UGANDA MANAGEMENT INSTITUTE

SUPERVISORY SUPPORT AND PERFORMANCE OF EMPLOYEES: A CASE OF

CLARKE GROUP LIMITED, UGANDA

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DECLARATION

I, Patricia Namatovu, declare to the best of my knowledge that, this dissertation is my original work which has never been published and / or submitted for any award in any other University / Institution of Higher learning.

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APPROVAL

This dissertation has been submitted for examination with our approval as academic supervisors.

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DEDICATION

This dissertation is dedicated to my family who have tirelessly supported me. They have been an inspiration through this journey and have mentored me during this time. Special thanks goes out to my work family for being very encouraging and supportive of me and letting me pursue the MBA alongside performing my duties I am very grateful.

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ABSTRACT

This study examined the influence supervisory support has on employee performance. The study was guided by three objectives that is; to investigate how mentorship and counselling influence employee performance at Clarke Group Limited, to examine how staff appraisals influence employee performance at Clarke Group Limited and to establish the extent to which feedback to employees influences employee performance at Clarke group limited. The data was described using logistic regression and this regression was also used to explain the association between the two variables with Supervisory support being the independent variable and employee performance the dependent variable. Data for this study was obtained from the Clarke Group farm, the School site under construction and Clarke Junior School.

The research findings indicate that; the majority of the respondents agree that supervisory support in terms of mentorship and counselling, staff appraisals and feedback to indeed influence their performance positively. The research findings also indicate that some of the attributes of supervisory support are more effective than others when it comes to positively influencing performance. It was concluded that despite some attributes influencing performance more positively than others it was also is also important to note that the several attributes combined do go a long way in influencing performance since they feed into each other.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined the extent to which supervisory support influences employee performance at Clarke Group Limited. Clarke Group Limited is a private company involved in different businesses some of which include education, agriculture, hospitality, and consultancy. Employee performance in organizations depends on several factors one of which is supervisory support which is the independent variable. Through supervisory support management is able to show interest in career goals of their employees, appreciate them for doing a good job, and support their staff in developing expertise and capabilities that are relevant to their jobs. Such supervisory support can significantly change every day work experiences of the employees and positively impact performance (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002).

Supervisory support involves putting individuals in charge of different projects and tasking them with aiding and guiding other employees through the projects. Supervisors are perceived as the organization's representatives. Therefore, they are in charge of keeping an eye on the performance of their subordinates, periodically assessing the work done and criticizing it to increase their subordinates' involvement with and obligation to the organization. Consequently, employees naturally equate their interactions with their supervisors to the way the organization views their performance (Eisenberg et al., 2002).

This chapter covered the back ground to the research study, the problem statement, the purpose and objectives of the study, the study's research questions, the hypotheses, the scope of the study, the significance of the study, justification of the study and definition of operational terms and concepts.

1.1 Background to the Study

1.1.1   Historical Background

Experts, researchers, and policy makers have tried to assess specific practices and systems of training that can stimulate output growth and effectiveness as well as define them since the beginning of the industrial revolution (Parks, 1995)

WD Scott developed performance reviews as early as World War 1 in the 1900s as suggested by several sources. According to (Brooks, 2016), "although possibly the earliest documented use of performance appraisals, however, WD Scott's system was not a widely-recognized concept, and it wasn't until around mid-century that more formal appraisal systems became implemented by a large number of businesses". Most performance appraisal systems were not geared towards how competent the staff characters appeared to be at the time of assessment, they focused more on what the individual's achievements might be in the future.

In colonial New England, one or more local citizens were selected to examine what the students were learning from their teachers as a process of external inspection which is how supervision began. The theme of inspection was to stay firmly rooted in the practice of supervision (Starrat, 2011)

Past studies of performance management systems (PMS) have concentrated less on the effect it has on employees and more on designing the framework. Furthermore, employees in developing

countries may not be well informed about PMS. This paper proposes two models to examine supervisor support's (SS) role in engineering organizations. It was found that SS is not a moderator, but a mediator in the association between PMS and employee job fulfillment. That is to say looking at their assessment of the current PMS Supervisor Support partly clarifies why employees have optimistic insights of their jobs; thus SS improves the PMS in engineering organizations (Baloyi, Waveren & Chan, 2014).

Performance management considers employee associations a fundamental factor of its outcomes. The personal or human feature is one of the points of view (the psychological contract) (Hartog, Boselie & Pauuwe, 2004).

1.1.2 Theoretical Background

Organizational Support Theory (OST) proposes that "employees form a generalized perception concerning the extent to which the organization values their contributions and cares about their well-being (Perceived Organizational Support [POS])" (Eisenberger et al., 1986). According to Organizational Support Theory, Perceived Organizational Support strongly depends on employees' provenances regarding why the organization may favorably or unfavorably treat them. In turn, a social exchange process is instigated by Perceived Organizational Support whereby employees feel the need to assist the organization in achievement of its goals and objectives and expect that the organization will reward them greatly for their improved efforts on behalf of the organization. Rhoades and Eisenberger's (2002) meta-analytic review indicated that Perceived Organizational Support is related to the main theorized precursors of POS (fairness, human resource practices, and supervisor support), attitudinal significances (e.g., affective organizational commitment, job satisfaction), and performance of the job.

According to Organizational Support Theory (Eisenberger et al., 1986), "supervisor support (SVS) facilitates changes in employees' levels of affective commitment" (Sadiya, 2015). Supervisor support is described as how employees view the extent to which their supervisors value their involvements and are concerned about their welfare (Eisenberger et al., 1986; Kottke and Sharafinski, 1988). It is the supervisor's responsibility to guide the employee and assess their job performance as representatives of the organization. Therefore, the supervisor's criticism is often viewed by employees as a point of reference for the organization toward them (Eisenberger et al., 1986; Levinson, 1965). Furthermore, the relationship between affective commitment and supervisor support is made stronger because employees are knowledgeable about their performance assessments being shared with the executives by their supervisors, who are seen as the organization's representatives (Eisenberger et al., 2002) which in turn positively affects employee performance.

According to the norm of reciprocity, when a person is treated well they are obligated to return the favour (Gouldner, 1960). Organizational Support Theory assumes that general beliefs are formed by employees regarding the extent to which the organization holds in high esteem their support and cares about their welfare. Based on the reciprocity norm, such perceived organizational support would cause employees to feel obligated to be concerned about the organization's well-being and to assist the organization in achievement of its goals. The employees' obligation could be satisfied through greater affective commitment to the organization and better efforts in support of the organization (Eisenberger, Armeli, Rexwinkle, Linch & Rhoades, 2001).

"Positive relationships that have repeatedly been found between POS and affective commitment and performance have been ascribed to felt obligation owing to the reciprocity norm" (Eisenberger et al., 2001).

1.1.3   Conceptual Background

The study considered two variables that is supervisory support as the independent variable and performance of employees as the dependent variable.

The concept of supervisory support is considered an important part of employee development and performance at Clarke Group limited. The definition of supervisory support is "the extent to which leaders value their employees' contributions and care about their well-being" (Scontrino, 2011). A manager with strong supervisor support makes employees feel appreciated, looked after and heard. Organizational research has recognized numerous positive results related to high supervisor support. Supervisory support in this case refers to several aspects of support offered to employees in task execution before the project begins, when the project commences, during the project and at project closure supervisory support is looked at as a significant factor in achieving employee performance across the different entities of Clarke Group.

Performance as a dependent variable may have the following indicators; loyalty; how far an individual's objectives and goals are aligned with the organization's, efficiency in resource procurement, utilization and disposal, timely task accomplishment; respecting and observing timelines, Customer satisfaction and retention as well as Employee satisfaction. (Jackson, 2017)

Factors that could affect performance of employees include planning, guidance (directing employees), involvement of staff in decision making and regular open lines of communication.

Planning is usually defined as a process of strategy development to achieve desired objectives, solve problems or to facilitate action. Planning eventually supports the organization in achievement of a desired, economically viable and profitable goal through progress, an integrated approach, flexibility and is therefore considered important. (Bhasin, 2016)

Directing is a role of management through which they guide, instruct and inspire their employees by communicating with them. It also keeps an eye on employee performance for the accomplishment of the predetermined objectives. It is the aspect of management that involves leading the employees to efficiently perform, and contribute to their optimum for the accomplishment of the organizational goals. "Directing is a very important management function for every organization." (Satyendra, 2015)

 Involving employees in decision making ensures that decisions are made with everyone's interests and competencies laid out on the table. It involves asking for employees' thoughts and implementing them, holding process improvement meetings where supervisors chair brainstorming sessions to find creative ways to improve the structure of one's work (Scontrino, 2011).

Performance therefore as a dependent variable is related to the degree of supervisory support offered by the Clarke Group Limited and the research is being done to establish the extent to which supervisory support affects employee performance in organizations both directly and indirectly.

