

**PERFORMANCE MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE AT
OFFICE OF THE PRIME MINISTER IN UGANDA**

BY

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DECLARATION

I, Francis Asimwe, hereby declare that this dissertation is my original work and has not been published and/or submitted for any other degree award to any other university or institution of higher learning before. Any errors or omissions are solely my own.

Signature:.....Date:.....

APPROVAL

This piece of work entitled “PERFORMANCE MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE AT THE OFFICE OF THE PRIME MINISTER IN UGANDA”, prepared by Francis Asiimwe, has been successfully completed and submitted under our supervision, guidance and with our approval for examination as Uganda Management Institute’s Supervisors.

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DEDICATION

This work is dedicated to my parents Erisaniya and Mary Muhiigwa, my wife Aisha and our children Edgar, Elvis and Evans.

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LIST OF ABBREVIATION

CVI	-	Content Validity Index
DV	-	Dependent Variable
GOU	-	Government of Uganda
IMF	-	International Monetary Fund
IV	-	Independent Variable
LG	-	Local Government
MDA	-	Ministry, Department and Agency
NPM	-	New Public Management
OECD	-	Organisation for Economic Cooperation and Development
OPM	-	Office of the Prime Minister
PS	-	Permanent Secretary
SPSS	-	Statistical Package for Social Sciences
UMI	-	Uganda Management Institute

ABSTRACT

The study examined the extent to which selected performance management practices influenced employee performance at the Office of the Prime Minister (OPM) in Uganda. The study was motivated by the lack of empirical evidence on the influence of performance management practices on employee performance since performance management system was introduced at OPM in 2002. Four objectives were pursued in conducting the study including: To examine the extent to which performance planning influences employee performance at OPM; To examine the extent to which performance appraisal influences employee performance at OPM; To examine the extent to which training influences employee performance at OPM; and To examine the extent to which performance rewards influence employee performance at OPM. A case study design was used. A sample of 159 persons was selected for this study, and a response rate of 79.8% was realized. The findings revealed that the influence of performance planning on employee performance at Office of the Prime Minister was very weak but statistically significant ($r = 0.187$ and $p = 0.046$). It was established that the influence of performance appraisal on employee performance was very weak with no statistical significance ($r=0.109$ and $p = 0.248$). It was further established that there was no evidence that training influenced employee performance ($r=0.058$ and $p = 0.538$). Finally it was established that the influence of performance rewards on employee performance at Office of the Prime Minister was weak but statistically significant ($r=0.342$ and $p = 0.0001$). On the other hand, a multi-regression analysis of the IV and OV showed that 25.9% variance in employee performance could be explained by performance management practices. These findings suggested that to achieve sustained high levels of employee performance there was need to correspondingly intensify the performance management interventions carried out. They further suggested that it was possible for employees to perform to their best if management could put in place the right strategies and policies at the work place. It was recommended that OPM continuously reviews the intensity with which its performance management measures were being implemented for improved and sustained employee performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Today's organizations have to deal with employee performance because it plays a pivotal role in organisational performance in the context of increasing global competition and need for good practice. Consequently, all organizations are looking for ways in which to improve the performance of their employees.

This study considered performance management practices as the main factor deemed to influence the performance of employees and these are; Performance planning, Performance appraisal, Training and development and Performance rewards. This study was about the relationship between performance management practices and employee performance at the OPM in Uganda. Accordingly "Performance management practices" were conceived as the independent variable while "employee performance" was the dependent variable. The dimensions of performance management practices, notably, performance planning, performance appraisals, training and development and performance rewards, and how they interact with each other to influence employee performance measured in terms of quantity of work outputs, quality of work outputs, timeliness in accomplishing assignments, and team work, were the core of the study.

This chapter presents the historical, theoretical, conceptual and contextual backgrounds of the research. It proposes the problem statement, research objectives, research questions and hypotheses of the study. This is followed by the conceptual framework, significance, justification and scope of the study. The definition of operational terms and concepts are also provided at the end of the chapter.

1.1 Background to the study

1.1.1 Historical Background

While traditional public administration, fashioned along Weber's (1946) bureaucracy, Wilson's (1887) policy-administration divide, and Taylor's (1911) scientific management model of work organisation, was fascinating and symbolized business ingenuity, by the close of the 20th century researchers and practitioners were already asking questions whether it provided an effective form of management of public services especially when compared to the robust systems used by the private sector. As a result, the general opinion among scholars and practitioners was that most public services had failed to deliver on the purposes for which they were established. This thinking brought about the need to inject an entrepreneurial spirit in the running of government using techniques and approaches borrowed from business administration. New modes of delivering public services that relied on business-like styles were recommended (Basheka, 2013, p.298).

Subsequently, International organisations, notably the Paris-based Organisation for Economic Cooperation and Development (OECD), the World Bank and the International Monetary Fund (IMF), became interested in improving the public management of their member and client countries. The emphasis was placed on organisational and individual performance in the public services, away from the traditional model of public administration that was characterised by red tape where public service was immensely centralised, hierarchical and rule bound, which made it difficult to hold individuals accountable. Public service employees were accountable for following rules rather than for achieving results.

As a result, the public sector in the developed, and later in the developing world, embraced what has been termed "New Public Management" (NPM) reforms and programs, with performance management as one of its flagship tools; the others being de-regulation, liberalization, privatization, corporatisation (conversion of departments into independent

agencies), outsourcing and even minimizing the role of the public sector in service delivery altogether (Owen, 1998).

The public service of Uganda was not spared this shift in focus as it also undertook various reforms aimed at improving the performance of the public service. These reforms trace their origin in the Civil Service Reform Program (CSRP) that the government of Uganda implemented from 1993- 1999, which focussed on redefining the role and core functions of the central government so that the non-core functions were decentralised to local governments and executive agencies (Olum, 2010; Osborne and Gaebler, 1992; Rhodes 1997).

The Public Service Reform Programme (PSRP) that was launched in 2000 involved the introduction of the performance management system in all government Ministries and Departments. A new appraisal system was implemented in the public service to operationalise the new performance management system, and since then staff performance appraisal could only be done in terms of the new performance management system. The change from the old performance assessment to a new performance assessment system signalled a change in approach and philosophy. The new system emphasised employees' involvement in objective setting as a way of ensuring that they fully understand their work responsibilities and the standards of work expected of them, that they received regular and structured feedback on their assessed performance, that valued employee performance was recognised and rewarded, and that employee performance was proactively developed through acquisition of required competences. All these would be undertaken to increase both employee commitment and productivity and organisational effectiveness in order to achieve higher levels of efficient and effective delivery of quality services to the public (Mitala, 2006).

Whereas OPM put in place performance management practices geared to increase employee productivity, no scientific research had been done to establish the precise effect of this performance management system on the performance of OPM employees. It therefore

remained difficult to tell as to whether the performance management measures helped in enhancing individual employee performance.

It is for this reason that the researcher was prompted to investigate whether performance management practices influenced the level of performance of employees in OPM. Unless this was done, OPM would have continued to spend time and money on a performance management system whose benefits had not been tested empirically.

Indeed, the findings of this study showed that although selected performance management practices were being implemented in Office of the Prime Minister very little had been achieved as only a positive but weak influence of performance planning on employee performance was detected; a very weak but insignificant influence of performance appraisal on employee performance was realized; a very weak but insignificant influence of training on employee performance was noticed; and a positive but weak influence of performance rewards on employee performance was revealed. These findings suggest that the greater the extent of implementation of performance management practices the higher the level of employee performance.

1.1.2 Theoretical Background

This study was anchored on the Goal-Setting Theory put forward by Locke & Latham (1990) which has been widely used in all recent researches on performance management (Mullins, 2007). It posits that utilizing goal setting in any human action can attain improved production performance. It refers to a goal as the aim or specific standard of proficiency of an action or task that a person consciously desires to achieve or obtain, usually within a certain time; and goal setting as the conscious process of establishing levels of performance in order to obtain desirable outcomes (Locke & Latham, 1990). If individuals or teams find that their current performance is not achieving desired goals, they typically become encouraged to increase effort or change their strategy (Locke & Latham, 2006). The theory holds that goals are standards for judging one's accomplishments and that people are more satisfied when they

attain their goals or make meaningful progress towards them than when they fail or make little progress. In view of the Goal Setting Theory, Vecchio & Appelbaum (1995) established that improved performance is achieved where managers and employees have agreed on performance goals and expectations (Heskett et al., 1994). The goal theory will help the researcher derive the dimension of “performance planning” and to put forward a hypothesis that performance planning influences employee performance.

The study is further anchored on Adam’s Theory of Equity, which states that employees expect fairness when being rewarded for the work done. Consequently the perceptions employees have about the fairness of the reward they get in comparison with the inputs (efforts, time, education, and experience) when compared with others in the organization influence their work performance. The argument is that employees work well in accordance to what they regard as fair rewards. Employees consider whether management has treated them fairly when they look at what they receive for the effort they make. The Equity theory states in effect that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. Adam’s Theory helped the researcher derive the dimension of “performance rewards” and to put forward a hypothesis that rewards positively influence performance of employees at OPM.

The study is also anchored on the Human Capital Theory of Ehrenberg and Smith (1964) that postulates that productive workers embody a set of knowledge and skills, which come from education and training. The implication of this theory is the derivation of “training” as a performance management dimension. Ehrenberg and Smith’s theory helped the researcher put forward a hypothesis that training and development influences employee performance at OPM. On the basis of the theories outlined above, this study sought to establish the extent to which employee performance is improved or not when goals and targets are clearly laid out, performance appraised and feedback given together with appropriate rewards and training.

This study established that to achieve sustained high levels of employee performance there was need to correspondingly intensify the performance management interventions carried out, namely performance planning, performance appraisal, performance rewards and training. The study further established that it was possible for employees to perform to their best if management could put in place the right strategies and policies at the work place.

1.1.3 Conceptual Background

Performance management, which is the independent variable, has been defined as a means of getting better results from the organisation, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards, and competence requirements (Armstrong, 2008). Elsewhere Armstrong & Baron (2005, p.4) defined performance management as a process of establishing a shared understanding of what is to be achieved by employees, while managing and developing them to ensure that they will help the organisation achieve its objectives in the short and long run. Also Walters (1995, p.3) viewed performance management as a process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation. From these definitions can be gleaned the dimensions of performance management selected for this study namely planned goals, appraisal, competence requirements and rewards to energize human behaviour, and how these elements could be directed and sustained to bring about performance. It was the finding of this study that the levels at which these elements are practiced can influence how employees perform at OPM. For purposes of this study, therefore, performance management refers to the overall framework put in place at the workplace to ensure that all the organisation's actions both individually and collectively bring about organisational success, growth and better results.

It is therefore conceived that performance management is operationalised under four dimensions namely, performance planning, performance appraisal, Training, and performance rewards. Performance planning has been defined as the establishing of goals and objectives at

the beginning of the appraisal year, and breaking down those goals or set of intentions into steps, so that they can be implemented automatically and articulating the anticipated results (Mintzberg, 1994, p.108). Elsewhere Armstrong (2006, p.65) explained that performance planning consists of a joint setting of priorities of what employees are expected to do to achieve organizational objectives, by way of workplans, and how managers will provide the support and guidance they need. For purposes of this study, performance planning is the process of clarifying organizational expectations regarding an employee's activities, actions, and results from the organisation's objectives and explaining how these activities, actions, and results contribute to the overall organizational goals. This provides a linkage between employee and organizational performance.

Performance appraisal has been defined as measuring actual performance and comparing it to established performance goals, plans and standards, and showing where deviations from standards exist and helping to correct those deviations (Cheminais et al., 1998:269). According to Coutts and Schneider (2004, p.67), performance appraisal is a process within the overall performance management process of evaluating the extent to which each employee's day-to-day performance is linked to the goals established by the organization. On the other hand Boice & Kleiner (1997, p.197) viewed performance appraisal as most commonly undertaken to let an employee know how his/her performance compares with the supervisor's expectations and to identify areas that require improvement. For purposes of this study, however, performance appraisal is a tool used to evaluate the extent to which an employee's day-to-day performance is linked to the goals established by the organization, and to identify any gaps in employees' performance that require improvement.

Training and development has been defined as equipping employees with skills and knowledge so that they can deliver to their fullest in the performance of their duties. Tharenou et al. (2007, p.252) defined training as a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve

performance in the job environment. On the other hand Beardwell & Holden (2001, p.324) viewed training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in any activity or range of activities. They reasoned that its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization. For the purposes of this study, training was taken to mean a specifically funded process where skills, knowledge and attitudes are provided to employees in order to enhance the employees' ability to perform better. Training is the process of developing employee competences so that they may acquire required knowledge, skills and attitude for carrying out their duties.

Reward and recognition has been defined as the monetary, non-monetary and psychological payments that an organization provides for its employees in exchange for the work they perform. Zigon (1998) defines rewards as "something that increases the frequency of an employee action". According to Armstrong (2006, p.152) rewards encompasses the overall value proposition that the employer offers to the employee. It is a total package that includes compensation (Comprising of base pay, short-term incentives and long-term incentives), benefits (including health, retirement and work/life benefits, which account for an increasing portion of the rewards package) and careers (including training and development, lateral moves, stretch assignments and career incentives). For purposes of this study, reward refers to what an employee earns as a result of his/her performance despite his/her skillfulness, knowledge and the level of education.

