale applied to assess items showed that "counterparts notify each other frequently on positive experiences and successful projects conducted.

Responses to the question as to whether job rotation is done basing on staff know-how, hence, knowledge distribution (56.5%) agreed while 22.7% disagreed. The mean = 3.24 close to the median score, three, that indicated that "job rotation takes place, basing on employee know-how, hence, knowledge distribution.

On whether members encourage new knowledge externally in the market through giving out study findings, cumulatively the larger percentage (70.6%) agreed with 6.9% disagreeing. The mean = 4.23 which corresponded to agreed indicated "the majority of the participants agreed that members encourage new knowledge externally in the market by giving out study findings".

As to "whether employees regularly follow courses, training programs and seminars to stay up to date", cumulatively the larger percentage (11.8%) disagreed with 66.7% agreed. The mean = 3.67 meant that the respondents the respondents agreed that "employees frequently follow courses, training programmes and seminars to stay up to date".

As to whether experiences of employees and other customers often improve the institution services, 7.9% disagreed with 72.6% agreed. The mean = 3.77 meant that the respondents the respondents agreed that experiences of staff and other clients are used to improve the institution services.

The experience is not an issue since most staffs don't want to front experience at the expense of the attainment of the organisational goals

With respect to whether staff applies prevailing know-how in a creative way in new applications, cumulatively the larger percentage (66.3%) agreed with 4.9% disagreeing. The mean = 3.69

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which corresponded to agreed indicated the majority of the respondents agreed that "staff apply prevailing know-how in a creative way in new applications".

Responses to the question as to whether members promote new knowledge internally within UBOS (65.3%) agreed while 8.9% disagreed. The mean = 3.62 close to the median score, three, that indicated that members promote new knowledge internally within UBOS.

As to whether prior to developing new programs, UBOS carries out market research amongst prospective clientele, participants' responses indicated that cumulatively, the larger percentage (48.1%) of the respondents agreed and 17.4% disagreed. The mean = 3.35 was above the median score, three, which on the five-point Likert scale applied to assess items indicated that "prior to developing new course or programs, UBOS conducts market research amongst prospective clientele".

4. 14 Testing Hypothesis Three:

Hypothesis Three stated that "there is a positive significant relationship between rewards and Knowledge management in UBOS". The hypothesis was confirmed using the Pearson correlation coefficient and the results are presented below:

Table 4.19: Correlation Matrix for rewards and Knowledge management

Correlations

		Rewards	Knowledge management
Rewards	Pearson Correlation	1	.033
	Sig. (2-tailed)		.761
	N	102	102
Knowledge management	Pearson Correlation	.033	1
	Sig. (2-tailed)	.761	
	N	102	102

Source: Primary Data (2017)   *N = 102*

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The result in table 4.19 showed that the correlation coefficient is 0.033. This implied that rewards influences knowledge management in UBOS. Thus basing to results, "there is a positive relationship between rewards and knowledge management in UBOS". Therefore, the alternative hypothesis that was earlier stated in chapter one is upheld. The correlation coefficient is a statistical technique of quantifying the relationship between two variables i.e. the independent and dependent and it is symbolized by R. The correlation coefficient is always between -1 and 1, thus $-1 < R < 1$. The hypothesis is rejected if the earlier hypothesis was alternate and the finally tested hypothesis is null and the vice versa. Example if the planned value is greater than the P value we accept the hypothesis.

A regression analysis was further done to institute the strength of the relationship between rewards and knowledge management in UBOS. Results are presented in table 4.18 below.

Table 4.20: Regression Analysis for rewards and knowledge management in UBOS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.033[a]	.001	-.010	10.98772

 a. Predictors: (Constant), Rewards
Source primary data (2017)

The Adjusted R square value is -0.10; which implied that "rewards explained only -1% of knowledge management". Therefore rewards predict knowledge management at UBOS by -1%. From all the results the alternate hypothesis earlier postulated stated that "there is a negative relationship between rewards and KM at UBOS is therefore upheld".