1.1.4   Contextual Background

Clarke Group Limited is a private limited organization that has been in existence for over eight (8) years. Its business portfolio has changed over the years from being a construction company to diversifying into agriculture, education, hospitality and construction as was previously done. The

company's main offices are in Kampala however the different businesses are situated at different locations within Uganda. Clarke Group Limited owns a farm in Kyenjojo district where they grow coffee, trees, maize and run a chicken project as well as a maize mill. It also owns a school (Clarke Junior School) in Muyenga- Bukasa a kampala suburb, a restaurant at Forestmall (The Vineyard restaurant) and the company runs a workshop that handles construction and consists of carpentry, steel fabrication, painting, masonry works located at the head office premises. Clarke Group Limited however, has a core team that handles management of all these businesses and department heads that handle the day to day activities on each project.

Performance can be defined as an employee's capability to accomplish his/her mission based on the expectations of the organization (Perrin, 2016).

Performance indicators maybe divided into several categories which include Financial metrics; where performance is measured according to organizational finances, Customer metrics which are based on the organization's customer base as well as market share, Process metrics; how effective and efficient organizational processes are and People metrics which is based on the organization's staff (Jackson, 2017). According to Jackson, below are some of the key performance indicators that fall under each category.

Financial metrics include; Profit, which is one of the most important performance indicators out there, Cost, which involves measuring cost effectiveness and managing the organization's costs. Customer metrics include; Customer satisfaction and retention, Number of Customers which is as straight forward as profit. Process metrics involve efficiency in resource procurement, utilization and disposal, Timely task accomplishment, respecting and observing deadlines. People metrics include; employee satisfaction; happy employees work harder, Knowledge achieved with training;

which helps the company see how effective employee training programs are. It is important to note that key performance indicators do vary from one organization to another (Jackson, 2017

1.2 Statement of the Problem

Clarke Group Limited is structured in such a way that the organisation has a core team that over sees all projects in terms of management, procurement, finance and book keeping however each individual project is assigned a project head (Clarke Group organogram,2015) that oversees all staff on that project to ensure that they are performing as is expected of them by the organisation.

Clarke group has experienced low performance of employees in the absence of their project heads and supervisors. On the Clarke Group farm in kyenjojo, there is a lot of absenteeism (Farm attendance records,2017), misuse of organisational resources, mishandling of equipment hence high costs of repairs and maintenance, and poor administrative procedures which result in losses of stock which include diesel and farm produce (Heartland Global Report, June 2016). The organisation's construction entity is unable to meet said deadlines because construction carries on for a couple of weeks behind due to lapses in material orders and supplies, poor quality if work that has to be redone. This has caused the company a huge expense in labour costs due to delayed completion of construction works (Clarke Junior School construction phase 4 Gantt Chart, 2017).

The organisation has hired experienced farm managers in the past to oversee overall farm activities and they managed to put some systems in place however this did not resolve the issue because one person was unable to correct all the gaps in supervision on the entire farm because his team of supervisors was lacking in their farm activities management that they too needed close supervision. Scheduled visits to the construction site were arranged with the project engineer for reporting

purposes on both the progress and to ensure that the plans were being followed however when these visits weren't conducted and the engineer's absence on site leaves he workers to do as they please which impacts the amount of work achieved in a day hence the time lag in meeting the deadlines.

1.3 Purpose of the Study.

The study's purpose was to determine the degree to which supervisory support influences performance of employees at Clarke group Limited.

1.4 Objectives of the Study

The study shall realize the following objectives:

a) To investigate how mentorship influences employee performance at Clarke Group Limited.

b) To examine how staff appraisals influences employee performance at Clarke Group Limited

c) To establish the extent to which feedback to employees influences employee performance at Clarke group limited.

1.5 Research Questions

a) To what extent does mentorship influence employee performance at Clarke Group Limited?

b) To what extent do staff appraisals influence employee performance at Clarke Group Limited?

c) To what extent does feedback influence employee performance at Clarke Group Limited?

1.6 Research Hypothesis

a) Mentorship influences performance of employees at Clarke Group Limited.

b) Staff appraisals influence performance of employees at Clarke Group Limited.

c) Feedback influence performance of employees at Clarke Group Limited.

1.7 Conceptual Framework

The conceptual framework shows the independent variable and dependent variable of this study which are supervisory support and performance of employees respectively as well as their respective indicators.

INDEPENDENT VARIABLE **Supervisory Support**	DEPENDENT VARIABLE **Performance of employees**

Mentorship
- Induction mentoring
- Peer mentoring
- Developmental mentoring

Staff appraisals
- Behavioral checklist
- 360-degree appraisal
- Psychological appraisals

Employee Feedback
- Appreciation
- Advice
- Evaluation

- Timely task accomplishment
- Quality of work
- Effectiveness of choice of processes
- Career advancement
- Employee attendance

Source: *From Literature (Jackson, (2017); Vulpen, (2016);University of Cambridge, (2017); HRzone, (2014); Business management,(2015))*

Figure 1.1: Conceptual framework

1.7 Significance of the Study

Clarke group like other private companies seeks to recruit staff with the right qualifications for the job however considering the company portfolio it is eminent that staff are moved around from one project to the other and it is necessary for them to adjust according to the project needs and in order for them to do this seamlessly they require organisational support in order to fully align themselves with the project objectives and requirements.

The study provided insight into different employee perspectives of supervisory support and how best management should treat staff in order to foster commitment and positive organisational relationships in order to align individual objectives with organisational objectives thus positively influencing employee performance.

Management of Clarke group limited will also be able to assess current systems that they have in place in regard to supervisory support and re-evaluate them to fit employee needs in order to achieve set organisational objectives by boosting performance and maintaining high productivity through an effective and efficient staff.

As Clarke Group Limited continues to expand there will be several projects running and the organization will need to have individuals in place that are self-sufficient, proactive, committed and driven all of which are created through supervisory support which natures them into the way things should be done.

1.8 Justification of the Study

It is important to understand the association between supervisory support and Employee performance because the study highlights the extent to which employee performance is dependent on supervisory support also known as perceived organizational support which in turn will guide management in policy implementation as well as employee management.

Employee performance at Clarke Group Limited is vital to the Organization achieving its objectives and reducing losses in the process. The study not only highlights how best to achieve positive results when it comes to employee performance it also represents the opinions of Clarke Group Limited's employee opinions about the organizational support rendered to them.

1.9 Scope of the Study

1.9.1 Context.

The study covered three indicators of supervisory support that is mentorship, staff appraisals and feedback. These were chosen because they clearly represent the measures of supervisory support that influence employee performance in this study.

1.9.2 Geographical.

The study was done at the Clarke Group farm in Kyenjojo, Nyaruzigati, Clarke Junior School and site in Muyenga- Bukasa Kampala and at the Clarke Group main offices located at plot 1717 Bukasa- Kyeyitabya. This is because the organization has several entities and is involved in different kinds of businesses that is agriculture, education and hospitality. This provides for a wide

variety of different employee groups to consider which in turn offers a broader perspective of the study. Clarke Group Limited is a company based and operating in Uganda.

1.9.3 Time

The study was carried out between 2015 and 2017 as this is the period that constitutes the birth of Clarke Group Limited and it venturing out into several businesses.

1.10 Operational terms and key concepts

Supervisor Support.

 The degree to which leaders are concerned about their employees' welfare and respect their contributions. (Scontrino, 2011)

Job satisfaction. This is a feeling of enjoyment or fulfillment that a person derives from their Job (New Oxford American Dictionary, n.d)

Affective Commitment. This is defined as the positive emotional attachment that an employee has for the organization.

Staff Appraisals. These are periodical consultative assessments and encouragement discussions between members of the staff and managers where understandings are reached about goals and the accomplishment of targets which are then integrated into target agreements.

Employee performance. Assesses whether an individual is doing their job well.

Mentorship. Is described as an association in which a more knowledgeable and more experienced person helps to guide a less experienced or less knowledgeable person.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review was conducted using an integrative approach which is a method that summarizes past theoretical and empirical literature to give a more comprehensive understanding of a particular phenomenon according to Broome, (1993) (as cited in Whitmore & Knafl, 2005). A lot of research has been done to explain how supervisory support affects employee performance in organizations both directly and indirectly. The purpose of this literature review is to explore work that has been done on this study and determine whether the literature filled any gaps in determining whether supervisory support indeed influences employee performance. Online sources of literature were reviewed and these included journal papers, thesis, books as well as other written literature from different parts of the globe. Although the literature covers a number of theories, this review focussed on a few that is Organizational Support Theory (Eisenberger et al., 1986), Social Exchange Theory (Cropanzano & Mitchell, 2005), The reciprocity norm (Gouldner, 1960) as well as Perceived Organizatonal Support (Kurtessis et al., 2015)

2.1 Theoretical Review

2.1.1 Organisational Support Theory (OST)

According to Organisational Support Theory (OST), Perceived Organisational Support is strongly dependant on employees' provenances regarding the organisation's intentions behind their receiving of favourable or unfavourable treatment. In turn Perceived Organizational Support initiates the social exchange process where in employees feel obliged to help the organisation

achieve its goals and objectives and expect that more efforts on the organisation's behalf will lead to bigger rewards (Kurtessis et al., 2015).