It is assumed that when performance planning, appraisal, training and development, and rewards are promoted in the organization, employee performance will be realized. On the other hand, when performance management is not promoted under the above named dimensions, employees will not deliver well and the results will be poor quality services, reduced outputs, poor time management, absenteeism, etc.

Lastly, Mathis & Jackson (2009) have defined employee performance as what an employee does or does not do. They argue that the performance of an employee that contributes to the organisation includes the quantity of output, quality of output, timeliness of output, presence at work and cooperativeness. For that matter the researcher measured employee performance at OPM by the dimensions of quantity of work output, quality of work output, timeliness of output, presence at work and team work.

1.1.4 Contextual Background

Over the last decade, OPM has implemented the performance management system with a view to improving employee efficiency and effectiveness in public service delivery. Since 2002, OPM has implemented employee performance appraisal in accordance with guidelines from the Ministry of Public Service. This performance appraisal system is based on the importance of managing each individual's work and involves setting performance objectives and targets of the forthcoming assessment period, and review of the preceding assessment period.

Subsequently OPM developed its Strategic Plan, (OPM, 2004, revised 2011), in which performance management is located firmly in its strategic framework and tied into its stated objectives so that the resulting employee performance meets organisational needs. In addition, from 2006 OPM implemented training programmes to improve staff skills; while from 2010 it implemented a client charter (OPM, 2010) to better serve its customers and stakeholders. OPM has 270 employees, each of who is required to understand and relate assigned duties to OPM's mission and goals.

Whereas OPM has put in place the above measures geared to increase employee productivity, no scientific research had been done to establish the precise effect of this performance management system on the performance of OPM employees. It was therefore difficult to tell whether those performance management measures helped in enhancing individual employee performance.

It is for this reason that the researcher was prompted to investigate whether performance management practices influenced the level of performance of employees at OPM. Unless this was done, OPM would have continued to spend time and money on a performance management system whose benefits it had not empirically tested.

This study established that the performance management interventions of performance planning, performance appraisal, performance rewards and training can lead to sustained high levels of employee performance if properly undertaken and integrated. The study further established that it was possible for employees to perform to their best if management could put in place the right strategies and policies at the work place.

1.2 Statement of the Problem

Over the last decade, OPM has implemented performance management system with a view to improving employee efficiency and effectiveness in public service delivery. The entity has used performance management techniques ranging from performance planning, performance appraisal, training to performance rewards, to encourage its employees to drive organisational performance upwards.

Despite these efforts, the level of employee performance is not up to the standard. For instance data from the Government's Annual Performance Reports 2014, 2013, 2012, 2011 and 2010 show that rating of OPM's performance of all output indicators and key actions dropped from 73% in 2010/2011 to 53%, 66% and 65% in financial years 2011/2012, 2012/2013 and 2013/2014 respectively against output targets and percentage of approved budget released by GOU. This was of particular cause for concern as OPM places a high emphasis on continuous improvement in the way it carries out its functions, having regard to economy, efficiency and effectiveness.

Data compared for two counterpart entities within the same sector for the same period under review revealed that National Planning Authority increased its rating from 67% in 2010/2011

to 100% in financial year 2011/2012, and from 67% in 2012/2013 to 100% in 2013/2014; and Public Service Commission increased its rating from 67% in 2010/2011 to 100% in financial year 2011/2012, maintained 100% in 2012/2013 only to drop to 60% in 2013/2014 against same parameters.

The notable decline in OPM's organisational performance called for an enquiry into the organisation's performance management aspects so as to avert low productivity and poor quality of services rendered by its employees. Unless this was done, OPM would have continued to spend time and money on a performance management system whose benefits it had not empirically tested.

1.3 Purpose of the study

The purpose of the study was to examine the extent to which performance management practices influenced employee performance at OPM.

1.4 Objectives of study

The study was based on the following specific objectives namely:

- a) To examine the extent to which performance planning influences employee performance at OPM.
- b) To examine the extent to which performance appraisal influences employee performance at OPM.
- c) To examine the extent to which training influences employee performance at OPM.
- d) To examine the extent to which performance rewards influence employee performance at OPM.

1.5 Research question

- a) To what extent does performance planning influence employee performance at OPM?
- b) To what extent does performance appraisal influence employee performance at OPM?
- c) To what extent does training influence employee performance at OPM?
- d) To what extent do performance rewards influence employee performance at OPM?

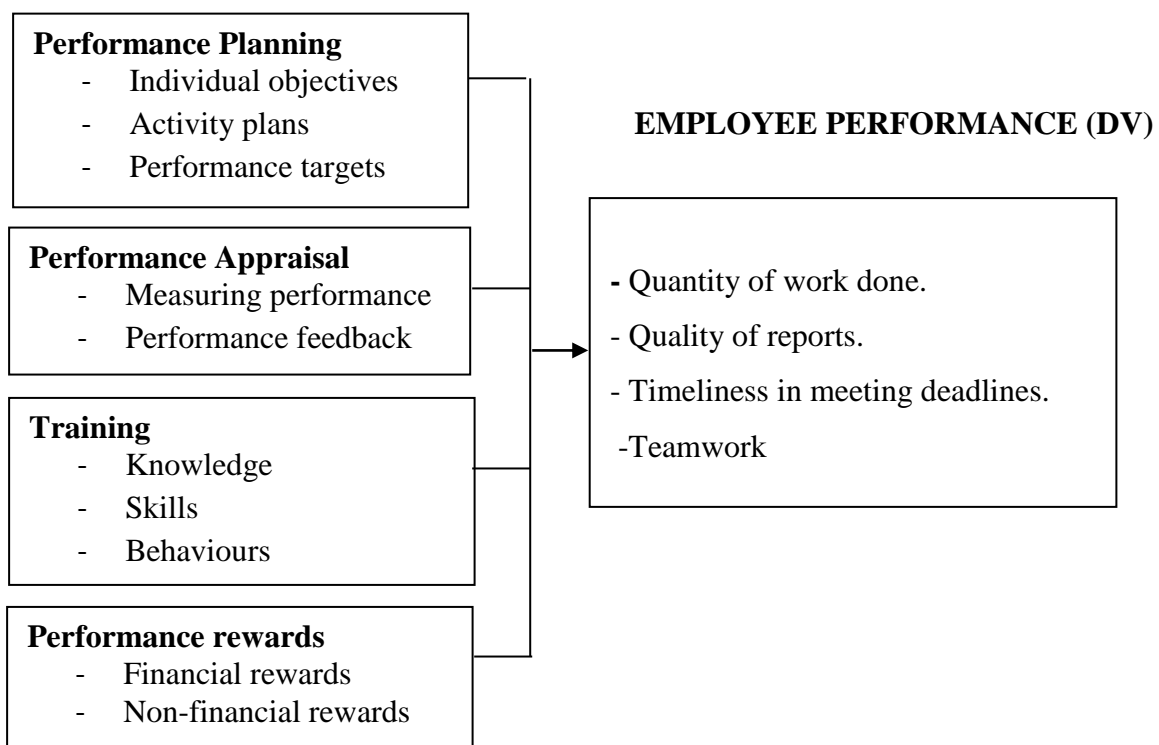
1.6 Hypothesis

The study tested the following hypotheses including:

- H1 Performance planning influences employee performance.
- H2 Performance appraisal influences employee performance.
- H3 Training influences employee performance.
- H4 Performance rewards influence employee performance.

1.7 Conceptual Framework

PERFORMANCE MANAGEMENT (IV)



Source: Locke as cited in Mullins (2007), Adam as cited in Gibbs (1980) and Ehrenberg & Smith (1964).

Figure 1: Conceptual Framework of the study

The conceptual framework above depicts the relationship between performance management and employee performance. Performance management is the independent variable and employee performance is the dependent variable - the researcher's variable of primary concern. It was conceived that performance management is operationalised under four dimensions

namely, performance planning, performance appraisal, Training, and performance rewards. The framework explains that when performance planning, appraisal, training, and rewards are promoted in the organization, employee performance will be realized. On the other hand when performance management is not operationalized under the above named dimensions, employees would not deliver well and the results would be poor quality services, poor time management, poor financial management, etc.

1.8 Significance of the study

The study is significant in following ways namely:

The study findings may be used to assist public organisations in formulating strategies to enhance performance among employees. The findings may specifically assist OPM managers and employees in updating their application of performance management practices at the workplace for OPM's long-term organizational success. This study may further provide OPM with information on the challenges of the performance management scheme, and guide top management in making appropriate decisions to cope with the challenges. The study may also help Ministry of Public Service draw lessons for evaluating the performance management scheme so as to reduce problems associated with its implementation. The findings of this study may also add to the existing body of knowledge on performance management, and may be a source of reference for further research in the field of performance management and employee performance. Finally, the study enhances the researcher's research experience and skills that may be important in the practical world of business.

1.9 Justification of the study

This study was motivated by the lack of empirical evidence on the effect of the existing performance management system on employee performance at OPM. Since the introduction of performance management system in OPM in 2002, to the best of my knowledge, no scientific research had been done to establish the precise effect of this performance management system

on the performance of OPM employees. It was therefore difficult to tell whether the introduced performance management measures helped in enhancing individual employee performance.

1.10 Scope of the study

The scope of the study covered geographical scope, content scope and time scope as indicated in the sub sections below

1.10.1 Geographical scope

This study focused on the Office of the Prime Minister, situated in Kampala.

1.10.2 Content scope

The study looked at the dimensions of performance planning, performance appraisal, training and performance rewards under the independent variable of performance management to find out how they interact with each other to influence employee performance, the dependent variable, measured in terms of quantity of work done, quality of work done, timeliness, presence at work and team work in accomplishing assignments within OPM.

1.10.3 Time scope

The study covered a period of 5 years from July 2009 to June 2014. The choice for this period is the availability of reliable data and reports on annual performance of all government MDAs and LGs. Secondly, it was a period in time when OPM was strategically preparing for long term commitment to executing its core values supported by its staff (OPM Revised Strategic Plan, 2011).

1.11 Operational definition

Organisation

This is a social unit of people that is structured and managed to meet a need or to pursue collective goals. It is where human resources are the most important factor for effectiveness and efficiency.

Employee

Employee is any person given work in an organisation and earns a salary after accomplishing the work.

Competency

It is a set of the knowledge, skills, abilities and attitudes that an employee requires to perform in a desirable manner.

Public Sector

The part of the nation's affairs under governmental rather than private control.

Policy

A course of action adopted and pursued by an organization, government, ruler, political party etc.

Target

A result or something to be arrived at by a goal or objectives.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the scholarly literature and research findings on performance management practices and employee performance. The chapter reviews the theories behind performance management as propounded by classical scholars. An overview of previous studies and researches that have been done in performance management are also discussed to show how the study variables have been derived.

2.1 Theoretical review

This study is anchored on the Goal-Setting Theory put forward by Locke & Latham (1990) which has been widely used in all recent researches on performance management (Mullins, 2007). It posits that utilizing goal setting in any human action can attain improved production performance. It refers to a goal as the aim or specific standard of proficiency of an action or task that a person consciously desires to achieve or obtain, usually within a certain time; and goal setting as the conscious process of establishing levels of performance in order to obtain desirable outcomes (Locke & Latham, 1990). If individuals or teams find that their current performance is not achieving desired goals, they typically become motivated to increase effort or change their strategy (Locke & Latham, 2006). The theory holds that goals are standards for judging one's accomplishments and that people are more satisfied when they attain their goals or make meaningful progress towards them than when they fail or make little progress. In view of the Goal Setting Theory, Vecchio & Appelbaum (1995) established that improved performance is achieved where managers and employees have agreed on performance goals and expectations (Heskett et al., 1994). The Goal theory therefore suggests that performance planning positively influences employee performance.

In contrast, whereas the theory above identifies goal setting as a standard practice that should improve employee performance, and focuses on operationalising performance planning in an

organisation and what it ought to entail, it would be beneficial to know the performance increase enjoyed by those organisations and employees that have introduced performance planning compared to those that have not. There are few comparative studies on the actual improvement and continuous updating of performance planning practices to compare the performance increase if at all that follows introduction of performance planning. This study therefore contributes to new knowledge in this area.

The study is further guided by Adam's Theory of Equity, which attempts to predict the relationship between reward and individual performance (Gibbs, 1980). According to Adam's Equity Theory, unpaid individuals may reduce their work input by decreasing the quality and quantity of their work. Persons compensated on an incentive or piece rate basis may decrease quality of performance and may or may not increase quantity depending on the input/outcome ratio of each individual unit of production. Adam's Theory helped the researcher put forward a hypothesis that rewards affect performance of individuals at OPM.

Although the theory offers interesting insights about employee behavior arising out of the use of rewards as an employee training channel, there is still a lack of understanding concerning reward and employee performance with regard to a public service organization that largely implements a reward system that it does not decide. Particularly in OPM, where reward is determined by the central government that is reluctant to make wages comparably attractive, a theoretical "gap" in regard to internal control and determination of the reward system was detected and this study sought to contribute to filling this gap.