Table 4.21: **Relationship between Rewards and Knowledge Management**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.219	1	11.219	.093	.761[b]
	Residual	10503.500	101	120.730		
	Total	10514.719	102			

a. Dependent Variable: Knowledge management

Source: Primary Data (2017)

These are degrees of freedom related with sources of variance. The total variance has N-1 degrees of freedom. The Regression degrees of freedom correspond to the number of coefficients estimated minus 1. Including the intercept, there are 5 coefficients, so the theory has 5-1=4 degrees of freedom. The Error degree of freedom is the DF total minus the DF model, 102 - 1 =101. Mean Square are the Mean Squares, the Sum of Squares divided by their respective DF. The F-statistic is the Mean Square (Regression) divided by the Mean Square (Residual) 11.219/120.73=0.093. The p-value is compared to some alpha level in testing the null hypothesis that all of the model coefficients are 0. The full model is statistically significant (F = .093, df = 102, 1, sig. = .761), even though knowledge management was statistically significant (p>.05) by itself. The value for this table had total degrees of freedom of 102 because 4 observations had missing data and were not incorporated in the analysis. The other degree of freedom corresponds to the intercept of the regression line. F-Statistics is .093, given the strength of the correlation, our theory is statistically significant (p > .0005)

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter gives summary of findings, discussion, conclusions, recommendations and areas for

further research based on study objectives.

5.2. Summary of Major Findings

It is presented based on study objectives as laid out in chapter one of this report.

5.2.1: Recruitment and Knowledge Management

The Pearson Correlation results indicated that the coefficient was .476**. This implied that

recruitment influences knowledge management in UBOS". Thus, according to results "there is a

positive significant relationship between recruitment and knowledge management in UBOS". A

regression analysis was further done to institute the strength of the relationship between

recruitment and knowledge management in UBOS. The Adjusted R square value was 0.217; this

implied that recruitment explained only 21.7% of knowledge management. Therefore

recruitment predicts knowledge management at UBOS by 21.7 %.

5.2.2: Performance Appraisal and Knowledge Management

The Pearson Correlation results indicated that the coefficient was 0.427**. This implied that

performance appraisal influences knowledge management in UBOS. Therefore, basing to the

results "there is a positive significant relationship between performance appraisal and KM in

UBOS". A regression analysis was further done to ascertain the strength of the relationship

between performance appraisal and knowledge management in UBOS. The Adjusted R square

value was 0.174; this implied that performance appraisal explained only 17.4% of knowledge

management. Therefore performance appraisal predicts knowledge management at UBOS by 17.4%.

5.2.3: Rewards and Knowledge Management

The Pearson Correlation results indicated that "the correlation coefficient was 0.033 and its significance level 0.761". It meant that "rewards influences knowledge management in UBOS". Therefore basing to results "there is a positive relationship between rewards and KM in UBOS". A regression analysis was further done to ascertain the strength of the relationship between rewards and knowledge management in UBOS.

The Adjusted R square value is -0.10; this implied that rewards explained only -1% of knowledge management. Therefore rewards predict knowledge management at UBOS by -1%. From all the results the alternate hypothesis earlier stated in chapter one that there is a negative relationship between rewards and knowledge management at UBOS is therefore upheld.

5.3. Discussion of Findings

The findings are discussed on the basis of the study objectives as presented in chapter one.

5.3.1: Recruitment and Knowledge Management

Findings showed that "there is a positive significant relationship between recruitment and knowledge management in UBOS". Findings revealed that "the actual channels or vehicles used to attract candidate in UBOS is advertising which seem to affect if right types of applicants are encouraged to apply, and to persist in their application". Sometimes the board may decide to have some jobs internally advertised and candidates within with the right education qualification thereafter are encouraged to apply. This is in line with Barney (2000) who "all companies regard internal advertising as significant due to the competitive labour market environment in India". External advertising of jobs in UBOS found to help "to enhance the performance of companies

which trail it". This is in line with Coleman & Chian (2003) who would love to have major positions in the company advertised externally.

Evidence from the interviews suggested that "UBOS's reputation has a direct influence on attraction to the company, and is a significant influence on applicant assessment". Thus, labour market shortages and the "war for talent" in institutions in Uganda has highlighted effort for institution image and on employing marketing principles of advertising to draw top candidates to opt for an institution's offer of job above what the competitor offers. It was similarly observed by Chan (2000) that advertising helps to attract the top talents in the market.