Organizational Support Theory considers that affective organisational dedication comes from both self-improvement and social exchange. Regarding personal improvement, the organisational identification with the organisational identification arising from POS may lead to affective organisational commitment through the development of shared values (Meyer, Becker & Van Dick, 2006) and the promotion of stronger bonds between employees and organisational representatives.

As Meyer & Allen (1997) (as cited in Meyer, Bercker & Van Dick, 2006) explained, "employees may maintain an attachment to a given target because they want to (affective commitment), because they feel they should (normative commitment), or because they have too much to lose by severing the connection (continuance commitment)". "Although the inferences of these mind-sets for behaviour are complex, the overall finding is that affective commitment has relatively strong, positive relations with desirable work place behaviours such as attendance, citizenship behaviours and job performance; normative commitment has weaker positive relations with these behaviours and continuance commitment has negligible or negative relations with these behaviours" (Meyer, Stanley, Herscovitch & Topolnytsky, 2002).

2.2 Mentorship and Performance of Employees

Mentorship in an attempt to enable the naïve acquire knowledge, self-confidence, skills as the other benefits from the knowledgeable as they transit through the process brings together the experienced and inexperienced in a traditional sense empower (Colby & Young, 2006). (Allen,

2007) says mentorship is a system of semi structured supervision where one person or a group of people share their knowledge, skills and experience to assist others to progress in their career. Mentorship further involves encouraging and enabling the other person to identify their weaknesses and targets and helping them find ways of resolving or reaching them. According to (The United States Office of personnel Management, 2008), "mentorship is usually a formal or informal relationship between two people – a senior mentor (Usually outside the protégé's chain of supervision) and a junior protégé". This practice encourages employees and empowers others so as to identify their own strength and achieve organisational objectives (Cherono, Towett & Njeje, 2016)

The mentoring program is an important employee development method practiced in successful organisations as highlighted by the literature on the work place (Mundia & Iravo, 2014). The ability of mentors to implement the mentoring program activities either formally or informally may lead to higher individual's psychosocial support and career development and hence their overall work productivity. Iravo's study recognised that mentorship programs contribute significantly through knowledge transfer, career development guidance and skills enhanced mentoring.

(Mathewman et al., 2012) established that mentorship has a number of results for the mentor, the protégé and the company. "Organisational outcomes include increased employee motivation, better job performance and increased competitive advantage". (Clutterback & Klansen, 2012) found out that mentorship has the net effect of enhancing the competence of the mentee; provide psychological support, motivation and job satisfaction which enhances performance not only for the employee but the organisation as a whole which may translate into a competitive advantage position for the organisation.

(Coppola & Ledlow, 2010) explains that mentorship will be seen an alternative approach to enable the organization achieve its mission, objectives and goals by mature and experienced organizations as it ensures that organisational skills, knowledge and best practices are transferred from the mentor to the mentee. As a result of this knowledge transfer mentorship, the organisation benefits through the development of more highly trained and competent employees who are loyal, with enhanced efficiency and competence in their jobs. According to Zachary (2005) "mentoring is a smart way of doing business". Organizations that consistently create value for mentoring register exceptional results such as low labour turnover, improved self-drive, growth in organisational commitment and job satisfaction, augmented leadership development, better succession planning, stronger and more cohesive teams and heightened individual and organisational learning.

Mentorship has immense benefits to an organisation besides being key to improving project capability. While mentorship relies on personal knowledge, explicit knowledge and collaboration within projects, external networks play a vital role in creation of knowledge. These networks tend to be the informal networks of project team members when external knowledge or expertise is required (Jennex,2007). Mentorship as a process can be used to foster critical thinking, pass on technical expertise, instruct organisational culture, foster critical thinking, build interpersonal skills and develop creative problem solving which are requisites to successful performance of an organisation (Coppola & Ledlow, 2010).

2.3 Staff Appraisals and Performance of Employees

Performance appraisal system is at the centre of performance of all organisations especially in this era of stiff competition (Staff performance appraisal in the public service,2007). Consequently, all organisations are looking for ways in which to enhance employee performance (Kyakulumbye, 2013). "Performance appraisal has increasingly become part of a more strategic approach to

integrating human resource activities and business policies and may now be seen as a generic term covering a variety of activities through which the organisations seek to assess employees and develop their competence, enhance performance and distribute rewards" (Wanjala & Kimutai, 2015).

Armstrong, (2014) defines performance appraisal as, "a systematic way of evaluating a worker's performance and his potential for development". This lies on the premise that proper evaluation should involve the use of appropriate and recommended appraisal practices. According to (Rao,2005), performance appraisal is a process of assessing the behaviour of employees in the workplace, this usually involves both the measurable and qualitative aspects of the job performance. It helps discover and deal with the issues employees face in their work (Mackey & Johnson, 2000). Performance appraisal or employee appraisal is a process by which an employee's performance on the job is evaluated in terms of quality, quantity, cost and time in general typically by the immediate supervisor or line manager (Kuvaas, 2006). According to Wanjala and Kimutai (2015), "performance appraisal is part of the process of guiding and managing career development in both private and public sectors; it involves the task of obtaining, analysing and recording information about the relative worth of the employee to the organisation".

Setting and communicating appraisal objectives creates clarity in the minds of the employees given the fact that members of staff have opportunities to talk about organisational objectives and define their contributions to the achievement of those objectives (Decenzo & Robbinson, 2002). Ministry of public services performance appraisal guideline (2007) emphasizes that communication of performance objectives helps managers to have an opportunity to discuss set objectives with the members of staff and establish their contribution to the overall objective. For the organisation unit clarity of objectives would create a spirit of consistent pursuit and achievement of objectives, the

possibility of all pulling in the same direction and combined efforts to come up with an agreed plan and strategies to achieve agreed upon objectives (Kyakulumbye, 2013). Aswathappa (2003) asserts that setting effective performance standards energises and empowers the employee to take responsibility for their positions, the employees too develop energy and inspiration ceasing to avoid confrontation and the performance of the organisation goes up due to the fact that everyone is aware of organisational expectations which provides confidence to move forward.

Staff appraisals are based on the Goal setting theory by Latham and Locke (1970). They highlight that goals task employees with bearing their skills and knowledge and to expand their chances of success. The more challenging the goal the more people will draw on their full repertoire skills. Goal setting theory leads to control theory which concentrates on feedback as means of determining behaviour which also makes staff appreciate the inconsistency between what they are expected to do and what is being done and take coactive action to deal with the inconsistency.

2.4 Employee Feedback and Performance of Employees

Effective and well timed feedback should be used alongside setting performance goals because it is a significant component of a successful performance management program and. If feedback is effectively given to employees on their progress towards their goals, their performance will get better. People need to be told in time whether or not what they are doing is working or not. (US Office of Personnel Management). "Effective feedback is critical to the success of each employee, team and company. It motivates employees to improve their job performance by enhancing ability, encouraging effort, and acknowledging results" (Geraghty, 2013).

According to the US office of Personnel management (n.d), many different people can give feedback: line managers and supervisors, systems of measurement, fellow employees, and clients

just to name a few. Whichever way feedback is given; certain fundamentals are needed to ensure its usefulness.

a. *Specificity*. Feedback is most effective when it is related to particular target. Creating performance prospects and targets for employees before work begins is the key to providing substantial, impartial, and influential feedback. Appreciating employees for a job well done because they surpassed their target by 10% is more effective than simply saying "you're doing a good job."

b. *Timeliness*. It is important to give employees information about their performance in a timely manner. The sooner they find out about improvements that need to be made the sooner the problems can be corrected. Positive feedback is more rewarding to employees if received when they have achieved a set target or surpassed it.

c. *Manner*. Feedback should be delivered in a way that will make it helpful in improving performance. Presenting feedback in a positive manner ensures a better response from people therefore feedback should be conveyed positively. Not saying that information should be sugar-coated. It must be precise, realistic, and comprehensive. Feedback is more useful when presented when it emphasizes what the employee did well and then points out what needs to be improved going forward. Constant criticism will eventually not be taken seriously.

The US office of personnel management concludes that, "If effective feedback is designed into a performance management program, individual and team performance will improve, which will make your organization more effective. With effective feedback processes, employees won't be working blind and, hopefully, will reach their destinations successfully". Geraghty (2013) also argues that, "If included in a managerial strategy and given consistently, effective feedback can

reduce employee mistakes, enhance performance and increase efficiency within the workplace. It is therefore critical that managers seeking to increase productivity and reduce costs to provide effective feedback to their employees". She also continues to say that in order to be useful, feedback must be a continuous process and should be part of a managerial strategy that includes setting targets and adequate rewards for performance.