The researcher was also guided by the Human Capital Theory of Ehrenberg and Smith (1964) that postulates that productive workers embody a set of knowledge and skills, which come from education and training. This theory posits that training represents an investment in human capital to provide it with better skills for increased productivity (Tharenou et al., 2007). It further posits that the qualifications acquired are potentially useful to a number of organizations and leads to an improved position of the employee in the labour market (Garcia,

2005). This theory helped the researcher derive “training” as a performance management dimension, and also to put forward a hypothesis that training influences employee performance at OPM. The theory is informed by quantitative data which paints a broad picture about the successful support education and training gives to employee performance.

However, the theory ignores that the work environment in an organization may not favour the training acquired by the employee and may therefore render the employee redundant in spite of being in possession of such new skills. This study revealed that many employees at OPM are undertaking trainings not related to a particular training need reflected in OPM’s approved staff training programme, but rather for acquisition of formal qualifications in readiness for future employment opportunities

2.2 Performance management and Employee performance

The purpose of performance management in an organisation is to influence each employee to perform optimally in his/her position by ensuring that each employee understands his/her role in the performance management process. A very important aspect of performance management is that it does not entail one activity only; it is a cycle in which the employee agrees with the manager on the expected performance of tasks, evaluation standards, required tools, important dates when performance will be formally discussed and development actions to improve performance.

Whereas the literature identifies performance management as a standard practice that should improve employee performance, and focuses on what it ought to entail, it is beneficial to know the performance increase enjoyed by those organisations and employees that have introduced performance management compared to those that have not. There are few comparative studies on the actual improvement and continuous updating of performance management practices to compare the performance increase, if at all, that follows introduction of performance management practices. This study therefore sought to contribute to filling the gap in this area.

2.2.1 Performance planning and Employee performance

Performance planning has its roots in the Goal-Setting Theory developed and propounded by Dr. Edwin Locke, who revealed a positive relationship between goal setting and improved performance (Locke & Latham, 2002; Locke & Latham, 2006). He explained that goal- setting is the conscious process of establishing levels of performance in order to obtain desired outcomes. Latham, (2004) adds that goal mechanisms affect employees by increasing their motivation to reach set goals. They affect an employee's behaviour by increasing his attention, energy, ability and persistence to achieve the goal. Redmond, (2010) has also stated that when an employee focuses his attention on behaviours that will accomplish the goal, his attention is diverted away from behaviours that will not achieve the goal. He emphasises that goals energise employees to expend more effort to reach the goal.

Knoop (1995) argues that, employees who participate in the organisation's decision making processes feel that they have a voice in the organisation, which as a result increases employee commitment and performance. Most people like to be given responsibility because it demonstrates trust from the organisation and helps motivate employees to live up to that trust. Responsibility gives the employee power, a feeling of importance and can also help speed up work processes as employees can make decisions without having to wait for management approval. Freedom to schedule work is a powerful motivational factor for employees and improves work performance. When employees set goals, they feel as if their contributions are important to the organisation, and are thus more likely to strive to meet those goals.

The studies above were assessing the relationship between occurrence of performance planning in an organisation and employee performance. They were dealing with organisational performance planning status and not performance planning seeking behaviour of employees in organisations. Consequently, an investigation in a real life case was required to be able to contribute new knowledge in this area.

The findings of this study revealed that the performance planning techniques in place at OPM have enabled employees to look forward to coming to the work place to ensure timely accomplishment of their planned activities. Employees feel a sense of attachment to their work and complete their assignments without follow up by supervisors. Employees become more committed to work, report to work on time, and are generally cooperative in matters to do with OPM. The effect of this is desirable for the organization in general.

2.2.2 Performance appraisal and Employee performance

As employees play a pivotal role in organisational performance, individual employee performance has become a topical issue, so much so that organisations go to great lengths to appraise it. Wehrich & Koontz (2005) stated that, performance appraisal is measuring actual performance and comparing it to established performance goals, plans and standards and showing where deviations from standards have occurred and helping to correct those deviations.

Bartol & Martin (1994), looked at performance appraisal as a way of regulating organisational activities so that the actual performance conforms to organisational standards and goals. They noted that managers ought to monitor on-going activities, compare results with expected standards or progress towards goals and taking corrective action.

According to Basset (1994), performance appraisal is an avenue for feedback to the employee about how well they are performing at the job. Without appraisal, employees have no way of knowing whether they are doing things correctly or incorrectly. Appraisal enables employees to know the areas in which they need improvement. Locke and Latham (2006) noted, however, that performance appraisal will lead to training only if employees use the appraisal feedback to set goals to improve performance, are committed to those goals, and believe they can achieve those goals.

Anderson & Carol (1984) noted that, most employees want and need to know four things about their work so they can contribute and feel comfortable about where they are in the organisation:

what they need to accomplish, why they do it, how well they must do it, and how well they have personally done it. Performance appraisal can provide information about how an employee is doing.

The above literature dwells more on outlining the performance appraisal frameworks that are important for a better comprehension of the subject of performance management, they are not so clear about which performance indicators are most significant to measure taking into consideration the dynamic nature of organizations and the environments in which they operate and their direct effect on employee performance. Consequently, an investigation in a real life case needed to be conducted to help in establishing the extent to which certain performance indicators are significant in influencing employee performance.

The findings of this study suggest that extensive formal performance appraisal will be most effective when its design and administration is tailor-made to match employee and organizational characteristics and qualities. Employee performance should be measured objectively against set objectives, and all performance appraisal interactions between employees and their supervisors should be carried out in a positive and friendly manner. More so the feedback on employee performance should help them better understand the tasks they have to improve on.

2.2.3 Training and Employee performance

In the world of escalating competitiveness, technological advances, and ever changing government regulations, organisational success is dependent on the quality of the workforce at all levels (Temple, 2002). As a result organizations are seriously focussing on bettering the performance of their employees. This involves investing heavily in recruiting highly qualified employees and also training them to acquire necessary skills to compete favourably in a competitive environment. Armstrong (2001) considers that, in order for organisations to produce better results constantly, they need to have employees who are innovative, flexible to market demands and are knowledgeable compared to other organisations and this cannot be

satisfied unless they invest in developing skills and competencies. Indeed Amos, et al., (2004) have argued that employee performance cannot be left in anticipation that it will develop naturally.

However, the literature mainly assumed that the intentions for training are well understood by everyone in an organization; and that when undertaken would have a significant positive influence on the employee performance in every situation. Given the changing nature of the environment organizations and employees operate in, it should be appreciated that skills and knowledge that employees need are changing rapidly so much so that what is currently relevant may not be relevant in future. Moreover, the concerns and perceptions of the employee with regard to training may be different from those of the organization. This makes it difficult to tell whether the identified training programmes bear any relationship with the reality on the ground in OPM. Therefore, this researcher was interested to find out whether OPM paid attention to the peculiar circumstances that training presented, and the influence they would have on the capabilities of the employees.

The study revealed that while OPM paid attention to the identification of competencies necessary for successful employee performance and was guided by the pressing needs at both organisational and job level to design and implement essential training interventions for the success of both the organisation and the individual employee, there was an apparent divergence between the employee's and the institutional training needs. It appeared that while OPM considered the benefits that training offered for the performance of the individual employees at their immediate tasks, the employees were, on the other hand, more concerned with the future chances of employment and promotion that the training would offer. Because of this divergence of needs, training appeared not to have had a significant positive influence on the employee performance at OPM.

2.2.4 Performance rewards and Employee performance

The notion of rewarding employees for “a job well done” has existed since the 19th century when piece-work systems were first implemented (Schiller, 1996, pg 89). Today many organisations are implementing incentive programs, which recognise employee’s efforts and reward them accordingly in multiple ways.

Rewards are important to employees not only for what they can enable an employee to buy but also for the feel-good- effect they offer the employee and the status they represent in society. Because employees frequently measure their relative worth in financial terms, they are concerned about the absolute amount of their remuneration packages and how they compare to those of other employees doing similar work. Remuneration can be a great source of dissatisfaction when employees feel they are underpaid or not recognised for the contribution they make to organisations.

According to Crane (1982), remuneration packages maintain personnel effectiveness by affecting work attitude positively, leading to better productivity. Good and appropriate remuneration removes the feeling of helplessness, disappointment, inadequacy, frustration and laziness. Good rewards create and sustain high levels of productivity. When an employee is well remunerated and well motivated, he is capable of achieving higher productivity.

According to Tracey Lloyd (2009), employees tend to be happier with more money than when they do not have sufficient money at their disposal. He further noted that performance related pay could be used to increase employee productivity. According to Thomson (2005), the premise of performance related pay is that higher achievement, either individually or organisationally, will bring greater rewards.

Although the literature offers interesting insights about employee behavior arising out of the use of rewards as an employee motivational channel, there is still a lack of understanding concerning reward and employee performance with regard to a public service organization that largely implements a reward system that is largely decided from outside the implementing

organisation. Particularly at OPM, where reward is determined by the central government that is reluctant to make wages comparably attractive, a literature “gap” in regard to internal control and ownership of the reward system is detected and this study contributes to filling this gap.

Whereas OPM implements a reward system that is largely decided from the centre, it was evident during this study that whether the reward system is determined from the centre or internally, what is important is for the staff to be aware of it, and the managers in the entity to embed it into the management systems of the organization. Respondents to this study were aware of the existing reward system in the overall management of OPM, only that it requires continuous improvement for it to be entrenched into the culture of OPM.

2.3 Summary of the Literature review

The review of literature points to a relationship between performance management and employee performance, which in turn influences the general performance of organisations. Given the fact that performance is a major concern of all organizations, employee performance becomes an important variable in the running of organizations which deserves serious study to understand the extent to which attention must be given to it in order to achieve organizational goals and objectives. The results from this study showed that it is credible to hold that performance management is key to achieving outstanding employee performance (Armstrong, 2008, p.495). The findings from the study confirmed that indeed performance planning, performance appraisal, training and performance rewards separately and together have a positive influence on employee performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used in establishing the extent to which performance management practices influence employee performance in Office of the Prime Minister. It focuses on the research design, the study population, sample size and selection procedure. Measurement of variables, source of data, data collection instruments, procedures of collecting data, reliability and validity instruments, data analysis and limitation of the study. The chapter ends with analysis of the data and the limitations that were faced during the study.

3.1 Research design

For purposes of this study, the researcher employed a case study design. Case study is an ideal methodology when a holistic, in depth investigation is needed (Strass et al, 1990). Also because of limited resources, it is very appropriate to select a particular case to investigate as it represents a majority of similar cases (Best & Khan, 1998) and out of the many government ministries in Uganda, the researcher took OPM for a case study in this investigation. The study also involved a triangulation style which involved both qualitative and quantitative approaches.

According to Amin (2005), triangulation is a technique that involves collecting data from both qualitative and quantitative methods, and tests the consistence of findings obtained through different instruments. Qualitative data was useful because employees' views on performance management needed to be established. Quantitative data was important in establishing in a numeric way the extent to which the dimensions of performance management influence employee performance. And all this data was collected following permission from Uganda Management Institute and the Permanent Secretary of OPM.

3.2 Study Population

Study population refers to the entire set of individuals, events, or objects having a common observable characteristic about which generalization of research findings will be made (Doyle

1999). This study targeted the 270 employees at OPM broken down in the following strata: the PS and Heads of Directorate/Department (10), senior officers (38), middle level officers (95) lower level officers (51), and (76) support staff (OPM Staff List as at 30th June 2014).

3.3 Determination of the Sample Size

As Sekaran (2004) observed, in research investigations involving hundreds of elements, it would be practically impossible to collect data from, and test or examine, every element. Even if it were possible, it would be prohibitive in terms of time, cost and other resources. A sample comprises of some members selected from the population. The sample size was selected and determined basing on Krejcie & Morgan (1970) population table (Appendix, IV). The guide to minimum sample size is (95% confidence level, +/- 5% margin of error as shown in the table below:

Table 1: Population size, Sample size and Sampling technique

Category of employees	Population size	Sample size	Sampling technique
Top management	10	10	Census
Senior officers	38	22	Simple Random sampling
Middle level officers	95	62	
Junior officers	51	32	
Support staff	76	33	
Total	270	159	

Source: OPM Staff List June (2014) and determined based on Krejcie & Morgan (1970)

3.4 Sampling techniques and procedure

The appropriate sample size was derived from Krejcie & Morgan's table (1970), being 159 from a population of 270. On the other hand, Mugenda & Mugenda (2003) advised that, stratified random sampling be used if the researcher intends to achieve representation from various subgroups of the population in the sample. Using this method the researcher stratified the population by the hierarchical levels of top management, senior officers, middle level officers, lower level officers and support staff as clearly shown in Table 1 above.

3.5 Data Collection Methods

For the purposes of this study, data collection methods included questionnaires, interviews, and documentary review. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they can serve the purpose of the study, and address the research questions posed (Siedman, 1991), questionnaires and interviews were chosen by the researcher to be the appropriate instruments for data collection.

3.5.1 Interview method

The researcher conducted interviews with the staff members. The aim of the interviews was to investigate and acquire a clear understanding of the application of the performance management practices at the OPM and to observe how the staff members responded to those practices. For the purposes of this research, the staff members selected at different levels, including the Permanent Secretary, heads of department and some section heads were interviewed. The interviews were conducted as informally as possible, with each respondent provided with the freedom to choose convenient times, which suited them.