Additional observations was "behavioral interviews were popular than situational". It is because participants thought "in behavioral, applicants narrated their previous experiences and thus permitted interviewers to ask those questions deeply basing on their reactions, while situational would not have a lot of coverage for asking questions due to the hypothetical way of answers". Barclay, (2001) supported this by stating; "behavioral probing is more flexible than situational because it permits applicants to elaborate their skills in actual procedures from their experience other than imagining hypothetical situations that is probably external to their experience and asking questions may be applied as suitable to each applicant". To add on, participants thought "behavioral interviews permitted them to get closer into the 'exact experiences of the applicants, than 'imaginary' answers that might have a possibility of lying".

Findings revealed that "screening is done on merit in UBOS, typically the screening exercise entails assessing applications and deciding if candidates shall be called in selection process". UBOS carries out the pre-screening of candidates by relying on techniques e.g. applications, CVs, bio – data etc. Similar findings were observed by Kann, (2002) who noted that "the

screening exercise entails assessing the forms and CVs, deciding if candidates shall be called to participate in the selection procedure, however it is important to have the process done on merit".

Findings further revealed "candidates that use the web are sorted through online pre-screening that is filled during application procedure, while other candidates are screened using resumes and telephone". The findings are consistent with Leonard (2005) who noted that it is important to use the best means of screening so that potential candidates are chosen.

It was observed that "online assessment, ability and screening tests were used for entry-level vacancies only". "It is due to the cost of applying the tests being justified through the benefit of screening a large number of immaterial candidates at entry phases". Online integrity testing was launched by UBOS in 2011 for junior positions. "Although it was a fresh instrument, it was positive on its use in screening". "UBOS' failure to use 'online' screening tests before 2011, was expected failure of IT, and the intention of executing them in future". The findings are in line with Draft, (2009).

Findings revealed that interviews are always free and fair and follow the principles of human resource management. "Good interviewing practices reduce risks of failure to attain company approach and of spending needless costs as: institutional strategies can be jeopardized if individuals who are chosen are not able of doing the role well, if schedules are not timely, or if no appointment is done". Similar findings were observed by Luthan (2001) who stated that the interviewing process should the transparent, free and fair.

Furthermore it was observed that in UBOS, "the process of selection starts with identifying a post and determining the necessity of extra HRs". Then, a full analyses of the job in which

selection decisions are to be made is done to determine the selection procedure and collect appropriate data on the job. Next is "prescreening the candidates in order to choose those who may not have requirements and minimizing the number of candidates to administrative options for the following phase called - selection". "It includes use of thorough evaluation strategies to pick from candidates with best potential for success at the work and institution. It was similarly observed by Okello (2007) that a detailed selection process should be observed in all major companies.

5.3.2: Performance Appraisal and Knowledge Management
Findings showed "a positive significant relationship between performance appraisal mechanisms and knowledge management in UBOS". Findings based on interviews revealed that "PA is a crucial area in UBOS". "It has helped UBOS to build a fine group of management which has helped it improve the company's performance year in and year out".

Similarly Kelly (2006), notes that "a firm is successful if employees strive to attain its objectives". An institution can only become successful if it helps employees to progress and improve on their job skills.

It was observed that executives, particularly those who don't check for staff data, tend to assess employees performance basing on proceedings which happened in the last few months. It was observed by Bowen (2004) that appraisals should be based on performance other than anything else. It is important that the manager should be trusted in respect to performance evaluation

Findings revealed that the management of UBOS tries to invest more time in the appraisal process to see to it that the process is successful. Managers must appraise employees they have no knowledge about. This is contrary to what Boxall, (1998) asserts that "executives feel they

don't own the procedure, so they put less effort then go ahead to blame HR whatever happens".
Executives of big and global company and fresh hired administrators could be made to conduct
assessments on staff they don't know. Recent elevated executives can be required to evaluate
previous supervisees. Managers who go a step to offer sincere feedback and really develop
performance of their staff are not recognized.

Findings based on the surveys revealed that "performance appraisal in UBOS is looked at as key
and an important instrument for an institution, the information given is very helpful in decisions
on several employee issues like promotion and merit". The findings are in line with Chan &
Snape, (2004) who opine "PA is a technique to combining HR functions and company strategies
in UBOS and might be viewed as a general concept with a blend of tasks where institutions try to
evaluate staff and grow their skill, improve performance and allocate rewards".