According to Tavawala (2014) "most HR professionals agree that it's important for employees to have well-articulated goals to guide their work. However, goals alone are not enough. Healthcare organizations have discovered that providing employees with mentoring and coaching, in conjunction with goals, leads to greater employee accountability and better on-the-job performance". Performance management is only useful if it's a continual process, rather than a once a year discussion had at the time of assessment. Healthcare leaders like Phelps County Regional Medical Centre in Rolla, Missouri and Union Hospital in Terre Haute, Indiana have come up with different coaching and mentoring programs that expand the touch points between managers and employees. These programs help reduce employee turnover among high performing members of the staff, increase job satisfaction for the employees through more directed professional development, and enhance employee culpability by combining targets with frequent criticism. TDTSA (2008) also adds, "effectively providing feedback or coaching performance occurs when the employee and manager work together to ensure a good job is done and results are achieved. This is achieved when both know what to do and how well to do it. It provides additional opportunity for communication between managers and employees but in no way replaces the need for effective day to day communication and management". It is also noted that the principal behind any performance management is that giving feedback is essential to working with people as it is an important element of learning. It continues to say that feedback inspires people by giving them

a sense of accomplishment when it is positive and provides them a chance to improve any inadequacies when it is not. Effective feedback can improve performance and commitment according to TDTSA, (2008).

2.5 Summary of the Literature Review

In summary literature shows that supervision is an important aspect of an organization right from the individuals tasked with supervision as well as the systems put in place to offer this support. However, despite all the merits of supervisory support if not properly and effectively implemented the results could be detrimental. Supervisory support is a combination of factors that are dependent on each other and are not able to individually achieve desired results. The different ways in which supervisory support is exercised in an organization in turn affects the employees' attitude towards the organization which in turn influences employee behavior.

Mentorship not only helps the staff grow as an individual but it also fosters an innovative mind which is important in organizational growth and productivity. Staff appraisals in turn assess this growth against performance measures as is expected of the employee by the organization and the feedback shared in these sessions enables the employee understand what they have been doing wrong and what can be done to correct this. Employees also set targets that are aligned with organizational objectives during the staff appraisals. Counselling is important as it serves to help the employee deal with personal issues that might interfere with the ability to perform their job to the degree of expectation of the organization.

Therefore, it is important to isolate what issues the employee is facing that are hindering their performance levels in order to ensure that the right course of action is taken to ensure that the

employee feels supported and is able to get back on track in alignment with achievement of set

organizational objectives.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter contains the research design, the study population, sample size determination, sampling techniques and procedures, methods of data collection, instruments used to collect data, the data validity and reliability, the procedure of data collection, analysis of data and measurement of variables.

3.1 Research Design

The research adopted a cross sectional study design by using both qualitative and quantitative approaches as its framework to guide the process of data collection and processing. According to Roundy (2017), cross sectional research involves using dissimilar groups of people who vary in the variable of interest but have similar features, such as socio economic rank, background in education and culture. According to Rivers (2017), "cross sectional study is a research tool used to capture information based on data gathered for a specific point in time. The data gathered is from a pool of participants with varied characteristics and demographics known as characteristics". According to Kothari (2004) cross sectional research design is the collection of data mainly using structured interviews and questionnaires to capture quantitative or qualitative data at a single point in time. Carrie (2007) says a cross sectional study involves the researcher comparing two different groups within the same parameters. Although there are other designs like longitudinal studies, observational studies, survey research methods, cross sectional case study is cost effective and requires very little time to carry out (Rivers, 2017).

The quantitative research involved production of data in a measurable form which can be quantitatively manipulated and analyzed formally and rigorously (Kothari,2004). Qualitative research on the other hand is focused on particular evaluation of mindsets, views and behavior. According to Amin (2005) this is approach is preferred as it answers the questions what, why and how.

3.2 Study Population.

The study focussed on three entities of Clarke Group limited; one of which was a school site (construction of school buildings) which involves building, carpentry, steel fabrication and painting, a farm in Kyenjojo (comprises trees, coffee, maize, a maize mill, a chicken feed mill and a chicken project), Clarke Junior School in Bukasa Muyenga. The farm comprises of an average of one hundred fifty people (150) which may vary according to the season and activities taking place (Clarke Group Records, 2017). The school construction site has 50 casual workers, a foreman and one overall site engineer (Clarke Group Payment Schedules, 2017). Clarke Junior School which has been running for 2 years now has a total number of thirty-one (31) staff altogether (Clarke Junior Sch payroll, october 2017). Altogether Clarke group employs about 250 people including an executive team of five other employees. (Clarke Group payroll, 2017)

3.3 Determination of Sample Size.

The sample size in this case was determined qualitatively. Qualitative sampling targets to draw a sample that is representative of the general population such that results from the study sample can be localized back to the general population (Marshall, 1996). Individuals were selected specifically according to the role played at the different entities being considered. The sample included project heads, project supervisors, foremen and support staff. This gave a clearer and deeper understanding of the different perspectives of employee performance from different points of view.

Determination of the sample size was done using the Krejcie & Morgan, 1970 formula as shown below. This formula is used on a finite target population (KENPRO,2012).

$$S = \frac{X^2 NP(1-P)}{d^2(N-1)+x^2 P(1-P)}$$

Where;

S represents the required sample size.

X represents the Z value (for example 1.96 for 95% confidence level)

N represents the Population size

P represents the population proportion (expressed as a decimal) to be 0.5 (50%)

d represents the degree of accuracy (5%) expressed as a proportion (0.05); it is margin of error.

According to the Krejcie and Morgan, 1970 table, the sample size from a population size N=75, S= 63

Table 1.1: Sample selection of respondents and procedure used

Category	Population	Accessible Population (N)	Sample (S)	Sampling Method
Chief Executive Officer	1	1	1	Purposive
Chief Finance Officer	1	1	1	Purposive
Project Managers	6	5	5	Purposive
Business Unit Supervisors	15	15	12	Purposive
Business Unit Employees	218	53	44	Purposive
Total	**241**	**75**	**63**	

Source: *Krejcie and Morgan, 1970.*

3.4 Sampling Techniques and Procedure

The non-probability sampling technique was used to determine the size of the sample. "Non probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chance of being selected. Non probability sampling does not involve random selection" (William, 2006). Not all members of the population have a chance to participate in the study with non probability sampling according to (Dudovskiy, 2017).

3.4.1 Purposive sampling method

"A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective and subjective" (Crossman, 2017). Purposive sampling relies on the researcher's judgement when it comes to unit selection, people, cases, events and organizations that are to be included in the study (Laerd dissertation,2012).

Crossman (2017), also notes that in situations when you need to reach a directed sample quickly, and where proportionate sampling is not the main concern, this type of sampling can be very useful.

3.5 Data Collection Methods

Data collected was from both primary and secondary sources (Amin, 2005). Primary data is freshly collected data that has been collected for the first time and is therefore of original character while secondary data are is someone else's previously collected data that has already undergone the statistical process (Kothari, 2004).

3.5.1 Interview Method

The interview method as a data collection method comprises demonstration of verbal stimuli and reply in terms of oral answers. This technique maybe used through interviews in person or over the telephone interviews (Kothari, 2004). Data with interviews can be collected using either individual methods or a combination of methods such as audio or video recordings (Abawi, 2014). "These interviews yield highest response rates in survey research. They also allow the researcher to clarify ambiguous answers and when appropriate, seek follow-up information" (Leedy & Ormrod, 2001). Interviews were used because they allow the interviewer to be flexible with the questions and they allow them a chance to rephrase the questions as highlighted by Kothari (2004).

3.5.2 Observation Method

In studies associated with behavioral sciences, the observation method is normally used (Kothari,2004). Data using this method is collected using the researcher's own direct observation without interaction with the respondents. Observation method is particularly appropriate for respondents who incapable of expressing themselves one way or the other. This technique is free from bias as highlighted by Kothari (2004).

3.5.3 Questionnaire Survey Method

A questionnaire survey is a data collection method in which a printed set of questions are given to a group of people for collection of statistical information (Amin,2005). This data collection method is prevalent, particularly in cases with large groups of people and is being adopted by private individuals, researchers and community organizations as well as governments (Kothari, 2004).

Kothari argues that a questionnaire is unbiased by the interviewer since participants respond in their own words.

3.5.4 Document Review Method

This is a method of data collection that utilizes existing documents. These maybe internal documents for a program or organization or maybe outside the organization and are in form of hardcopies or soft copies of reports, program records, performance rankings, funding applications, minutes from previous meetings, newsletters and promotional items (Evaluation briefs, 2009). According to the WBI evaluation group (2007), "document review is to review a variety of existing sources (for example, documents, reports, data files, and other written artifacts) with the intention of collecting independently verifiable data and information". Effective documentation reviews help catch errors not only in documentation but in the documents themselves (Gilstrap, 2015).

3.6 Data Collection Instruments

These are tools used to collect data. They are fact finding strategies (Annum, 2017).

3.6.1 Interview Guide

Interview guides may be structured or semi structured; the former with a set of questions that already scheduled in a particular order and additional intervention by the researcher is to clarify the questions if needed and the respondent to provide a bit more explanation if answers provided are vague. Semi structured interview guides on the other hand allow the researcher to modify the wording and order of questions (Abawi, 2014). An interview guide that is semi structured (Appendix I) was used data collection from project managers as well as top management within the company that is the CEO and the COO.