According to Drew, Hardman & Hart (1996:174), the advantage of the interview techniques is that it enables the participants to enlighten the researcher about unfamiliar aspects of the setting and situation. The other reason of choosing interviews is that some staff members were more likely to be more comfortable with work interviews rather than complete a questionnaire. Interviews therefore provided a deeper understanding of the issues being investigated, and complemented and provided deeper insights into the findings of the quantitative analysis.

3.5.2 Questionnaire method

The researcher administered questionnaires as they were considered appropriate because they ensured quantifiable responses for the same items from all respondents, thereby allowing a reasonable degree of generalizability of the findings. Both open and close-ended questionnaires were designed and distributed among the selected staff in order to elicit their views concerning the performance management practices at OPM. This method helped to delimit the perceptions

and sentiments of the respondents that could have consequences to the subject under study. The use of open-ended questions enabled the respondents to feel free and afforded them the opportunity to provide in-depth responses, whereas the close-ended questionnaires elicited guided responses. Therefore it saved both time and cost to distribute and analyze the responses.

3.5.3 Documentary review method

Secondary data for the research was obtained from other sources like the organizational internal archives such as copies of letters, minutes of meetings and other business related documents. These were a wealthy data sources for reading and analyzing the real performance management implementation situation of the entity.

3.6 Data collection Instrument

The following instruments were used for the study namely self-administered questionnaire, interview guide and documentary review checklist.

3.6.1 Self-administered questionnaire

A questionnaire is a pre-formulated written set of questions to which respondents' record answers, usually within rather closely defined alternatives (Sekaran, 2003). It was designed and sectioned according to the dimensions of the study to ascertain staff perceptions on the performance management in place. The said questionnaire is attached hereto as Appendix II.

3.6.2 Interview guide

An interview guide is a set of standardized questions for face to face interviewing or telephone interviewing so that questions can be asked in the same way, but respondents' answers, opinions, ideas and what they regard as the crucial factors, are more explained, which may not be easily obtained using questionnaires. The interview guide was designed and sectioned according to the dimensions of the study to ascertain staff perceptions on the performance management in place. The said interview guide is attached hereto as Appendix III.

3.7 Pre-testing of data collection instruments

The study tools were pre-tested to check for reliability, relevancy and validity of the tools to address the research questions. The pre-test was conducted at those facilities which were not included in the sample size. It was done before the researcher conducted the field study

3.7.1 Validity

Trochim (2004), states that validity is best translated as “credibility”, which refers to the extent to which the researcher is able to demonstrate that the results are believable. The validity of research instruments was checked using content validity in order to ensure that they provided adequate, comprehensive and deep coverage of variables and that they fully represented the constructs being measured. This was done by asking three judges, i.e., the UMI research supervisor, work based supervisor and one OPM head of department to rate all items in the instruments on whether all sub-areas to include have been covered in the right proportions, as suggested by Amin (2005).

A content validity index (CVI) was calculated as follows: $CVI = \text{no. of items in the instrument declared valid} / \text{total no. of items}$. The result was the inter-judge coefficient of validity for them. This was repeated for all the items in the instruments and a mean was computed for the overall instrument. The CVI obtained for each questionnaire was 0.8. According to Amin (2006), an average CVI of 0.7 or above would render the instrument acceptable. However, in case the result was less than 0.8, it would have implied that the instruments were invalid for use in collecting data for this study.

3.7.2 Reliability

According to Yin (2003), reliability is predominantly concerned with demonstrating to the reader that the collection of data can be replicated and that the operations of the study are clear to the extent that others attempting the same type of research would derive similar results. In order to ensure that the data collection instruments were capable of supplying consistent results, their reliability was checked using the internal consistency method. The internal

correlation between scores on items within the instruments was determined by pre-testing them on a sample of 5 subjects as recommended by Mugenda and Mugenda (2003). Using the results of the pilot study, the reliability of the instruments was computed using the Cronbach's Alpha Coefficient (α) using the formula below.

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum SD_i^2}{SD_t^2} \right)$$

Where K= Number of items in the questionnaire

SD_i^2 = Standard deviation squared (Variance) for each individual item

SD_t^2 = Variance for the total items in the questionnaire

The α should also be within the statistical accepted range of $0 < \alpha \leq 1$.

The alpha coefficients for all variables were above 0.7, and were taken to be reliable (Ahuja, 2005).

Table 2: Reliability results for the study

Variables	Alpha score	Number of questions
Performance planning	.713	19
Performance appraisal	.818	11
Performance training	.753	13
Performance rewards	.517	10
Employee performance	.862	19
Σ (alpha score) / n	3.663	

Source: primary data

The result obtained was 0.73 (3.663/5). The score revealed a high coefficient which implied that items were highly correlated among themselves and there was consistency among the items in measuring the concept of interest with a score above 0.5 as recommended by Amin (2005).

3.8 Procedure of data collection

Upon acceptance of the proposal by UMI, the researcher obtained a letter of introduction from the School of Management Science at UMI (see Appendix V) requesting for OPM approval to conduct the research in their organization (see Appendix VI). After all the above, the researcher piloted the questionnaire on a sample of 5 respondents to improve the questionnaire and interview guide.

3.9 Data analysis

Little sense can be made of a huge collection of data unless it is analysed; therefore an essential part of research is the analysis of the data in order to bring order and structure and meaning to the mass of information gathered (Mugenda & Mugenda, 2003). As such data from the different data collection methods was examined and analysed to build a coherent justification and possible answers to the research questions. The researcher used both qualitative and quantitative methods of data analysis. Quantitative data from questionnaires was coded into a coding sheet and analysed using a computerized data analysis package (SPSS).

Qualitative data from interviews and open questions in the questionnaire was compiled, sorted, and classified into themes according to the stated objectives, exposed to content analysis and then presented in a narrative form. Using both methods, the extent to which the independent variable influences the dependent variable was analysed and presented systematically. This was consistent with Jick (1979:602) who noted that when both these methods are used and they reach the same conclusions, it provides a more certain portrayal of the phenomenon that is being studied.

3.9.1 Quantitative data analysis

To present and analyse the characteristics of the population, frequency tables were generated in addition to cross tabulation using SPSS package. To answer the research questions, the sub themes under each variable were investigated first. This was through interpreting the percentage frequencies and mean scores. Mean scores below 3 were regarded as low scores and

implied that those areas needed attention. Mean scores between 3 and 4 were regarded as moderate and implied moderate positive areas. Mean scores above 4 were regarded as high scores and implied strong positive areas. Subsequently, correlations were determined firstly to examine the direction of the relationship between the variables. A positive value indicated a positive correlation and a negative value indicated a negative correlation. Pearson's product moment correlation coefficient was used.

Lastly, this is a measure of the correlation (linear dependence) between two variables X and Y, giving a value between +1 and -1 inclusive; where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation. The strength of the correlation was verbally described using the guide that Evans (1996) suggested for the absolute value of r: where .00-.19 was regarded as "very weak", .20-.39 as "weak", .40-.59 as "moderate", .60-.79 as "strong", and .80-1.0 as "very strong"

3.9.1.1 Descriptive statistical analysis

Descriptive statistical analysis is concerned with making comprehensive and detailed explanations of the findings from the data collection. It is intended to make the reader feel the real experience through the researcher's detailed and in-depth explanations. The researcher made deductions to back up conclusions made from the quantitative analysis.

3.9.1.2 Inferential statistical analysis

Inferential statistics is concerned with making predictions or inferences about a population from observations and analyses of a sample. That is, the results of an analysis using a sample can be used to generalize it to the larger population that the sample represents. In order to do this, however, it is imperative that the sample is representative of the group to which it is being generalized.

To address this issue of generalization, the researcher used linear regression analysis for the tests of significance in order to tell the probability that the results of the analysis on the sample were representative of the population that the sample represented. These tests would tell the

probability that the results of the analysis could have occurred by chance when there is no relationship at all between the variables that were studied in the population.

3.9.2 Qualitative data analysis

Qualitative data analysis refers to any kind of data analysis that produces findings not arrived at by means of statistical procedures or other means of quantification (Strauss & Corbin, 1990). Qualitative data got from the interviews and open questions in the questionnaire was compiled, sorted, and classified into themes according to the stated objectives, exposed to content analysis and then presented in a narrative form. Content analysis for the qualitative data was done manually focusing on the two major areas of performance management and employee performance.

3.10 Measurement of variables

Since this study was quantitative and qualitative in nature, variables in the questionnaire were measured using the 5-point likert scale. The scale rating was from 1-5. This scale was used to indicate the respondent's level of agreement with the statements in the questionnaire. Justification for use of this measurement technique is based on its popularity (Ochieng, 2009). The interval scale, quant measure, enable the researcher to compute the mean and standard deviations of responses on the variables (Sekaran, 1992, Amin, 2005).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents and interprets the results of the quantitative and qualitative data analysis. It shows the response rate as well as the demographic composition of respondents. This is followed by both descriptive and inferential statistics per dimension of the independent variable. Under descriptive statistics, frequency, mean and standard deviation tables of the quantitative scores, for each of the dimensions of the independent variable as collected from the questionnaires are presented. Inferential statistics involving Pearson's coefficient of correlation, used to establish the relationship among the variables, and simple regression analysis, used to show the interactive effect of the independent variable on the dependent variable and to test the hypotheses, are also provided per dimension of the independent variable. Finally, qualitative data collected from interviews are summarized, displayed and triangulated with results from questionnaires and interpreted.

4.1 Response rate

Out of 21 planned interview sessions, only 13 sessions were conducted constituting 61.9% and out of 138 questionnaires given out, 114 were returned filled in with usable responses, amounting to a response rate of 82.6%. Only 28.4% (n=45) questionnaires were not returned. For results see Table 3 below.

Table 3: Response rate

Instrument	Planned	Actual	Percentage (%)
Interview	21	13	61.9%
Questionnaire	138	114	82.6%
Total	159	127	79.8%

Source: Primary data

Based on findings presented in Table 3 above, an overall response rate of 79.8% was arrived at by calculating the actual total divided by planned total multiplied by 100% thus $(127/159 \times 100\%)$

100%). The result suggests that, the number of returned questionnaires and interviews conducted was representative of the sample, enough to yield results that would be analysed and used to generalize a larger population of OPM (Rubin & Babbie, 2009, p.117).

4.2 Demographic Composition

It was important to analyze the background characteristics of the various respondents of the study; that is the Heads of Department, Officers, Assistants and Support Staff of OPM who participated in this study. Their characteristics give insight into the kind of population the study sampled and have a strong bearing on the study’s findings relating to the hypotheses.

4.2.1 Age of the respondents

The age of all respondents was analyzed with details obtained presented in the table below

Table 4: The Age distribution of the respondents

Age distribution	Frequency (n)	Percent (%)
Under 26 years	2	1.7%
26 – 30 years	9	7.9%
31 – 35 years	18	15.8%
36 – 40 years	36	31.6%
Above 40 years	49	43.0%
Total	114	100.0%

Source: Primary data

The findings revealed that, 49 of the officers (43%) who participated in the study were above 41 years, followed by those between the ages of 35 and 40 years (31.6%), those between the ages of 31 and 35 years were (15.8%), those between the ages of 26 and 30 years were (7.9%) and a small percentage (1.7%) was under the age of 26 years.

Majority of respondents was above 35 years of age, which implied a clear indication of mature, responsible and resourceful persons with vast knowledge and experience in the public service relevant for the subject under study. Most of the opinions on performance management practices and their influence on employee performance at OPM emerged from these

respondents (above 35 years). The summary of the above analysis is clearly indicated in Table 4 above.

4.2.2 Time Spent at OPM

The respondents' duration at OPM was analyzed. The findings revealed that the majority of respondents have served with OPM for over 4 years. This implies that their experience with the organization is sufficient for them to give relevant and well founded information about the organization for this study.

Table 5: Time spent at OPM

Time spent at OPM	Frequency (n)	Percent (%)
Under 1 years	2	1.7%
1– 1.9 years	17	15%
2 – 2.9 years	6	5.3%
3 – 3.9 years	20	17.5%
Above 4 years	69	60.5%
Total	114	100.0%

Source: Primary data

4.2.3 Education level of the respondents

With regard to education, the majority of respondents (34.2%, n=39) hold a Bachelor's Degree while others, in chronological order, hold Master's Degree (14.9%, n=17), Ordinary Diploma (14.9%, n=17), Postgraduate Diploma (12.4%, n=14), "O" level (10.5%, n=12), Certificate (7%, n=8) and lastly "O" level (6.2%, n=7).

These statistics on the education status of employees under OPM reveal that there are more employees with qualifications from a bachelor's degree and above than other education levels. This implied that, the respondents on average had the cognitive maturity to understand and interpret the questionnaire appropriately. Moreover respondents were generally educated enough to appreciate effective performance management practices and therefore give reliable information.

Table 6: Education level of respondents

Education level	Frequency (n)	Percent (%)
Masters	17	14.9%
Postgraduate Diploma	14	12.3%
Bachelor's degree	39	34.2%
Diploma	17	14.9%
Certificate	8	7.0%
“A” level	12	10.5%
“O” level	7	6.2%
Total	114	100.0%

Source: Primary data

4.2.4 Position Level

In terms of position level, the officers formed the majority of respondents (50%, n=57) compared to the Heads of Department who constituted 6.1% (n=7). This did not appear unusual to the researcher as at OPM the top managerial level positions take the least proportion of the entire staffing structure (see Table 1). The other staff positions responded as follows: Support staff accounted for 22.8% (n=26) and Assistants for 21.1% (n=24). Such a structure and composition of the respondents could be used to explain the importance each position level attaches to performance management practices at OPM.