Findings further indicate "staff were contented and had bigger approval of PA when staff growth
and performance enhancement was stressed". Findings showed that "performance evaluations
have a positive effect on the employees". The findings revealed that "poor performers were more
contented when salary debate was part of PA than when it was not". Contrary, it is believable
that "outstanding performers are happy with the assessment". Similarly it was observed by
Mukasa, (2006) that "performance appraisals have a positive effect on the employees most
especially when executives make a step in providing sincere feedback and enhance performance
of staff are not recognized".

Findings based on the interviews revealed that "in UBOS, executives are not trained on assessing
and giving sincere feedback". Draft, (2001) asserts that "certain executives offer feedback which

is unclear no to annoy anyone". However, what is vital is training, the managers in the appraisal process so that they are more proficient when it comes to the appraisal process.

5.3.3 Rewards and Knowledge Management

Results showed "a positive relationship between rewards and knowledge management". According to these results and the mental procedure of staff, "high employee recognition will enhance motivation for knowledge management". If staff are recognized, they execute tasks in the right way hence stimulating motivation for knowledge management.

Findings revealed staff have an opportunity of being promoted in the organization. It has enhanced security psychologically for staff and a favorable work atmosphere for them. It justifies the needs of Maslow´s hierarchy i.e. safety needs" (Mukasa, 2006). Basing on this, mental form of a staff has a key impact on motivation. In the class are teamwork with fellow staff and regular organization meetings. "Through visualizing Maslow's hierarchy of needs, we appreciate the dimensions shall aid the belonging needs" (Kelly, 2006).

"Additionally, staff who have worked with the organization for a long are motivated because they have a rehabilitated confidence in administrative policies which they shall be given consideration for internal promotion prospects by the institution". "Their long term commitment with the organization yields them in future bigger positions that makes them further motivated" (Bowen et.al, 2004). These results are highlighted by the assumption in Hertzberg's two factor theory which opines "motivation is a result of expected value to an individual in action." "expected values are potentials of raised salaries and promotion prospects which the staff anticipated because of longevity in service" (Kane & Palmer, 1995).

5.4 Conclusions

This study was designed to answer three research questions and this section will summarize the key findings of the study in relation to each research objective in order to formulate the recommendations of the study. Study conclusions were drawn basing on the different research objectives as shown below;

5.4.1 Recruitment and Knowledge Management

Jobs are advertised both internally and externally although UBOS prefers to have top management position advertised externally because they attract a lot of people with varying skills. When people with a diversity of skills are recruited chances of enhancing knowledge management in UBOS in terms of acquisition, application and sharing are high. Advertisement of jobs was found to be the most effective way of attracting competent personnel to the organization.

5.4.2: Rewards and Knowledge Management

From the foregoing findings however, it has been clear that rewards influence knowledge management in UBOS. When employees are properly rewarded chances of enhancing knowledge management in UBOS in terms of acquisition, application and sharing are high. Therefore, a research gap was evident in investigating whether rewards increases knowledge management. The employees felt that being paid on time was not a key factor but how much they were paid was more essential. They felt that they would be better motivated if the organization introduced other monetary and non-monetary benefits.

5.4.3: Performance Appraisal and Knowledge Management

The study revealed that performance appraisal mechanisms influences and knowledge management in UBOS. It further noted that performance appraisal could be more effective if

they were well planned and aimed at fulfilling the designated objectives of the institution. When performance appraisal is well planned, chances of enhancing knowledge management in UBOS in terms of acquisition, application and sharing will be high. Although performance appraisals are carried out in UBOS, the employees felt that they have not helped to achieve the designated objectives. The appraisal mechanism would be more effective if it was being used as a basis for promotion and rewards to the employees in the institution. Furthermore, appraisals would be more effective if they are aimed at enhancing employee performance.

5.5 Recommendations
The researcher recommended that;

5.5.1 Recruitment and Knowledge Management
Managers should be aware that in encouraging the use of external advertising, the organization can be opening up to getting a variety of applicants with diverse skills, therefore UBOS should rely more on external advertisement than internal recruitment. External advertising of jobs keeps employees on the edge because they know they must compete against external people for jobs which is good. Human Resource managers must be wary of using completely unstructured interviews for higher, more critical senior positions because of the number of dysfunctions associated with its use

5.5.2 Rewards and Knowledge Management
A system that rewards high performance and discourages mediocre performance should be put in place to include various rewards such as financial rewards, public acknowledgments, promotions, greater work responsibilities, learning and study opportunities. Greater emphasis must be given to non-monetary rewards. Participation should be considered as early as possible and throughout the process, representing relevant employees systematically. The process needs

to have clear objectives and skilled facilitation from the onset. Employee participation in the decision making process must be institutionalized. In this light, participatory processes may seem very risky, but there is growing evidence that if well designed, these perceived risks may be well worth taking.