3.6.2 Observation Guide

An observation guide is a very important tool regardless of the observer's role. It serves two important purposes; 1) it reminds the observer of the key points of observation as well as the topic of interest associated with each and 2) it acts as an impetus for a reflexive exercise in which the observer can reflect his or her own relationship and contribution to the observed an any moment in time (Roller & Lavrakas, 2015). The observation guide (Appendix II) was used for data collection at the ongoing site works that is the school construction as well as ongoing farm activities that is to say planting, spraying and harvesting.

3.6.3 Questionnaire

"A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents" (Abawi, 2014). It includes a number of questions typed out and or printed on paper (Kothari, 2004). The questionnaire (Appendix III) was used to collect data from some business unit employees and supervisors as well because it collects so much information in a short time period.

3.6.4 Document Review Checklist

Document review checklist was used to collect data through reviewing existing documents. These documents were in form hardcopy or electronic copy reports, meeting minutes and previous appraisal reports.

3.7 Validity and Reliability

Validity is the determinant of whether the research truly measures that which it was intended to measure or how truthful the research results are. That is to say, does the research instrument allow the researcher to hit "the bull's eye" of their research object? (Golafshani, 2003). The academic supervisors assigned by the institution were consulted to review the tool items to ensure its consistency with the research objectives and literature review and the experts will rate each item as relevant or not relevant.

Joppe (2000), (as cited in Golafshani, 2003) defines reliability as, "the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of the study can be reproduced under a similar methodology then the research instrument is considered to be reliable".

3.7.1 Validity

A content validity index (CVI) was adopted to ensure quality of data. Content validity is the degree to which an instrument has an appropriate sample of items for the construct being measure (Polit & Beck, 2004). Wynd, Schmidt & Schaefer (2003) describe content validity as the extent to which an instrument adequately samples the research domain interest when attempting to measure phenomena. In this research to ensure validity of the instruments to the expert review of the supervisors and also by computing its content validity index (CVI) using the formula below.

$$CVI = \frac{\text{Number of valid items}}{\text{Total number of items}} \qquad 55/56 = 0.982$$

A CVI of 0.7 and above is considered valid.

3.7.2 Reliability

Cronbach's Alpha coefficient was used to measure the reliability of data. Cronbach's alpha, α (or *coefficient alpha*), developed by Lee Cronbach in 1951, measures reliability, or internal consistency. "Reliability" is how well a test measures what it should (Glenn, 2014)

Table 3.1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.803	10

Source: Primary Data (2017)

Table 3.2 Cronbach's Alpha reliability coefficient test

Variables	Cronbach's test results	Number of items
Mentorship and counselling	.797	10
Feedback	.774	10
Staff appraisal	.787	10
Employee performance	.796	10

Source: Primary Data (2017)

The results in table 3.1 and 3.2 indicate that Alpha was above 0.7 which means that the questions in the instrument were reliable.

3. 8 Procedure of Data Collection

Observation guides were used to collect data from the field. This involved going to where the work was being done and speaking to the employees and talking to them about different aspects of performance. This made it possible to observe the employees in different scenarios; with a supervisor, without a supervisor, with all the necessary support present and with a few elements missing.

Supervisors were also interviewed about how the presence of different factors of support influence employee performance and whether or not that makes the whole aspect of supervision a lot easier.

Secondary data was collected by comparing experiences with different management bodies through the existence of the company and on different projects.

Questionnaires were used to collect information from the rest of the employees.

3.9 Data Analysis

3.9.1 Quantitative data analysis

Statistical package for Social Sciences (SPSS) was used as the software for data analysis. Data collected using questionnaires was entered into this system to analyze how the different aspects of information can be represented and how best they answer the research questions. Logistical regression was used in analysis of the quantitative data. Logistic regression is a predictive analysis (statistic solutions, 2017). Logistic multinomial regression is used to describe data and to explain the relationship between one dependent with more than two outcomes and multiple independent variables of nominal, ordinal and continuous nature.

3.9.2 Qualitative data analysis

 Information collected from the interviews and observation was used to supplement the questionnaire findings to make for a complete study investigation. Interviews were recorded and summaries recorded in a note book. Content analysis was used to edit qualitative data and reorganize it into short meaningful sentences.

4.0 Ethical considerations

The researcher sought permission from the respondents to conduct interviews, issue questionnaires and observe others as they work. A letter from UMI was presented to help the researcher obtain said permission. All participants in this study as well as their opinions shall remain confidential as no personal information was included in this study.

Information was collected with consent from the organization and only during staff free hours. The collection of data in no way interrupted on going organizational activities or inhibited the staff from carrying on with their day to day tasks.

Access to company information as well as locations where work was going on was requested prior to data collection so that data collection did not in any way interfere with ongoing activities at the different sites.

All information used in this case study from previous scholars and previous studies was cited and referenced to acknowledge the sources of information and recognize the scholars' contributions to the study to avoid plagiarism.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter covers the analysis and interpretation of the various data collected through the use of questionnaires and interview as per objectives of the study. The overall number of employees at Clarke Group Limited is two hundred forty-one (241). The sample of 63 employees and supervisors was taken and fifty-six (56) questionnaires were printed and distributed to respondents/employees for the purpose of collecting data. The rest of management and project heads were interviewed. The findings are shared below.

4.2 Findings and data analysis

4.2.1 Background on the respondents.

Table 4.1 Gender of Respondents

Gender	Frequency	Percentage
Female	24	42.9
Male	32	57.1
Total	56	100.0

Source: Primary Data (2017)

From the table 4.1 above, it shows that out of the respondents that filled out the questionnaire 57.1% are male and 42.9% are female as illustrated by the pie chart below.

Table 4.2 Does the respondent have a supervisor

	Frequency	Percentage
No	2	3.6
Yes	54	96.4
Total	56	100.0

Source: Primary Data (2017)

The study is based on supervisory support as the independent variable and how this influences performance. Therefore, the presence of a supervisor plays a significant role in employee performance.

The majority of the employees have supervisors which constitutes 96.4% of the sample population and the other 3.6% have no supervisors. This emphasizes that the organization strongly depends on and believes in supervisor support.

4.2.2 Employee rating performance organizational expectation, support given to them by the organization and relationship with their supervisor.

In this section the employee ratings of these areas were measured using a 5-point scale where code 1 = Very Bad (VB), 2 = Bad (B), 3 = Moderate (M), 4 = Good (G) and 5 = Very Good (VG). Descriptive data is as presented in Table 4.3 below.

Table 4.3 Employee rating of performance, organizational expectation, support given to them by the organization and relationship with their supervisor.

Statement		VB	B	M	G	VG	Total
How would you rate your performance?	Frequency	0	1	5	30	20	56
	Percentage	0%	1.8%	8.9%	53.6%	35.7%	100%
How would you rate your understanding of organizational expectation?	Frequency	2	2	5	28	19	56
	Percentage	3.6%	3.6%	8.9%	50%	33.9%	100%
How would you rate the support given to you by the organization?	Frequency	3	2	12	23	16	56
	Percentage	5.4%	3.6%	21.4%	41.1%	28.6%	100%
How would you rate your relationship with your supervisor?	Frequency	1	3	9	20	23	56
	Percentage	1.8%	5.4%	16.1%	35.7%	41.1%	100%

Source: Primary Data (2017)

From Table 4.3 the employees rate their performance as follows; very bad 0%, bad 1.8%, moderate which is also average 8.9%, good 53.6% and very good 35.7%. Therefore, majority of the employees positively rated their performance. According to management in the interviews conducted generally employee performance is good but could be better with improvement in certain areas.

As shown in Table 4.3 above, 7.2% of the study population does not clearly understand what the organizational expectations of them are while 21.4% has an average understanding of these expectation, 41.1% have a good understanding and 28.6% have a very good understanding of what is expected of them by the organization. Employees that have a clear understanding of organizational expectation constitute majority of this population. Having a clear understanding of what the organization expects of the employee influences employee performance because depending on how well they are clear on these expectations determines the direction an employee's performance will take which is either high or low.

According to Table 4.3 the majority of the employees appreciate the support given to them by the organization and rate is as good and very good 41.1% and 28.6% respectively. However, 21.4% find the support given to them by the organization average and 3.6% and 5.4 % find it bad meaning that they do not feel supported by the organization if at all and they find said support not sufficient for them to work. It is important that Employees feel supported by the organization because that strongly affects the employees' motivation to serve the organization in order to achieve organizational objectives.

Table 4.3 describes the working relationship the employees have with their supervisor. It puts into consideration whether the employee gets along with their supervisor whether they find them easy to talk to and feel supported by their supervisors in carrying out their day to day tasks. According to the table 4.3, 41.1% of the study population relate very well with their supervisor, 35.7% have a good relationship, 16.1% consider the relationship they have with their supervisor average and 5.4% and 1.8% very bad. A positive relationship between the supervisor and employee positively influences performance because it encourages open communication for feedback, criticism and communication of challenges the employee might be facing in achieving set organizational objectives.

4.2.3 Objective One: To investigate how mentorship influences employee performance at Clarke Group Limited.

Based on the above objective the respondents were asked several questions relating to active supervision, mentorship and counselling. The results of the findings are shown below.