Table 7: Distribution of respondents by Position level

Position Level	Frequency (n)	Percent (%)
Head of Department	7	6.1%
Officer	57	50.0%
Assistant	24	21.1%
Support staff	26	22.8%
Total	114	100.0%

Source: Primary data

4.2.5 Gender of the respondents

In terms of gender there were more female respondents 56.1% (n=64) than male ones 43.9% (n=50). This shows that both males' and females' opinions were fairly captured. Interest was picked in trying to establish the reason for this female dominance in response.

However, whereas coincidentally the overall gender representation in OPM showed that females were more than males (OPM Staff List, 2014), it was noted that there was no specific requirement to have gender equality in the staffing of OPM. As a result the researcher took this as an exercise where females' quantity of output was more than the males'.

Table 8: Distribution of respondents by Gender

Gender level	Frequency (n)	Percent (%)
Female	64	56.1%
Male	50	43.9%
Total	114	100.0%

Source: Primary data

4.3 Findings on performance management practices and employee performance

For ease of presentation, the data collected from questionnaires are presented, analysed and interpreted according to each study objective. For each objective, scores of the studied items are measured in relation to the five point Likert Scale, where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. In all cases, responses for strongly agree and agree were considered together and classified as "agree"; likewise responses for disagree and strongly disagree were classified as "disagree". Descriptive statistics, namely frequency tables with computed percentage response rate, mean scores and standard deviation of scores especially for the quantifiable questionnaire items are presented. Correlations between the independent variable dimensional items and Employee Performance are also presented. Thereafter, the corresponding hypothesis is tested by presenting and explaining the

results of regression of each dimension against Employee performance. Finally qualitative data collected from interviews and open ended questions are also presented.

4.3.1 The extent to which performance planning influences employee performance at OPM

To determine the extent to which performance planning influences employee performance in OPM, the respondents were asked to complete questionnaire items related to this objective. The findings are presented as follows:

Table 9: Questions on Performance Planning

Questions on Performance Planning	SA (5)	A (4)	NS (3)	D (2)	SD (1)	Mean	Stdev
My performance objectives are specific	22.81% (26)	61.4% (70)	0% (0)	0% (0)	15.79% (18)	3.75	1.27
My performance objectives are measurable	26.32% (30)	51.75% (59)	0% (0)	0% (0)	21.93% (15)	3.61	1.45
My individual objectives have so far been relevant to my job	26.79% (30)	39.29% (44)	3.57% (4)	0% (0)	30.36% (34)	3.32	1.16
In my opinion my performance objectives are achievable	48.25% (55)	44.74% (51)	0% (0)	0% (0)	7.02% (8)	4.27	1.02
I am involved in setting my individual performance objectives	21.93% (25)	9.65% (11)	42.11% (48)	0% (0)	26.32% (30)	3.01	1.43
Performance objectives inspire me to perform better	27.19% (31)	39.47% (45)	3.51% (4)	0% (0)	29.82% (34)	3.38	1.61
I am involved in drawing up my personal activity plans	26.32% (30)	50% (57)	0% (0)	0% (0)	23.68% (27)	3.55	1.49
My personal activity plans have so far been useful in helping me achieve objectives	26.32% (30)	68.42% (78)	0% (0)	0% (0)	10.53% (12)	3.55	1.49
My performance targets have so far been realistic	16.67% (19)	50% (57)	4.39% (0)	0% (0)	23.68% (27)	3.81	1.06
My performance targets are measurable	28.07% (32)	% (57)	0% (0)	0% (0)	23.68% (27)	3.62	1.46
I do understand my targets	24.56% (28)	51.75% (59)	0% (0)	0% (0)	23.63% (30)	3.54	1.48
I know the consequences of achieving my targets	17.86% (20)	39.29% (44)	33.93% (38)	0% (0)	8.93% (10)	3.57	1.07
Performance targets motivate me to achieve my objectives	14.04% (16)	77.19% (88)	0% (0)	0% (0)	8.77% (10)	3.88	0.96
During appraisals, plans for my capacity building are discussed	3.51% (4)	64.04% (73)	6.14% (7)	0% (0)	26.32% (30)	3.45	0.92
OPM financially supports me in achieving my capacity building plans	5.26% (6)	74.56% (85)	17.54% (20)	0% (0)	2.63% (3)	3.80	0.65
Capacity building plans play an important role in the achievement of performance objectives	16.67% (19)	72.81% (83)	0% (0)	0% (0)	10.52% (12)	3.85	1.05

Source: Primary Data

Key: SD = Strongly disagree, D = Disagree, N = Neutral, A = Agree and SA = Strongly agree. **Scale:** Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

Table 9 above shows the distribution of responses for the different items under performance planning; and results show that, majority of the respondents reflected by a mean of 3.75 or 84.2% considered their performance objectives as specific, 78.1% with a mean score of 3.61 indicated that performance objectives in OPM are measurable and (66.1%) considered their individual objectives being relevant to their job. This meant that, the higher the value of the performance objectives, the more important it is compared to other indicators in the variable under observation.

To support the descriptive statistics analysis above was a comment held where an interviewee observed that,

“Making performance plans at OPM is being given serious attention due to the existence of a strategic plan and ministerial policy statement which directed the efforts of the employees at OPM. More-over the interface the organisation has with many development partners in the implementation of their activities, compelled having clear work plans with clear individual objectives, targets, indicators and outputs, required by best practice”.

Regarding performance objectives, (93.0%) with a mean of 4.27 reveal that, a majority respondents agreed that they were achievable, (42.1%) of the respondents were neutral towards involvement in setting individual performance objectives. Results also show that, (66.6%) of the respondents were inspired by performance objectives to perform better, (76.3%, mean =3.38) indicated involvement in drawing up personal activity plans at their workplace. Also (76.3%) of the respondents had their personal activity plans useful in helping achieving objectives, (85.3%, mean =3.81) considered their performance targets to be realistic and (79.0%) considered their performance targets as measurable. This means that the higher the

value of the performance objectives, the more important it is compared to other indicators in the variable under observation.

The above findings concur with a comment by a key official who observed that,

“Performance planning had made employees realize the connection that their individual job outputs have with the activities of others within their teams or other departments in OPM”.

Results also indicated that (76.3 %, mean=3.54) of the respondents understood their targets, (57.9%) knew the consequences of achieving their targets, (91.2%, mean = 3.88) indicated that, they were motivated by performance targets to achieve their set objectives. This means that the higher the value of the performance targets, the more important it is compared to other indicators in the variable under observation. It was also agreed by (67.5%) of the respondents that, plans for their capacity building are discussed, (79.9%, mean =380) indicated receiving financial support from OPM to achieve their capacity building plans and (89.5%) revealed that, capacity building plans play an important role in the achievement of performance objectives.

However, the overall average mean for all the eight statements was $m=3.62$, a moderate mean value which implied a moderate positive influence of performance planning on employee performance at OPM. In addition to these statistical findings obtained was a view by an official who observed that,

“Whereas performance planning was vital in the administration of the OPM, there were instances where bosses caused distortions by engaging employees in other work outside the planned activities and eventually breaking the performance cycle”.

On the other hand, there were notable disagreements with some items under performance planning. Results revealed, 30.36% disagreed that, individual objectives have so far been relevant to their job; 29.82% disagreed that, performance objectives inspire them to perform better; 26.32% disagreed that they were involved in setting individual performance objectives

or that during appraisals, plans for their capacity building were discussed; another 23.68% disagreed that, they were involved in drawing up their personal activity plans or that they do understand their performance targets. The above findings are supported by information obtained from the interview where a responding official observed that,

“Capacity building plans that are written in officers’ appraisal forms never see the light of the day; they are never followed up by HR and integrated into an overall OPM capacity building plan for actual implementation”.

Another respondent also revealed that,

“Although employee capacity building plans are written in officers’ appraisal forms, they are never followed up”.

It is worth noting that, these statistics depict a noticeably performance planning practicing institution. However, the notable values in disagreements with some items under performance planning at OPM disqualify the organization as a complete performance planning practicing institution. Nonetheless, as long as there exists some high values in most of the items under performance planning, it is worth deducting that performance planning has some level of positive influence on the performance of employees in the organization.

“Performance planning is a very good thing. But, many employees are usually engaged by their bosses in other work outside the planned activities. Many employees often spend most of their work time on these activities which are not planned for and fall outside the domain of appraisable activities” stated an interviewee

These results depict a divided opinion on the operation of performance planning at OPM. Insights from analyzing the qualitative data show that, performance planning at OPM is at best average. The responses in agreement with existence of performance planning practices are counteracted by those in disagreement. This can partly explain why the result of the descriptive statistics showed a weak positive influence of performance planning on employee performance.

4.3.1.1 Correlation coefficient results for performance planning

Pearson correlation (R) is a statistical calculation that summarizes the direction and degree of closeness of two variables going together in a straight line. The calculation gives a value between +1 and -1 inclusive; where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation. The closer the value of r gets to zero, the weaker the likely correlation. The closer R is to +1 or -1, the stronger the likely correlation. A perfect positive correlation is +1 and a perfect negative correlation is -1.

Table 10: Correlation results for performance planning

		Performance Planning	Employee Performance
Performance planning	Pearson Correlation	1	.187*
	Sig. (2-tailed)		.046
	N	114	114
Employee Performance	Pearson Correlation	.187*	1
	Sig. (2-tailed)	.046	
	N	114	114

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data

The performance planning dimension was cross-related with employee performance variable (using the Pearson correlation coefficient - r) to determine the influence of performance planning on employee performance. The results in table 10 above showed a correlation coefficient value of 0.187* and a probability (p) value of .046 (the probability of being wrong that the result of our sample accurately reflects the relationship that exists in the total population from which the sample was drawn).

The Pearson correlation coefficient value of 0.187* showed a very weak positive influence of performance planning on employee performance. The probability (p) value of .046 suggested a statistically significant Pearson correlation coefficient, since $p = .046 < 0.05$, implying that there is evidence to believe that performance planning and employee performance are linearly

correlated at OPM. That being the case, a regression test was conducted to show whether performance planning was useful as a predictor of employee performance. The direction of this relationship and the results are presented below.

4.3.1.2 Regression results for performance planning

The table 11 below presents regression for performance planning and employee performance in OPM.

Table 11: Regression results for Performance planning and Employee performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.187 ^a	.035	.026	.32372

a. Predictors: (Constant), Performance Planning

Source: Primary Data

Table 11 above shows the variables that were included in the analysis. It gives us the measures of how well our overall model fits, and how well our predictor, Performance planning, is able to predict Employee Performance. The first measure in the table called R had a value of 0.187, which indicated a very weak degree of correlation, meaning that changes in “performance planning” were weakly correlated with changes in “employee performance”. The second measure called R-squared gave a value of 0.035 which is the amount of variance in “employee performance” explained by the independent variable or predictor, “performance planning”. In this case 0.035 or 3.5% of the variance in “employee performance” can be explained by “performance planning”. The final column of the table gave the standard error of the estimate as 0.32372, being the measure of how much R is predicted to vary from one sample to the next.

4.3.1.3 Hypothesis one

These statistics revealed a very weak positive influence of performance planning on employee performance in the organization. The *p*-value (0.046) is significantly less than our statistical unit of measurement 0.05. On that statistical basis the study accepted the hypothesis that performance planning positively influences the performance of employees at OPM.

4.3.2 The extent to which performance appraisal influences employee performance at OPM

This was the second objective of the study for which eleven items were used to test for performance appraisal practices at OPM. The respondents' scores on this theme are presented in Table 12 below:

Table 12: Questions on Performance Appraisal

Questions on Performance Appraisal	Results in % and Frequency (n)					Mean	Stdev
	SA (5)	A (4)	NS (3)	D (2)	SD (1)		
The measurement of my performance against objectives is done objectively	15.18% (17)	49.11% (70)	33.93 (38)	0% (0)	1.79% (2)	3.76	0.77
The results of my performance are presented to me in a way that I can understand them	30.7% (35)	46.49% (53)	0% (0)	0% (0)	21.81% (26)	3.62	1.50
I actively take part in measuring my achievement against my objectives	26.32% (30)	16.67% (19)	31.58 % (36)	0% (0)	25.44% (29)	3.18	1.49
Measuring my performance encourages me to perform better	31.58% (36)	41.23% (47)	0% (0)	0% (0)	27.19% (31)	3.50	1.59
The feedback I get on my performance helps me better understand the tasks I have to improve on	20.18% (23)	67.54% (77)	0% (0)	0% (0)	12.28% (14)	3.83	1.14
Discussions about my performance are carried out in a positive and friendly manner	11.4% (13)	79.82% (91)	0% (0)	0% (0)	8.77% (10)	3.85	1.06
Performance feedback discussions are useful in improving my performance	25.66% (29)	47.79% (54)	0% (0)	0% (0)	26.55% (30)	3.46	0.72

Source: Primary Data

Key: SD = Strongly disagree, D = Disagree, N = Neutral, A = Agree and SA = Strongly

agree. **Scale:** Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

With reference to Table 12 above, seven items were used to test for performance appraisal practices at OPM. Results show that majority of the respondents (64.3%, mean=3.76, stdev=0.77) were in agreement that supervisors concerned with measuring employee performance were objective. Results also show that, (77.2%, mean=3.62) agreed that they understand their performance results once presented, (43.0%) of the respondents agreed that

they participate in measuring their achievement against their objectives, (72.8%, stdev=1.59) expressed that they get encouragement to perform better from performance measurements undertaken and (87.6%, mean=3.46, stdev=0.72) agreed that feedback assists them understand and improve their performance.