5.5.3: Performance Appraisal and Knowledge Management
The performance appraisal programme in UBOS should be well thought out and tailored for the institution. The appraisal process must be viewed as an activity rather than a once year event. In other words, performance management should be a continuous process and not an activity conducted once a year. Performance expectations and actual performance must be discussed often and regularly. Performance feedback should be timely and continuous. Employees should be given instruction on how performance can be improved and must have short-and long-term goals set to show incremental improvements. Managers should be encouraged to engage in careful, systematic and professional planning and implementation of the performance management theory. Implementation time frames should be respected. All documentation and forms should be completed properly and professionally, especially performance agreements and personal development plans. Mechanisms should be put in place to ensure the objectivity of performance ratings and judgments, and to reduce favoritism and bias. Mechanisms should also be put in place to take corrective action against poor performers.

5.6 Limitation of the Study
The limitation in the study was related to omission of certain key components in variables on Human Resource Management and Knowledge management. For example, competence of UBOS Permanent Employees, this would have provided useful information to understanding the study subject. Another limitation in the study was common method bias; the researcher used one

single questionnaire to measure all constructs. The use of findings from the questionnaire which

was close ended also could have missed important information which could have been obtained.

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APPENDIX 1: Questionnaire for all employees in UBOS

My name is Charlotte Kimuli. I am a student of Uganda Management Institute for of Masters in Management Studies (Human Resource Management Option). In partial fulfillment of the requirements for the degree, I am required to conduct a research in an area of my interest. My interest in this study is to examine the relationship between Human Resource Management and Knowledge Management in Uganda Bureau of Statistics. You are invited to take part in research study on examine the relationship between project quality management and project success with reference to Kampala Capital City Authority. The information obtained from you will be kept highly confidential. Taking part in this study is completely voluntary. If you choose to be in the study you can withdraw at any time without consent of any kind. You can choose to skip any questions, participate in only some tasks as appropriate to the study. Participating in this study does not mean that you are giving up on any of your legal rights. Recording both audio and video is an integral part of the study, the records of the interviews taken will be kept confidential. The records of this study will be kept private and will never be used against you or your office. The records will be destroyed after transcription and data kept on a personal computer.

I have read the above information and have received answers to any questions. I am above the age of 18 and therefore consent to take part in the study. The researcher(s) conducting this study are mentioned below. You may ask any questions you have now. If you have any questions later, you may contact:

Charlotte Kimuli

Principal researcher

Uganda Management Institute

0772191828

 Participants Signature……………………….. 	Date…………………………………..

Thank you for your cooperation.

SECTION A   BIO-DATA
Please tick in the column below the specified variable.

Age	20-29	30-39	40-49	Above 50	
Gender	Male	Female			
Marital status	Married	Single	Widowed	Divorced	
Education	Masters	Bachelors	Diploma	Certificate	Others Specify

Instructions from question 1-6 tick the number that best indicates your opinion on the questions using the following scale.

Scale	1	2	3	4	5
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree

SECTION B

RECRUITMENT

		1	2	3	4	5
1	Advertising jobs is an essential process in the recruitment process in UBOS					
2	The jobs are advertised in newspapers with wide circulation					
3	The screening of candidates is done on merit					
4	Only short listed candidates are invited for interviews					
5	The right candidates are selected					
6	There is careful scrutiny of the academic qualifications of the candidates					

PERFORMANCE APPRAISAL

		1	2	3	4	5
1	The organisation uses performance appraisal to appraise our employees					
2	Performance appraisal is frequent in UBOS					
3	Performance appraisal is conducted in the best way possible					
4	Management supports me to improve my weaknesses					
5	The performance feedback given to all employee on a timely manner					
6	I work to meet deadlines and achieve the company's vision and mission.					