Table 4.4 Statistics of respondents on active supervision by their supervisors

Statement		Yes	No	Total
Are you actively supervised	Frequency	42	14	56
	Percentage	75%	25%	100%

Source: Primary Data (2017)

Active supervision involves the supervisor being actively involved in the employee's work life providing guidance and direction which constitutes periodic assessment of milestones; frequent site visits to examine progress of work being done and is considered an important factor in influencing employee performance. Table 4.4 shows that the majority of the study population is closely supervised which comprises 75% and the other 25% are not closely supervised. Close supervision of employees enables the supervisor provide guidance to the employee and offer advice and timely correction of the employees work which keeps the employee on track in terms of task execution.

Table 4.5 Statistics of respondents on mentorship and counselling

Statement		Not at all	To some extent	Often	Mostly	Always	Total
Does your supervisor mentor you	Frequency	2	11	9	10	24	56
	Percentage	3.6%	19.6%	16.1%	17.9%	42.9%	100%
Does your supervisor counsel you	Frequency	6	15	8	10	17	56
	Percentage	10.7%	26.8%	14.3%	17.9%	30.4%	100%

Source: Primary Data (2017)

The table 4.5 shows that 3.6% of the study population are not mentored at all, 19.6% are mentored to some extent and 76.9% are mentored a lot more than the rest of the population. Mentorship enables the employee grow as an individual in the organization and be inspired to do better in order to reach greater heights. Mentorship grooms employees for greater achievements at the work place for example promotions. Supervisors chosen to lead other staff are usually individuals that are ranked in higher positions than their subordinates therefore they lead by example.

Results in Table 4.5 above show that 30% of the respondents said their supervisors always help them deal with personal problems that interfere with work which is also considered work place counselling. The rest of the population also agree the same to a certain extent although the help they receive from their supervisor in dealing with their personal problems isn't as frequent as the 30%. Dealing with personal problems at work can be challenging especially for the employee and some staff find it difficult to cope with high pressure situations as these lead to stress and conflict in the work place. It is the role of the supervisor to ensure that their subordinate is in the right shape and form to perform the duties assigned to them.

Table 4.6 Findings on influence of mentorship and counselling on employee performance

Statement		SD	D	NS	A	SA	Total
Mentorship positively influences performance	Frequency	3	0	5	35	13	56
	Percentage	5.4%	0%	8.9%	62.5%	23.2%	100%
Counselling positively influences performance	Frequency	1	4	6	36	8	55
	Percentage	1.8%	7.1%	10.7%	64.3%	14.3%	98.2%
Supervisors contribute to career advancement	Frequency	5	5	7	30	8	55
	Percentage	8.9%	8.9%	12.5%	53.6%	14.3%	98.2%

Source: Primary Data (2017)

Scale: Strongly Disagree (SD), Disagree (D), Not sure (NS), Agree (A), Strongly Agree (SA)

The majority of the study population, 62.5% according to Table 4.6 agree that Mentorship positively influences employee performance and 5% strongly disagree. 8.9 % of the population are not sure whether mentorship positively influences employee performance at all. Mentorship by supervisors helps give the employee direction at work as well as aspiration.

The respondents in the research study according to the table answered as follows; majority of the respondents 64.3% agree that help received from their supervisor in dealing with personal issues positively influenced their performance. 14.3% strongly agree without a doubt that their supervisor's help positively impacted their performance, 10.7% were not sure if it helped in any way, 7.1% disagreed and 1.8% strongly disagreed. Supervisors help their subordinates with their personal problems that may interfere with work which is also known as counselling. Employees are helped with their personal problems in terms of dealing with family issues which are also personal.

Looking at Table 4.6 above; the majority of the respondents 14.3% strongly agree that their supervisor contributed to their career advancement, 53.6% agree while 12.5% are not sure, 8.9% disagree and 8.9% strongly disagree with this. Career advancement is a very important time of an employee's life; this comes with additional responsibilities, a better offer in terms of salary scales and also increases the organization's expectation of an individual. Before an employee is promoted, the organization relies on the individual's supervisor's recommendation. Therefore, the supervisor does play an important role in an employee's career advancement despite the fact that some respondents disagree.

4.2.4 Objective Two: To examine how staff appraisals influence employee performance at Clarke Group Limited.

The respondents were asked to answer two questions and the findings are as presented in the tables below.

Table 4.7 Correspondent response to having been appraised.

Statement		Yes	No	Total
Has ever been appraised	Frequency	29	27	56
	Percentage	51.8%	48.2%	100%

Source: Primary Data (2017)

According to Table 4.7 above 51.8% of the employees have been appraised and the other 48.2% not appraised. The majority of the population had therefore undergone the appraisal process. Appraisals enable the supervisor to assess the employee's performance based on the organization's expectations. This process also helps the employees identify their weak points and areas that can be improved; the employee may also request additional support from the organization during the appraisal process. It is during appraisals that targets are set for the employees as well as time lines in which to achieve the set targets.

Table 4.8 Influence of appraisals on employee performance

Statement		SD	D	NS	A	SA	Total
Appraisals positively influenced performance	Frequency	3	10	17	21	5	56
	Percentage	5.4%	17.9%	30.4%	37.5%	8.9%	100%

Source: Primary Data (2017)

Scale: Strongly Disagree (SD), Disagree (D), Not sure (NS), Agree (A), Strongly Agree (SA).

According to the research findings in Table 4.8 above 37.5% of the study population agree that staff appraisals positively influenced their performance, 8.9% strongly agreed, 30.4% are not sure, 17.9% disagree and 5.4% strongly disagree. Staff appraisals if correctly done, the employees may benefit from this process positively and hence motivated to do better however if the process is poorly managed with bias or otherwise the employee may not be open enough to participate in this process hence demotivating them thus negatively influencing their performance.

4.2.5 Objective Three: To establish the extent to which feedback influences employee performance at Clarke Group Limited.

The respondents were asked about whether or not they are frequently receiving feedback from their supervisors and if this feedback positively influenced their performance and the results are shown in the tables below.

Table 4.9 Frequency of Supervisor feedback

Statement		Not at all	To some extent	Often	Mostly	Always	Total
Do you receive feedback from your supervisor	Frequency	6	8	10	11	21	56
	Percentage	10.7%	14.3%	17.9%	19.6%	37.5%	100%

Source: Primary Data (2017)

According to Table 4.9, the majority of the population 37.5% always receive feedback from their supervisors, 19.6% mostly receive feedback, 17.9% often receive feedback from their supervisor and 14.3% receive feedback to some extent and 10.7% do not receive any feedback at all. Timely feedback is important because it helps employees correct mistakes and avoid some altogether as they work which may save the organization loss both financially and resource wise. Positive feedback does motivate employees to continue working hard and do better and better.

Table 5.0 Influence of feedback on employee performance.

Statement		SD	D	NS	A	SA	Total
Feedback positively influences employee performance	Frequency	1	3	9	29	14	56
	Percentage	1.8%	5.4%	16.1%	51.8%	25.0%	100%
Supervisors make jobs more satisfying	Frequency	3	3	10	31	9	56
	Percentage	5.4%	5.4%	17.9%	55.4%	16.1%	100%

Source: Primary Data (2017)

Scale: Strongly Disagree (SD), Disagree (D), Not sure (NS), Agree (A), Strongly Agree (SA)

According to Table 5.0, the majority of the population, 51.8% agreed that feedback positively influences their performance, 25% strongly agree, 16.1% are not sure, 5.4% disagree and 1.8% strongly disagree. Timely feedback is important as it keeps the lines of communication between the employee and the organization. The employee is able to receive information in timely manner as criticism and praise which propels the employee forward in performance and achievement of organizational objectives. Feedback may also impact the level of satisfaction one gets from their job since part of feedback maybe rewards for better performance.

According to Table 5.0, the majority of the population 55.4% agree that their supervisor makes their job more satisfying and 5.4% strongly disagree. Having someone to lead and guide staff does boost confidence levels in employees because they have a leader and are more confident of the decisions they make. Having help does make it easier to work as a team and an employee doesn't

feel they bear the burden of an entire department as an individual. Having a supervisor at a work place may make one's job satisfying or not depending several reasons; the kind of working relationship between the employee and the supervisor, the supervisor's attitude, the supervisor's availability and ability to guide and direct their subordinates and thus influencing employee performance.

Table 5.1 Summary Employee rating of supervisory support indicators

Statement		VB	B	M	G	VG	Total
Mentorship	Frequency	2	3	13	25	11	54
	Percentage	3.6%	5.4%	23.2%	44.6%	19.6%	100%
Staff appraisals	Frequency	11	3	11	17	10	52
	Percentage	19.6%	5.4%	19.6%	30.4%	17.9%	92.9%
Employee feedback	Frequency	6	5	10	25	8	54
	Percentage	10.7%	8.9%	17.9%	44.6%	14.3%	96.4%
Counselling	Frequency	7	3	12	20	7	49
	Percentage	12.5%	5.4%	21.4%	35.7%	12.5%	87.5%

Source: Primary Data (2017)

4.2.6 Logistic Multinomial Regression of all variables

The multinomial regression model is used to predict a dependent discreet variable given an independent variable.