To further complement on the findings above was a responding official who observed that

“The heads of department ensure that the employees’ performance is appraised to assess whether they achieved their routine scheduled targets which consolidate the OPM’s targets and finally the overall goal of the Ministry. At the end of the day, they are also assessed on what their employees have been able to achieve”.

In a relatively interesting interview, another key informant argued that,

“There is need to be strict on the time performance appraisal is done in this organisation. This business of filling forms as afterthought to meet the requirement of interviews or other need is very deceptive. This is because there is no serious thought put into what is being written in the forms, and it is not genuine at all”.

At the workplace, discussing employees performance is crucial and the results of this study show that (91.2%) of the respondents would benefit from such discussions as they were also carried out in a positive and friendly manner. It was further agreed by (70.6%) of the respondents that performance feedback discussions were useful in improving employee performance. This revelation is in line with one of the comments put across by an interviewee who observed that

“Discussion of performance appraisal results has helped the OPM to know the capabilities of employees with regard to performance. This is attained through having face to face discussions of the appraisal results against the set performance standards. Moreover this is a means of acquiring performance

information from employees and devising means of coming up with strategies to enable every employee attain the set performance standard for their respective jobs”.

While another key informant observed that,

“Many employees fill forms retrospectively, which in any case does not serve the purpose of performance appraisal”.

Yet another key informant observed that,

“The genuinely poor performing employees are counseled and guided to enable them improve their performance in future”.

However, it is important to point out that, the results also showed notable statistics on the side of disagreement to some items used to test for performance appraisal practices at OPM. There was 26.55% who strongly disagreed with the statement that, performance feedback discussions are useful in improving their performance. 27.1% strongly disagreed that, measuring their performance encouraged them to perform better; 25.4% % strongly disagreed that they actively take part in measuring their achievement against their objectives. There were also a notable number of respondents who remained neutral. 33.9% were neutral on whether the measurement of their performance against objectives was done objectively; and 31.6% were neutral on whether they actively took part in measuring their achievement against their objectives. To support the numeric findings above, a management member interviewed revealed that,

“Sometimes performance appraisal is more of a ritual to be performed at a certain time of the year. So employees are given appraisal forms which they fill casually and later forward them to their supervisors just like that. What is written in those forms is never followed up to ensure that agreed actions are implemented.”

Another key informant revealed that,

“Although performance appraisals are held periodically, and indeed employees and supervisors hold appraisal meetings to highlight performance areas that require improvement, what is recorded in employee appraisal forms is never followed up to ensure that performance gaps identified are addressed”.

And another key informant pointed out that,

“There is laxity in the way the appraisal process is handled. Whereas setting of targets should be at the beginning and actual assessment of performance at the end of every financial year, employees fill appraisal forms only when they are due for promotional interviews or confirmation”.

It is worth noting that, these statistics depict a noticeably performance appraisal practicing institution. However, the notable values in disagreement and neutral for some items under performance appraisal at OPM disqualify the organization as a complete performance appraisal practicing institution. Nevertheless, as long as there exists some high values in most of the items under performance appraisal, it is worth deducting that performance appraisal has some level of positive influence on the performance of employees in the organization.

Lastly, these results depict a divided opinion on the operation of performance appraisal at OPM. Insights from analyzing the qualitative data show that performance appraisal at OPM is at best average. The responses in agreement with existence of performance appraisal practices are counteracted by those in disagreement. This can partly explain why the result of the quantitative analysis showed a very weak positive influence of performance appraisal on employee performance.

4.3.2.1 Correction coefficient results for performance appraisal

The study established whether a relationship existed between performance appraisal and Employee performance as reflected in Table 13 below.

Table 13: Correlation coefficient results for Performance Appraisal

		Performance appraisal	Employee performance
Performance appraisal	Pearson Correlation	1	.109
	Sig. (2-tailed)		.248
	N	114	114
Employee performance	Pearson Correlation	.109	1
	Sig. (2-tailed)	.248	
	N	114	114

** Correlation is significant at the .05 level (2-tailed).

Source: Primary Data

The performance appraisal dimension was cross-related with employee performance variable (using the Pearson correlation coefficient - r) to determine the influence of former on the latter. The results in Table 13 above showed a correlation coefficient value of 0.109 and a p value of .248 (the probability of being wrong that the result of our sample accurately reflects the relationship that exists in the total population from which the sample was drawn).

The Pearson correlation coefficient value of 0.109 showed a very weak positive influence of performance appraisal on employee performance. The p-value of .248 suggests a statistically insignificant Pearson correlation coefficient, since $p = .248 > 0.05$, implying that there is no evidence to believe that performance appraisal and employee performance are linearly correlated at OPM.

Lastly, being the case, a regression test was conducted to show whether performance appraisal was useful as a predictor of employee performance. The direction of this relationship and the results are presented in Table 14 below.

4.3.2.2 Regression results for Performance appraisal and employee performance

The inferential results presented in Table 14 below reveal the variance that was obtained that performance appraisal had on employee performance at OPM.

Table 14: Regression results for performance appraisal

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.109 ^a	.012	.003	.32757

a. Predictors: (Constant), Performance Appraisal

Source: Primary Data

The SPSS Statistics generated a linear regression results for performance appraisal and employee performance. The model summary table above gave the measures of how well the overall model fitted, and how well the predictor, “Performance appraisal”, was able to predict “employee performance”.

The R value in the table is 0.109, which indicated a very weak degree of correlation, and gave the amount of variance in “employee performance” explained by the independent variable or predictor, “performance appraisal”. The R-squared was 0.012, which implied that 1.2% of the variance in “employee performance” can be explained by “performance appraisal”. The final column of the table gave the standard error of the estimate as 0.32757, being the measure of how much R is predicted to vary from one sample to the next.

4.3.2.3 Hypothesis two

These statistics revealed a very weak positive influence of performance appraisal on employee performance in OPM. The *p*-value (0.248) was significantly greater than our statistical unit of measurement 0.05. On that statistical basis the study rejected the hypothesis that performance appraisal positively influences the performance of employees at OPM.

4.3.3 The extent to which training influences employee performance at OPM

This was the third objective of the study under which eight items in form of statements were used to test for the training (training) at OPM. The findings are presented as follows:

Table 15: Questions on Training

Questions on Training	Results in % and Frequency (n)					Mean	Stdev
	SA (5)	A (4)	NS (3)	D (2)	SD (1)		
Competence assessments are important in improving my performance	16.96% (19)	72.32% (81)	0% (0)	0% (0)	10.71% (12)	3.85	1.061
My supervisor guides me on how to overcome challenges in achieving my objectives	55.26% (63)	0% (0)	40.35% (46)	0% (0)	4.39% (5)	3.46	0.721
My supervisor guides me in understanding my performance objectives	3.51% (4)	54.39% (62)	40.35% (46)	0% (0)	1.75% (2)	3.58	0.651
My supervisor adequately guides me in achieving my performance objectives	1.75% (2)	0% (0)	40.35% (46)	54.39% (62)	3.51% (4)	3.58	0.653
Coaching by my supervisor considerably improves my performance	3.51% (4)	0% (0)	40.35% (46)	0% (0)	1.75% (2)	3.61	0.655
Of all trainings you had at OPM, how many were relevant to your job?	12.28% (14)	33.33% (38)	18.24% (21)	14.91% (41)	0% (0)	2.86	1.50
Trainings arranged by OPM are adequate in addressing the training needs of my job.	14.91% (17)	34.21% (39)	35.96% (41)	14.91% (17)	0% (0)	3.34	1.20
Trainings offered by OPM impact on my job performance.	62.28% (71)	1.75% (2)	35.96% (41)	0% (0)	0% (0)	4.26	0.96

Source: Primary Data

Results in Table 15 show that, a majority of the respondents (89.2%, mean=3.85) by agreement considered competence assessment as a requirement in the implementation of training to be vital in improving their performance; and (55.3%) of the respondents agreed to receiving guidance to overcome any performance challenges. Results also show that (57.9%) of the respondents agreed to being guided by their supervisors to understand their performance objectives and (61.4%, mean =3.61, stdev=0.655) agreed that training/coaching received had improved their performance. The overall average mean for all the eight statements was $m=3.57$, a moderate mean value which implied a moderate positive influence of training on employee performance in OPM. The findings are in line with results obtained from one of the interviews where it was revealed that,

“Off-job and on-job training opportunities were being provided to employees in order to fill the current institutional and individual training needs”.

In addition, it was confirmed by some respondents that:

“.....the trainings being run have strengthened staff skills in operational practices, procedures and methodologies, and now staff can produce better within agreed deadlines....”

Results also revealed that, some respondents (45.6%) agreed that, the training offered was relevant to their jobs, (49.1%) revealed that the trainings were adequate in addressing their specific job needs and (64.1%, mean of 3.34, stdev=1.20) agreed that their performance is enhanced by the training offered by the OPM. These statistical findings are in line with one of the key informants who observed that,

“Whichever way you look at it, many of these trainings are really good. Many times when these officers come from training, they become more serious with their work. They do not have to be reminded of their roles. They even develop a positive attitude to work”. Training really helps them a lot”.

In another interview held, a top management official observed that,

“Our supervisors provide guidance to staff whether they are new recruits or not and this has enabled these employees acquire knowledge and skills that enable them to perform their duties well...”

However, some key respondents pointed to uneven distribution of training opportunities in institutions of learning outside the country. For instance one of the respondents argued that,

“Cases of same officers going for multiple trainings abroad at the expense of more deserving ones. Trainings abroad are considered a measure of how an employee is regarded useful to the development of OPM”.

Similarly, another respondent stated that,

“Other employees are undertaking further studies on self-sponsorship arrangements, where in most cases the courses being undertaken are not related to a particular training need reflected in OPM’s approved staff training programme. Their trainings are for acquisition of formal qualifications in readiness for future employment opportunities”.

However, it is noteworthy that a score of 40.35% (n=46) for neutral responses was posted on the following respective statements: “my supervisor guides me on how to overcome challenges in achieving my objectives”, “my supervisor guides me in understanding my performance objectives”, “my supervisor adequately guides me in achieving my performance objectives”, and “coaching by my supervisor considerably improves my performance”.

In addition, there was a notable disagreement with one item. 35.96% disagreed that all trainings they had had at OPM were relevant to their job. In another relatively interesting interview held on training at OPM, one responding official elaborated that,

“There are a few areas where OPM should direct more attention. One of these is trainings abroad. Training opportunities abroad should be evenly spread out to all deserving staff. You see, travelling out of the country is a big factor that works up the feelings of employees. So allocating these external training opportunities evenly can motivate employees to perform better” was another observation by an interviewee.

Whereas these statistics depict a noticeably training practicing institution, the notable values in disagreement and those in neutral for some items under training disqualify the organization as a complete training practicing institution. This would imply that a notable number of respondents do not consider job performance as a possible target for training offered by OPM.

If that is the case, then the intent and content of OPM’s training efforts may be contrary to improvement of employee’s job performance, which training is supposed to address.

Nonetheless, as long as there exists some high values in most of the items under training, it is safe to deduce that training has some level of positive influence on the performance of employees at OPM. By and large, these results depict a divided opinion on training at OPM. Insights from analyzing the qualitative data show that training at OPM is at best average. The responses in agreement with existence of training practice are counteracted by those in disagreement. This can partly explain why the mean result of the descriptive statistical analysis showed a moderate positive influence of training on employee performance.

4.3.3.1 Correlation coefficient results Training

The study established whether a relationship existed between training and employee performance with the findings obtained presented in Table 16.

Table 16: Correlation coefficient results for Training

		Training	Employee performance
Training	Pearson Correlation	1	.058
	Sig. (2-tailed)		.538
	N	114	114
Employee performance	Pearson Correlation	.058	1
	Sig. (2-tailed)	.538	
	N	114	114

** Correlation is significant at the .05 level (2-tailed).

Source: Primary Data

The training dimension was cross-related with employee performance variable (using the Pearson correlation coefficient - r) to determine the influence of the former on the latter. The results in table 16 above showed a correlation coefficient value of 0.058 and a p value of .538 (the probability of being wrong that the result of our sample accurately reflects the relationship that exists in the total population from which the sample was drawn).

The Pearson correlation coefficient value of 0.058 showed a very weak positive influence of training on employee performance. The p-value of .538 suggests a statistically insignificant Pearson correlation coefficient, since $p = .538 > 0.05$, implying that there is no evidence to

believe that training and employee performance are linearly correlated at OPM. That being the case, a regression test was conducted to show whether training was useful as a predictor of employee performance. The direction of this relationship and the results are presented in Table 17 below.