REWARDS

		1	2	3	4	5
1	My salary is paid on time					
2	I would work with more vigor and enthusiasm if my salary is increased					
3	My salary compares well with other employees in other organizations with the same qualifications					
4	I get allowances besides my job salary					
5	Every extra responsibility assigned to me is remunerated					
6	I am satisfied with the provident fund benefit that the organization gives me.					

SECTION C

	Knowledge acquisition	1	2	3	4	5
1	Members of UBOS are active in external professional networks and associations.					
2	UBOS actively collects information about the needs and wishes of its clients.					
3	If important knowledge is not available, UBOS buys it, e.g. journals, research reports.					
4	If needed, UBOS hires new staff members who possess missing knowledge.					
5	UBOS does research to explore future possibilities and new knowledge.					
6	Staff members regularly follow courses, training programmes and seminars to remain up to date.					
	Knowledge sharing	1	2	3	4	5
1	New members of staff are assigned to mentors who help them to find their way in the organisation.					
2	Much knowledge is distributed in informal ways, e.g. in the corridors, tea-rooms, etc.					
3	Regular meetings are organised, at which professional matters are discussed.					
4	Colleagues inform one another regularly about positive experiences and successful projects undertaken.					
5	Job rotation occurs, based on one's know-how, thereby ensuring knowledge distribution.					
	Knowledge application	1	2	3	4	5
1	Members promote new knowledge externally in the market through the dissemination of research findings.					
2	Experiences of staff and other clients are used to improve our services.					
3	We apply existing know-how in a creative manner in new applications.					
4	Members promote new knowledge internally within UBOS.					
5	Before developing new course or programmes, we carry out market research among potential clients.					

APPENDIX 2: Interview Guide for All Employees in UBOS

A: PERFORMANCE APPRAISAL

1. How much time do you spend on Performance Appraisal?

2. What challenges do you face during the Performance appraisal process?

3. What are your views about performance appraisal in your organization?

4. Which of the techniques of performance appraisal technique are commonly used?

B: RECRUTIMENT

1) How are workers recruited in UBOS?

2) How are jobs advertised during the recruitment process in UBOS?

3) How are employees interviewed in UBOS?

4) Comment on the employee screening process in UBOS?

5) How is employee selection done in UBOS?

C: REWARDS

1) From your experience, how do you gauge employee' commitment to achieving the set goals?

2) What employee reward system do you use in UBOS?

3) What are the common causes of employee' failure to attend to their duties?

4) How are employees rewarded for their participation in any extra work?

5) If there were other job opportunities, which are probably more paying, what do you think would make your subordinates remain committed to working in the UBOS instead of taking up the other job offers?

6) What do you think can be done to make your subordinates more committed to their work?

APPENDIX 3: Documentary Review Checklist

1. HR Manual was reviewed

2. Annual Reports was reviewed

3. Quarterly Reports was reviewed

4. Master Thesis was reviewed

5. Articles

6. Minutes of Meetings

APPENDIX 4: Krejcie, R. V., & Morgan Table for Sample Size

Table for Determining the Needed Size of a Randomly Chosen Sample from a Given Finite Population

Population	Sample			Population	Sample			Population	Sample
10	10			220	140			1200	291
15	14			230	144			1300	297
20	19			240	148			1400	302
25	24			250	152			1500	306
30	28			260	155			1600	310
35	32			270	159			1700	313
40	36			280	162			1800	317
45	40			290	165			1900	320
50	44			300	169			2000	322
55	48			320	175			2200	327
60	52			340	181			2400	331
65	56			360	186			2600	335
70	59			380	191			2800	338
75	63			400	196			3000	341
80	66			420	201			3500	346
85	70			440	205			4000	351
90	73			460	210			4500	354
95	76			480	214			5000	357
100	80			500	217			6000	361
110	86			550	226			7000	364
120	92			600	234			8000	367
130	97			650	242			9000	368
140	103			700	248			10 000	370
150	108			750	254			15 000	375
160	113			800	260			20 000	377
170	118			850	265			30 000	379
180	123			900	269			40 000	380
190	127			950	274			50 000	381
200	132			1000	278			75 000	382
210	136			1100	285			1 000 000	384
Population	**Sample**			**Population**	**Sample**			**Population**	**Sample**

Source: Krejcie, R. V., & Morgan, D. W. (1970) Determining sample size for research activities. *Educational and Psychological Measur*