Table 5.2 Likelihood Ratio Tests

	Model Fitting Criteria			Likelihood Ratio Tests		
Model	AIC	BIC	-2 log likelihood	Chi-square	df	Sig.
Intercept only	85.783	89.306	81.783			
Final	145.386	272.193	1.386	80.397	70	.186

Source: Primary Data (2017)

The likelihood ratio test shows that the multinomial logistic model obtained from the data collected is a good fit for the study. With the confidence limit at 95% significance, $\alpha < 0.5$ therefore the model can accurately predict what the dependent variable will be given the independent variable.

Table 5.3 Parameter Estimates to compare moderate performance against good performance.

Statement	Performance rating	B	Std. Error	Wald	Df	Sig.	Exp (B)
Mentorship positively influences performance	Not Sure	22.436	3.858E4	.000	1	1.000	5.546E9
	Agree	-13.451	2.055E4	.00	1	.999	1.440E-6
Appraisals positively influence performance	Not Sure	-7.639	2.290E4	.000	1	1.000	.000
	Agree	-14.388	2.423E4	.000	1	1.000	5.638E-7
Feedback positively influences performance	Not sure	-36.748	2.784E4	.000	1	.999	1.098E-16
	Agree	7.331	2.326E4	.000	1	1.000	1.528E3
Counselling positively influences performance	Not Sure	44.602	2.958E4	.000	1	.999	2.347E19
	Agree	25.110	1.494E4	.000	1	.999	8.042E10

Source: Primary Data (2017)

The reference category for performance rating is set to moderate. The Table 5.3 above uses odds ratio to determine the likelihood of an employee moving from moderate performance to good performance based on the response from the study population. Odds ratio is used to predict the outcome of a dependent variable given a number of independent variables.

The underlying assumption is that for an individual to qualify for their job and keep their job have to be at worst moderate performance and once recruited can improve to good performance with continued support from the organization because Clarke Group Limited as an organization believes in small incremental changes.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter comprises the major results that came out of the study and the that were made. It covers the deductions made from the study as well as the areas recommended for further study.

This study inspected the influence supervisory support has on employee performance at Clarke Group Limited which is a private company in Uganda. It wanted to find out if supervisory support can have an effect on performance of employees at the organization. An available population of 75 was used to come up with a sample of 63 respondents using Krejcie and Morgan so that the results of the study sample could relate back to the rest of the population. Out of the 63, 56 respondents were issued questionnaires and the rest interviewed. The study aimed to answer the following questions, to what extent do mentorship influence performance of employees, to what extent does staff appraisals influence performance of employees and to what extent does feedback influence performance of employees. The information collected was scrutinized using SPSS. It was found out that most factors that supervisory support do indeed influence performance of employees at Clarke Group Limited.

5.1 Summary of Findings

The reason for the study was to establish the extent to which supervisory support influences Employee performance with Clarke Group Limited Uganda as the case study. The independent variable was supervisory support with mentorship and counselling, employee feedback and staff appraisals as its indicators. Performance was the dependent variable. The data analysis was done using SPSS (Statistical Package for Social Sciences) software using logistical multinomial regression. The findings from the study were based on each of the three objectives as follows.

5.1.1 To investigate how mentorship influence employee performance at Clarke Group Limited

The study revealed that mentorship positively influences performance of employees at Clarke Group Limited. Majority of the respondents agreed that this positively impacted their performance. According to an interview conducted with an individual of the senior management team, mentorship makes for strong leadership skills and good direction which helps employees perform better.

5.1.2 To examine how staff appraisals influence employee performance at Clarke Group Limited

The study revealed that 52% of the respondents had been appraised and 42% had not been appraised. The staff that had under gone appraisal found it helpful and agreed that it positively influenced their performance however the percentage that had not been appraised were not sure if appraisals did contribute to their performance since they hadn't undertaken one. Based on the management's responses during the interview they agreed that making time to sit down with employees and conduct assessments helped them understand the staff they lead, the challenges

faced by the staff and how best they can work with them to better improve their performance and keep it high.

5.1.3 To Establish the extent to which feedback to employees affects employee performance at Clarke Group Limited

Employee feedback is a very important factor in influencing employee performance. Through giving feedback supervisors communicate with their staff what they are doing wrong, praise them for what they are doing right and correct them where they go wrong. 59% of the respondents agreed that feedback from their supervisors positively influenced their performance. Employee feedback does come with active supervision and involvement of the supervisors in the employee's work life that they are able to push them in the right direction.

5.2 Discussion of Findings

In this section the findings of the study are discussed and presented based on the objectives of the study.

5.2.1 To investigate how mentorship influence employee performance at Clarke Group Limited in Uganda.

Mentorship plays a role in influencing employee performance. There is a higher chance that an employee's performance will improve with strong leadership from their mentor who is also their supervisor which is a 44% chance and the possibility of performance improving based on supervisor mentorship stands at a 4.2% chance. These aspects considered individually would not serve well in positively influencing performance however both combined stand a better chance at improving employee performance from moderate to good.

According to Zachary (2005) "Now, more than ever, I am convinced that organizational leaders must learn to think seriously and systemically about mentoring and create a mentoring culture to support and strengthen all the mentoring that goes on within their organization". The mentoring capacity, competence and resilience of an organization is strengthened by a mentoring culture.

Having weekly and monthly staff meetings is also a way to share what each individual is working on and to also tackle the challenges they are facing. Many of these meetings enable the staff express themselves in regard to the difficulty they find in getting their jobs done it is in these same meetings where supervisors suggest how best to achieve set targets. Mentorship is not only in what a supervisor tells their subordinates on how to behave and conduct themselves but it is also reflected in the way the supervisor themselves carry themselves with their colleagues. The supervisor's behavior could lead to them becoming an inspiration to the people that they lead therefore good leadership qualities play a great role in how other staff view their supervisor hence improving their mentorship qualities which in turn improves employee performance.

Activities often designed and encouraged by top management to develop its staff and ensure that they become better and maintain the organization's competitive edge are covered by mentoring (Ofobruku and Nyakoby, 2015). The interest in mentoring made them state that, "organizations are social systems where human resources are the most important factors for effectiveness and efficiency. Organizations need effective managers and employees to achieve its objectives and cannot succeed without their personnel efforts and better performance. Human resource being the most vital factor of production requires mentoring program for organizational efficiency and effectiveness", (Solkhe and Chaudhary, 2011). Strategies for employee capability development are a significant part of any company's overall plan. Unless organizations mentor their employees, give them inspiration and continuously support them to improve their performance they can no

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longer expect to remain competitive. Mentorship programs are targeted towards increasing an organization's productivity.

5.2.2 To examine how staff appraisals influence employee performance at Clarke Group Limited

According to the research 52% of the study population had been appraised and this represents only half of the population and based on the results from the effect of these appraisals, there is a 63% chance that once an employee is appraised their performance is likely to improve from moderate performance to good performance. Appraisals if done properly can positively influence performance however at Clarke Group Limited only some of the employees have been appraised and this hasn't been done as frequently as it should be done as pointed out by the interviews with some of the management team. Performance appraisal has progressively developed into a part of a more tactical method to integrating human resource activities and business procedures and may now be seen as a general term that encompasses several activities through which the organisations seek to conduct employee assessment and develop their competence, improve performance and issue rewards (Wanjala & Kimutai, 2015). Performance appraisals have long been acknowledged for the significant role played in organizations and the several purposes that they serve. Selection and promotion decisions, deciding salary increments are decisions made based on performance appraisal and they are also a vehicle for supervisors to critique their employees (Karyeija, 2007). According to Tough (2009) in her article "setting effective performance standards" states that, "for any organization to be successful, the employer and employee must set and agree on the performance standards that will apply to each activity as well as how the standards will be achieved. Understanding the level of performance required gives the employee a sense of achievement which is one of the key ingredients to achieving performance standards and it applies

to all employees at all levels". Accurate appraisals are extremely important for assessment of recruitment, selection, and training processes that lead to better performance. Training needs and sometimes counselling needs are determined by staff appraisals. Employee motivation can also be improved by appraisals using the process of feedback and they may also give an assessment of the conditions at work which in turn would improve the productivity of employees through supporting the areas of strength and transforming the areas of weakness (Wanjala & Kimutai, 2015).

5.2.3 To Establish the extent to which feedback to employees affects employee performance at Clarke Group Limited

Employee feedback plays a great role in improving employee performance. According to the findings there is a 90% chance that employees who always receive feedback from their supervisors will continue to improve in their performance as opposed to those who do not. "Effective feedback is critical to the success of each employee, team and company. It motivates employees to improve their job performance by enhancing ability, encouraging effort, and acknowledging results" (Geraghty, 2013). Geraghty (2013) also argues that If feedback is included in a management strategy and is consistently given, effective feedback can cut down on mistakes made by employees, improve their performance and enhance their efficiency within the place of work. It is important that employees have well-articulated targets as a guide in their day to day work. "However, goals alone are not enough. Healthcare organizations have discovered that providing employees with mentoring and coaching, in conjunction with goals, leads to greater employee accountability and better on-the-job performance" (Tavawala,2014). Tavawala continues to add that by manager who engage in coaching open the floor to a more open discussion about performance and improvement issues. When employees discuss their future professional plans,

their supervisors are able to set targets that will enable the employees develop the skills and competencies they will require to achieve these set targets. A "goals check-in" process enables members of the team to remain dedicated to their targets. A performance management system for union hospitals sends out reminders to managers to periodically check on employees about their work. Managers and employees can both add data to the system, which enables tracking of progress toward set targets.