4.3.3.2 Regression results for training and employee performance

The inferential results below reveal the regression results for training and employee performance in OPM reflected in Table 17 below.

Table 17: Regression results for training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.058 ^a	.003	-.005	.32897

a. Predictors: (Constant), Training

Source: Primary Data

The model summary above, gave the measures of how well the overall model fitted, and how well the predictor, “training”, was able to predict “employee performance”. The first measure in the table called R had a value of 0.058, which indicated a very weak degree of correlation, meaning that changes in “training” were not correlated with changes in “employee performance”. The second measure called R-squared gave a value of 0.003 which is the amount of variance in “employee performance” explained by the independent variable or predictor, “training”, In this case 0.003 or 0.3% of the variance in “employee performance” can be explained by “training”. The final column of the table gave the standard error of the estimate as 0.32897, being the measure of how much R is predicted to vary from one sample to the next.

4.3.3.3 Hypothesis three

These statistics revealed a very weak positive influence of training on employee performance in OPM. The *p*-value (0.538) is significantly greater than our statistical unit of measurement 0.05. On this statistical basis the study rejected the hypothesis that training positively influences the performance of employees at OPM.

4.3.4 The extent to which performance rewards influence employee performance

The last objective of the study focused on the examination of the extent to which performance rewards influence employee performance at OPM. Different responses were obtained for the six items that were used to test for this objective, and the results are presented in Table 18.

Table 18: Questions on Performance rewards

Questions on Performance Rewards	Results in % and Frequency (n)					Mean	Stdev
	SA (5)	A (4)	NS (3)	D (2)	SD (1)		
The criteria for awarding financial rewards at OPM are clear.	13.16% (15)	6.14% (7)	39.47% (45)	39.47% (45)	1.75% (2)	3.20	1.36
The criteria for giving out financial rewards are followed at OPM.	9.65% (11)	13.6% (15)	35.96% (41)	26.32% (30)	14.91% (17)	2.76	1.15
OPM financial rewards help me to perform.	3.51% (3)	37.72% (43)	54.39% (62)	4.39% (5)	0% (0)	3.40	0.63
The criteria for awarding non-financial rewards at OPM are clear.	9.65% (11)	34.21% (39)	56.14% (64)	0% (0)	0% (0)	3.54	0.67
The criteria for giving out non-financial rewards are followed at OPM.	0% (0)	26.32% (30)	59.65% (68)	26.32% (30)	0% (0)	2.93	0.75
OPM non-financial rewards enhance my performance	34.21% (39)	0% (0)	61.4% (70)	4.39% (5)	0% (0)	3.30	0.55

Source: Primary Data

Key: SD = Strongly disagree, D = Disagree, N = Neutral, A = Agree and SA = Strongly agree

Scale: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

The results in Table 18 above show that, most of the respondents (41.3%) disagreed that the criteria for awarding financial rewards at OPM is clear, (41.2%) revealed that giving financial rewards was unclear, (54.4%) were neutral regarding financial rewards helping them to perform. Results also show that, (56.1%, mean =2.93, stdev=0.75) of the respondents regarded the criteria for awarding non-financial rewards as unclear, (59.7%) of the respondents were neutral about following the criteria for non-rewards and (61.4%, mean=3.30) were also neutral about performing their duties due to the non-financial rewards from the OPM. The overall

average mean for all the eight statements was $m=3.18$, a moderate mean value which implied a moderate positive influence of performance rewards on employee performance at OPM.

Results from this table imply that most of the respondents could have feared to comment on how their financial and non- financial rewards are given or using such rewards to perform after the positive perception to other variables (planning, appraisal and training & development) that are received with benefits to increased performance. A couple of interviews were held to obtain qualitative data from respondents. The data was obtained from interviews that were scheduled and eventually held. For key respondents revealed that, *“Reward is regarded as a supplement to the salary, so that whenever it is given employees feel it has covered a gap left by the little salary”*

While another responding top management official had the thought below on performance reward,

“A reward was thought to be for exceptional performance and for creativity and innovativeness of staff in order to tap into the high potential of staff. It is such rewards which act as reinforcements to employee performance. Otherwise annual salary increment was too little to be regarded as a reward at all”.

Furthermore another responding interviewee observed the following about performance reward,

“To be honest, I have never felt it in my pocket that I have earned a salary increment. Look, when government increases my salary by about 50,000/= shillings that money is also taxed and the net left is so little that I will not even realize that I got a salary increase. In any case such increase does not create any feeling in me that it is a reward”.

Additionally another respondent observed that,

“The financial performance rewards in the Standing Orders provide for a rise to the next notch in the salary scale for good performing employees. But in practice every staff enjoys the same salary increments every year irrespective of performance.”

More still some key respondents revealed that,

“Performance rewards exist at OPM, only that some employee’s perception of rewards is too vague. Some employees perceive performance rewards in material form able to flatter the ego of the recipient and attract the attention of many”.

Another interesting view obtained about performance rewards and employee performance was that the two variables were linked to one another and it is common that employees will psychologically compare their performance level to what they get as salary. For instance one interviewee observed that,

“.....employees seek employment with the expectation to earn from their work, so whatever is paid as a compensation of effort put in acts as a motivator to employees to perform more and more. And this includes the monthly salary”

On the whole, these results depict a divided opinion on the operation of performance rewards at OPM. Insights from analyzing the qualitative data and the descriptive statistics show that performance rewards at OPM are at best average. The responses in agreement with existence of performance rewards practices are counteracted by those in disagreement. This can partly explain why the result of the quantitative showed a weak positive influence of performance rewards on employee performance.

4.3.4.1 Correction results performance rewards

The study established whether relationship existed between performance rewards and employee performance with the findings obtained presented in Table 19 below.

Table 19: Correlation results for performance rewards

		Performance rewards	Employee performance
Performance rewards	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.000
	N	114	114
Employee performance	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.000	
	N	114	114

** . Correlation is significant at the 0.05 level (2-tailed).

The performance rewards dimension was cross-related with employee performance variable (using the Pearson correlation coefficient - r) to determine the influence of performance rewards on employee performance. The results in Table 19 above showed a correlation coefficient value of 0.342** and a probability (p) value of .0001 (the probability of being wrong that the result of our sample accurately reflects the relationship that exists in the total population from which the sample was drawn).

The Pearson correlation coefficient value of 0.342** showed a weak positive influence of performance planning on employee performance. However, the probability (p) value of .0001 suggested a statistically significant Pearson correlation coefficient, since $p = .0001 < 0.05$, implying that there is strong evidence to believe that performance rewards and employee performance are linearly correlated at OPM. That being the case, a regression test was conducted to show whether performance rewards were useful as a predictor of employee performance. The direction of this relationship and the results are presented below.

4.3.4.2 Regression results for performance reward

The section presents inferential results specifically linear regression results obtained for performance reward and employee performance at OPM. The results obtained are reflected in Table 20 below.

Table 20: Regression results for performance reward

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 ^a	.117	.109	.30962

a. Predictors: (Constant), performance rewards

Source: primary data

The model summary gave the measures of how well the overall model fitted, and how well the predictor, “performance rewards” was able to predict “employee performance”. The first measure in the table called R had a value of 0.342, which indicated a weak degree of correlation, meaning that changes in “performance rewards” were weakly correlated with changes in “employee performance”. The second measure called R-squared gave a value of 0.117 which is the amount of variance in “employee performance” explained by the independent variable or predictor, “performance rewards”, In this case 0.117 or 11,7% of the variance in “employee performance” can be explained by “performance rewards”. The final column of the table gave the standard error of the estimate as 0.30962, being the measure of how much R is predicted to vary from one sample to the next.

4.3.4.3 Hypothesis four

These statistics revealed a weak positive influence of performance rewards on employee performance in the organization. The *p*-value (0.0001) is significantly less than our statistical unit of measurement 0.05. On that statistical basis the study accepted the hypothesis that performance rewards positively influence the performance of employees at OPM.

4.4 Multi-regression analysis for the study

The study examined the extent to which the selected performance management practices together affected employee performance at OPM. This was done to show the variance that the selected performance management practices collectively had on employee performance, and the results obtained are presented in Table 21 below.

Table 21: Multi regression results for the study

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509 ^a	.259	.232	.28879

a. Predictors: (Constant), performance planning, appraisal, training and rewards

As it can be observed from Table 21 above, the R value is 0.509, the R² is 0.259, the adjusted R² is 0.232 and standard error of estimate as 0.28879. As explained earlier on, the R value measures how well our predictor predicts the outcome The R value of 0.509 suggests that there is a strong relationship between the two variables. This means that changes in employee performance are strongly correlated with changes in the selected performance management practices. The R² gives us the amount of variance in employee performance explained by the independent variable or predictor, performance management practices.

In this case the R² value of 0.259 implies that 25.9% of the variance in employee performance can be explained by the selected performance management practices. The remaining percentage of 74.1% would be attributed to other factors, not part of the study. For this reason, we can conclude that there is a strong relationship between the selected performance management practices and employee performance. This implies that improved employee performance could be attributed to accurate and timely application of the selected performance management practices.

4.5 Employee performance

Employee performance for the study was measured using four indicators namely quantity of work done, quality of reports produced, the timeliness in meeting deadlines as well as teamwork. For each of these indicators, questions were asked and opinions in form of responses collected. These are presented in Table 22 below.

Table 22: Questions on Employee performance

Questions on Employee Performance	Results in % and Frequency (n)					Mean	Stdev
	SA (5)	A (4)	NS (3)	D (2)	SD (1)		
Many team members complete their assignments on time?	5.2% (6)	94.7% (108)	0% (0)	0% (0)	0% (0)	4.05	0.22
Team members complete their assignments with less supervision	0% (0)	71% (81)	28.9% (33)	0% (0)	0% (0)	3.71	0.46
Team members report to work daily	0% (0)	74.5% (85)	9.65% (11)	0% (0)	15.9% (18)	3.42	1.10
Team members identify problems hindering their performance out of their own initiative	0% (0)	78.5% (90)	21.5% (24)	0% (0)	0% (0)	3.79	0.41
Team members take more time on work once their daily targets are met before the end of day	0% (0)	50.8% (58)	33.3% (38)	15.7% (18)	0% (0)	3.35	0.74
Team members achieve their individual objectives	3.5% (4)	96.5% (110)	0% (0)	0% (0)	0% (0)	4.04	0.18
Team members produce the volume of work expected of them by OPM	32.6% (37)	47.4% (54)	20.18% (23)	0% (0)	0% (0)	4.12	0.72
Work done by members of your team is free from errors	0.0% (0)	74.5% (85)	21.9% (25)	3.51% (4)	0% (0)	3.71	0.53
Work done by members of your team is delivered on time	3.6% (4)	74.3% (81)	22.02% (24)	0% (0)	0% (0)	3.82	0.47
The official 8 working hours well spent on OPM work	64.6% (73)	0% (0)	5.31% (6)	11.5% (13)	18.5% (21)	4.32	0.47
Team members work longer than the normal 8 working hours a day	15.2% (17)	79.5% (89)	4.5% (5)	0% (0)	0.89% (1)	3.81	1.68
Team members report to work on time	80.7% (92)	19.3% (22)	0% (0)	0% (0)	0% (0)	4.08	0.52
Team members set aside time to discuss how to improve team's performance	54.4% (62)	0% (0)	8.7% (10)	0% (0)	54.4% (62)	4.81	0.40
Team members discuss how to improve team's performance	0% (0)	5.2% (6)	36.8% (42)	0% (0)	58% (66)	1.89	1.08
Department members are cooperative with me and others in line with OPM work.	61.4% (70)	18.4% (21)	36.8% (42)	0% (0)	20.2% (23)	4.01	1.57
My team members work together to achieve performance objectives	38.6% (44)	59.6% (68)	0% (0)	0% (0)	1.8% (2)	4.33	0.66
My team members come helps each other to better understand their roles	0% (0)	100% (114)	0% (0)	0% (0)	0% (0)	4.00	0.00
In my team members help each other to achieve our common performance objectives	11.4% (13)	72.8% (83)	0% (0)	0% (0)	15.8% (18)	3.64	1.19

Source: Primary Data

The results in Table 22 above show that all the respondents (100%) agreed that, their team members completed their assignments on time. Similarly, (71%) respondents agreed that team

members completed their assignments with less supervision meaning that most OPM staff appreciated time as a resource to enable them execute their duties and accomplish them on time. Secondly it can be argued that with less supervision from their superiors OPM staff have self-drive to execute their assignments. In addition, it can be noted that all respondents (100%) agreed that, their team members achieve their individual objectives; also (100%) agreed that their team members reported to work on time meaning that OPM staff worked as a synergy to achieve individual objectives which implied that staff were contributing positively to the core objectives of OPM hence a sign of employee performance.

Additionally, (100%) agreed that, their team members come in to help each other to better understand their roles whenever there is a misunderstanding of the same. Results also show that (98.25%) of the respondents agreed that their team members work together to achieve their common performance objectives; another (94.64%) of the respondents agreed that, many of their team members work longer than the normal 8 working hours a day. These revelations can be attributed to the fact that each individual staff had key roles to execute on time and in cases of failure, they consulted thus a good sign of quick learning on the side of the OPM staff. In addition, it can be suggested that all assigned tasks were mapped to specific time frame thus a sign of improved employee performance.