5.3 Conclusion

According to the responses from the respondents the odds ratio conclusions according to each objective are as discussed below.

5.3.1 To investigate how mentorship influences employee performance at Clarke Group Limited.

There is a 44% chance that as an employee's belief (agrees) that supervisor's mentorship influence on performance increases their performance will turn to good as compared to a moderate performance baseline.

It is eight times more likely that an employee who agrees that counselling positively influences performance will improve to good performance as compared to moderate performance however the chances of this happening is 4.2%.

5.3.2 To examine how staff appraisals influence employee performance at Clarke Group Limited

The chances of an employees' performance moving from moderate to good are at 63.8%. This means that employees that are correctly appraised by their supervisors and the rest of management are very likely to have an improvement in performance as opposed to those that are not appraised

at all. This is because their current performance is reviewed to highlight where the issues are and how they can be improved.

5.3.3 To establish the extent to which feedback to employees influences employee performance at Clarke Group Limited

It is 4 times more likely that an employee who at least to an extent agrees that receiving feedback regarding their job performance from their supervisor will increase their performance to good as compared to moderate performance. The chances of this happening are 52.8%. There is a 52.8% chance that employees who receive feedback from their supervisors are more than likely to improve on their performance than those that don't. Employee feedback therefore plays a great role in influencing employee performance at Clarke Group Limited.

Supervisory support does play a great role in influencing employee performance at Clarke Group Limited. However, it is crucial to take note that the different aspects of supervisory support as discussed in this study that is mentorship and counselling, staff appraisals and employee feedback are in a better position to positively influence performance if they are done properly, consistently and when they are combined. Although some aspects like employee feedback do work very effectively on their own it is important to note that different employees respond positively to different methods therefore a combination of these aspects of supervisory support would go a long way in improving employee performance if correctly executed by the supervisors with a clear outline of what is expected of the employee by the organisation that is clear to both the employee and their supervisor in line with organisational objectives. It is important to have more formal systems in place as highlighted by some of the department heads and this would go a long way in

improving communication amongst employees regarding organisational expectations as well individual targets on the job and how they can be reviewed.

5.4 Recommendations

Based on the research findings it is clear that that the organisation does rely heavily on supervisory support to foster positive employee performance however the support given by the organisation is not self-sufficient. More needs to be done to revise the current aspects of supervisory support as discussed below according to the objectives of this study.

5.4.1 To investigate how mentorship influences employee performance at Clarke Group Limited.

There needs to be a more practical approach to mentorship and counselling to enable employees deal with personal problems that may interfere with work. Management needs to involve the employees in setting up ways in which to improve performance because this enables management to approach each employees' performance rating based on the challenges they are facing at work as opposed to programmes that address all individuals as a whole.

5.4.2 To examine how staff appraisals influence employee performance at Clarke Group Limited.

More staff appraisals need to be conducted and on a more regular basis. Management should innovative the way in which targets and strategies are communicated to their employees in order for the organization to accomplish its objectives, mission and vision. Having in mind what the end goal is from the start points the employees in the right direction and enables them know where to apply their efforts.

5.4.3 To establish the extent to which feedback to employees affects employee performance at Clarke Group Limited.

Clarke Group Limited needs to provide feedback in a timelier manner and more frequently in order to ensure that employees know where they have gone wrong and know not to make the same mistakes next time. Feedback however also involved appreciating employees for a job well done and this needs to be done more frequently at Clarke Group Limited in order to motivate employees to keep performing well and those that are not to do better.

5.5 Limitations of the study

Considering the time available to carry out the study it was a bit of a challenge to consider input from other organisations and compare with the results from the study population. Collecting information was also complicated since Clarke Group Limited has some entities located out of Kampala and there was a limited time period within which the data had to be collected. Scheduling interviews with top management was a bit difficult and it delayed the process of data collection in a way since most of them have busy schedules.

5.6 Areas of further study

Further research is recommended in the following areas

- Human resource management tools and performance of employees.
- Strategic human resource management and its effect on organizational performance.

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APPENDICES

Appendix 1: Interview guide

SUPERVISORY SUPPORT AND EMPLOYEE PERFORMANCE.

A CASE OF CLARKE GROUP LIMITED, UGANDA.

Dear respondent, my name is Patricia Namatovu a student of Uganda Management Institute.

The purpose of the study is purely academic.

a) <u>Supervisor Interview Questions.</u>

Name (optional)………………….. Sex………………… Age …………………………

Date………………………….

1. What is your role as a supervisor at Clarke Group Limited?

2. What is your general overview of how activities are done at this location?

3. Do you find any difficulty supervising staff?

4. Do the staff do a good job? And why do you think that is?

5. Do you offer any support to the workers? Does this help them do better?

6. Is there anything lacking with the way work is done at this location?

7. Would you make any improvements and why?

8. What would these improvements be? How would they improve the situation?

b) <u>Employee Interview Questions.</u>

Name (optional)………………….. Sex………………… Age ……………………….

Date………………………….

1. What is your role at Clarke Group Limited?

2. Do you have a supervisor?

3. Is your supervisor helpful?

4. In what way does your supervisor support you?

5. Do you think it is important to have a supervisor? Why?

6. Would you say the support you are given affects how well you do your job?

7. Is there any other support that you require that might help you perform better?

Appendix II: Observation guide

I am going to observe the following while staff go about their day to day site activities on the farm and building site.

1. How early staff arrive for work on site in the absence/ presence of their supervisor?

2. How quickly staff report to assigned duty stations in the absence/presence of their supervisor?

3. How quickly staff put together their tools and materials?

4. How fast the staff work?

5. How well the staff work together in the absence/presence of a supervisor?

6. How well instructions followed in the absence of a supervisor?

7. How quickly missing materials communicated to the project head in the absence/presence of a supervisor?

8. How fast work progresses in the absence/ presence of a supervisor?

9. How good the quality of work is in the absence/ presence of a supervisor?

Appendix III: Questionnaire

A Questionnaire to Assess Supervisory Support and Employee Performance at

Clarke Group Limited.

Dear respondent,

This is an academic research by Patricia Namatovu a Uganda Management Institute participant, intended to assess the **influence of supervisory support on employee performance at Clarke Group Limited.** The purpose of this study and its findings is purely academic. I kindly request for your assistance by sparing some time to answer the following questions. Please be honest.The information you provide will be treated with the highest degree of confidentiality. Thank you

<u>Instructions.</u>

1. Please read each question carefully.

2. Choose the option that best represents your answer (choose **one** answer for each

   question)

Age…………………………. Sex…………………………. Position ……………………..

1. Do you have a supervisor?

   a. Yes   b. No

2. Please tick where applicable.

Statement	Very bad	Bad	Moderate	Good	Very good
How would you rate your performance	1	2	3	4	5
How would you rate your understanding of organizational expectation?	1	2	3	4	5

How would you rate the support given to you by the organization?	1	2	3	4	5
How would you rate your relationship with your supervisor?	1	2	3	4	5

3. Do they supervise you actively?

    a. Yes   b. No

4. Does your supervisor mentor you?

    1. Not at all

    2. To some extent

    3. Often

    4. Mostly

    5. Always

5. Does your supervisor's mentorship influence your performance positively?

    1. Strongly disagree

    2. Disagree

    3. Not sure

    4. Agree

    5. Strongly agree

6. Have you ever been appraised?

    a. Yes   b. No

7. Did the appraisal influence your performance positively?

    1. Strongly disagree

2. Disagree

3. Not sure

4. Agree

5. Strongly agree

8. Do you receive feedback from your supervisor regarding your job performance?

    1. Not at all

    2. To some extent

    3. Often

    4. Mostly

    5. Always

9. Does this feedback influence your performance positively?

    1. Strongly disagree

    2. Disagree

    3. Not sure

    4. Agree

    5. Strongly agree

10. Does your supervisor help you deal with personal problems that interfere with work?

    1. Not at all

    2. To some extent

    3. Often

    4. Mostly

    5. Always

11. Does this help positively influence your performance?

1. Strongly disagree

2. Disagree

3. Not sure

4. Agree

5. Strongly agree

12. Has your supervisor contributed to your career advancement?

    1. Strongly disagree

    2. Disagree

    3. Not sure

    4. Agree

    5. Strongly agree

13. Does your supervisor make your job more satisfying?

    1. Strongly disagree

    2. Disagree

    3. Not sure

    4. Agree

    5. Strongly agree

14. How would you rate the organization's support in the following areas?

Statement	Very bad	Bad	Moderate	Good	Very good
Mentorship	1	2	3	4	5
Staff appraisals	1	2	3	4	5
Employee feedback	1	2	3	4	5
Counselling	1	2	3	4	5