Lastly, results showed that departments members were cooperative with 78.8% agreeing, 98% agreed that, team members worked together meaning that teamwork was encouraged and was a basis to coordinate and manage a number of office tasks hence a sign of improved employee performance. However, the overall average mean for all the eighteen statements was $m=3.83$, a fairly strong mean value which implied a strong positive influence of the selected performance management practices on employee performance in OPM. On the whole, these results from the descriptive statistical analysis depict a fairly strong opinion on the influence of application of the selected performance management practices on employee performance in OPM.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the major findings in relation to the study objectives and hypotheses. It discusses the findings presented in chapter four with reference to the literature review and methods used. Conclusions are then drawn on the research findings under each study objective together with practical implications of the study on OPM and suggestions meant to influence management thinking and practice, and on further areas of research in an attempt to bridge the gaps existing in knowledge and practice.

5.1 Summary of the findings

The study sought to examine four dimensions of performance management practices, notably, performance planning, performance appraisals, training and performance rewards, and how they interact with each other to influence employee performance at Office of the Prime Minister in Uganda, measured in terms of quantity of work outputs, quality of work outputs, timeliness in accomplishing assignments, and team work.

5.1.1 Performance planning and employee performance

Linear regression results showed that performance planning had a very weak positive influence on employee performance at OPM ($r = 0.187$). The p -value (0.046) was significantly less than our statistical unit of measurement 0.05. On that statistical basis the study accepted the hypothesis that performance planning positively influences the performance of employees at OPM. This correlated positively with the qualitative findings which revealed that performance planning at OPM was at best average. The responses in agreement with existence of performance planning practices were counteracted by those in disagreement.

5.1.2 Summary of findings on Performance appraisal and Employee performance

Linear regression results showed that performance appraisal had a very weak positive influence on employee performance at OPM ($r = 0.109$). The p -value (0.248) was significantly greater than the statistical unit of measurement 0.05. On that statistical basis the study failed to accept the hypothesis that performance appraisal positively influenced the performance of employees at OPM. This correlated positively with the qualitative findings which revealed that performance appraisal at OPM was at best average. The responses in agreement with usage of performance appraisal practices were counteracted by those in disagreement.

5.1.3 Summary of findings on Training and Employee performance

Linear regression results showed that training had a very weak positive influence on employee performance at OPM ($r = 0.058$). The p -value (0.528) was significantly greater than the statistical unit of measurement 0.05. On that statistical basis the study failed to accept the hypothesis that training positively influences the performance of employees at OPM. This correlated positively with the qualitative findings which revealed that that training at OPM was at best average. The responses in agreement with carrying out training were counteracted by those in disagreement.

5.1.4 Summary of Performance rewards and Employee performance

Linear regression results showed that performance rewards had a weak positive influence on employee performance in the organization ($r = 0.342$). The p -value (0.0001) was significantly less than the statistical unit of measurement 0.05. On that statistical basis the study accepted the hypothesis that performance rewards positively influences the performance of employees at OPM. This correlated positively with the qualitative findings which revealed that performance rewards at OPM was at best average. The responses in agreement with application of performance rewards were counteracted by those in disagreement.

5.2 Discussion of the findings

The purpose of this study was to establish the influence of performance management practices on employee performance at the Office of the Prime Minister in Uganda. This section discusses the findings of the study in light of the specific objectives and hypotheses of the study.

5.2.1 Discussion of findings on Performance planning and Employee performance

Performance Planning was found to have a weak positive influence on employee performance. The results confirmed the positive influence of performance planning activities on employee performance that is evident in most contemporary literature. The goal-setting theory by Locke & Latham (1990) posits that utilizing goal setting in any human action can attain improved production performance. Locke & Latham (2005) revealed a positive relationship between goal setting and improved performance. Latham (2004) added that goal mechanisms affected employees by increasing their motivation to reach set goals. Redmond (2010) stated that when an employee focuses his attention on behaviours that will accomplish the goal, his attention is diverted away from behaviours that will not achieve the goal. He emphasised that goals energise employees to expend more effort to reach the goal.

However, the results of this study cast doubt on the traditional perception of the causal sequence and strength of the positive relationship. They show that the kind of performance planning practiced at the organization is not one that promotes high performance among employees; it is very constrained at OPM. The regression result revealed a significant statistical positive influence but the amount of increase in employee performance that can be explained by performance planning is only 3.5%. By the fact that there is a very weak positive influence of performance planning on employee performance at OPM, it shows that either performance planning has not been given a chance to grow to a level where it strongly influences employee performance at OPM or performance planning by itself does not influence employee performance.

If the former is the case, it would imply that OPM has not followed the principles of goal-setting theory which require taking into consideration the complexity of the task, using clear, challenging goals, committing to achieving them and providing feedback on goal performance (Locke & Latham, 1990). That being the case, these results seem to reflect the level of commitment to implementation of the performance rewards by OPM management more than they reflect the acceptance or rejection of the hypothesis. It's the environment set by policies and priorities of OPM management and the commitment and competence of employees that are reflected in the weak influence of performance rewards on employee performance. If the latter is true, then these results show that employees are yet to experience positive performance planning reactions, to be sufficiently influenced to expend their energy and abilities to a degree consistent with that required for efficient and effective delivery.

These results make an important contribution to understanding the influence of performance planning on employee performance for two main reasons: they provide evidence concerning the requirement of a major shift in management and employee thinking to be able to exhibit performance planning seeking behaviour by way of meeting their targets, timely accomplishment of planned activities, completing assignments without follow up by supervisors, cooperation in matters to do with organisational work for the sake of delivering a quality service and they offer strong evidence that performance planning provides an excellent opportunity for employees to manage their work in ways that will allow them to set their own objectives in line with organisational goals and strive to achieve them.

5.2.2 Discussion of findings on Performance appraisal and Employee performance

Performance appraisal was found to have an insignificant positive influence on employee performance ($r = 0.109$, $p = 0.248$). The result implied that the positive influence may have occurred by chance. On that statistical basis the study failed to accept the hypothesis that performance appraisal positively influences the performance of employees at OPM. This result controverted the findings of reviewed contemporary literature that performance appraisal

activities positively influence employee performance (Bartol & Martin, 1994; de Waal, 2007; Kaplan, 2001). Similarly, qualitative findings revealed that performance appraisal at OPM was not to the required standard. The responses in agreement with application of performance appraisal were counteracted by those in disagreement.

The result could be attributed to either the presence of multifaceted activities associated with dimensions of performance which hardly can be appraised, hence distorting the overall appraisal of employees; or the results of employee performance appraisals were not being followed up to ensure that suggested corrective measures for identified performance gaps or recognition measures of identified good performance are addressed. This suggests that despite the existence of performance appraisal activities on OPM's work plans, the appraisal process is not completed fully to include implementation of suggested recognition and corrective measures for future improvements to achieve the desired performance improvements.

Where poor performing employees do not receive constructive feedback which tells them what and how to improve they will think that the current level of performance is acceptable in the organisation, and they may not put any extra efforts to improve. In the absence of joint implementation of agreed recognition and corrective measures for the employees, there is a gap in the linkage between the employee performance and the overall goals and objectives of the organisation. If performance appraisal is intended to contribute significantly to the overall goals and objectives of the organisation, then the gap in the performance appraisal cycle of implementing agreed recognition and corrective measures should be addressed.

There is need to be guided by the views of Locke & Latham (2005) that performance appraisal will lead to performance improvement only if employees use the appraisal feedback to set goals to improve performance, are committed to those goals, and believe they can achieve those goals. This means the onus is on the employees; they have to take the initiative to ensure that implementation of agreed recognition and corrective measures takes place to respond to the gaps identified in the performance appraisal cycle. An effective performance appraisal

system should be able to create in the employees the desire to change in a positive direction; to recognize that performance appraisal is more than a simple annual event in which employees and supervisors fill out a performance appraisal form; and to realize that performance appraisal is a continuous and on-going dialogue between the employee and the supervisor on the employee's performance and competency needs, and jointly setting and agreeing on clear goals and priorities.

These results seem to reflect the level of commitment to the implementation of performance appraisal by OPM management more than they reflect the acceptance or rejection of the influence of performance appraisal on employee performance. It's the environment set by the policies and priorities of OPM management and the commitment and competence of employees that are reflected in the weak influence of performance appraisal on employee performance. This is echoed by Berson & Linton (2005) who argued that it is necessary for organisations to get the necessary organizational culture and leadership behaviour in place to make performance appraisal effective and achieve its objectives.

5.2.3 Discussion on Training and Employee performance

Training was found to have an insignificant positive influence on employee performance ($r = 0.058$, $p = 0.528$). The result implied that training was virtually unrelated to employee performance, hence the positive influence may have occurred by chance. On that statistical basis the study failed to accept the hypothesis that training positively influences the performance of employees at OPM. This result contradicted the findings of reviewed contemporary literature which show that training activities positively influence employee performance (Bartol & Martin, 1994; de Waal, 2007; Kaplan, 2001). Similarly, qualitative findings revealed that training at OPM was at best average. The responses in agreement with usage of training practices were counteracted by those in disagreement.

The result could point to existence of other conditions within which training could improve job performance since this result has revealed that training might not directly gear towards job

performance or the managers and employees at OPM perceive the primary aim of training as acquiring paper qualifications as against performance improvement. This suggests that despite the existence of training activities in OPM, they have less to do with learning, improving performance and meeting organizational needs.

In light of these results, employees should be offered only that type of training that adequately addresses the training needs of their jobs in order to help them acquire required up-to-date knowledge and skills that enable them to improve service delivery. It is such training that is pivotal in making employees become aware of their role in the overall achievement of the organization's mission and vision. It enables employees to respond in qualitatively better ways to the high priorities of the organization. It helps create an organization that is efficient and effective in reaching ever more complex service goals, regardless of the difficulties posed by the external environment and increases the likelihood that policy decisions made will respond accurately to high priority problems. Having employees who are well equipped with relevant knowledge and skills enables an organisation deliver superior performance.

Lastly, results from this research support Amos et al., (2004) who argued that, employee performance cannot be left in anticipation that it will develop naturally. This research has also provided empirical support to the Human Capital Theory of Ehrenberg and Smith (1964) which postulates that productive workers embody a set of knowledge and skills, which come from education and training. However, it is noteworthy that these results seem to reflect the level of commitment to implementation of training by OPM management more than they reflect the acceptance or rejection of the influence of training on employee performance. It's the environment set by policies and priorities of OPM management and the commitment and competence of employees that are reflected in the insignificant influence of training on employee performance.

5.2.4 Discussion on Performance rewards and Employee performance

The Linear regression results showed that performance rewards had a significant but weak positive influence on employee performance in the organization ($r = 0.342$, $p = 0.0001$). As performance rewards increase, according to these results, performance among employees also increases. The results confirmed that performance rewards in the form of salaries and allowances influence the quality and quantity of employee performance in OPM. This was in agreement with Adam's Equity Theory in Gibbs, (1980) which posits that paid individuals increase their work input by increasing the quality and quantity of their work, thereby revealing a positive relationship between performance rewards and improved performance. The theory is backed by observations and empirical evidence by Barker (2004), who confirmed the necessity for adequate rewards in order to enhance employee performance; Armstrong (2006), viewed performance rewards as motivational devices intended to encourage and sustain good efforts for a desired action or behavior; and Lloyd (2009) stated that performance related pay tends to increase employee productivity.

However, the results of this study cast doubt on the traditional perception of the causal sequence and strength of the positive relationship. They show that the kind of performance rewards practiced at the organization is not one that promotes high performance among employees; it is very constrained at OPM. The regression result revealed a significant statistical positive influence but the amount of increase in employee performance that can be explained by performance rewards is only 11.7%. By the fact that there is a weak positive influence of performance rewards on employee performance at OPM, it shows that performance rewards have not been given a chance to grow to a level where they strongly influence employee performance at OPM. These results seem to reflect the level of commitment to implementation of the performance rewards by OPM management more than they reflect the acceptance or rejection of the influence of performance rewards on employee performance. It's the environment set by policies and priorities of OPM management and the commitment and

competence of employees that are reflected in the weak influence of performance rewards on employee performance. This lends credence to the views by Armstrong (2000:167) when he alerted about the disadvantages of having a performance related pay system. Among others he argued that it may be difficult to produce realistic performance measures, as ratings or assessments may be unfair, subjective and inconsistent; so much that performance rewards may actually impede rather than improve employee performance.

The observed weak positive influence of performance rewards on employee performance in OPM could be attributed to an underlying unfair reward system that makes employees seem less concerned and enthusiastic about the existing reward system all together. This view was reinforced by the qualitative data which revealed that respondents felt the existing rewards were too small to qualify as a performance incentive.

These results reveal that the condition for increased work efficiency and effectiveness is equitable administration of rewards. When employees perceive fairness in the administration of rewards, they become rigorous and energized to do their work well. On the other hand, employees who are denied fair treatment by management in the administration of rewards become frustrated which is likely to force them to withhold their effort and thus perform poorly. With this kind of result, the management of OPM ought to review the internal administration of the existing reward mechanism for equity.

Whether the reward system is determined from the centre or internally, what is important is for the employees to be aware of it, and the managers in the entity to embed it into the management systems of the organization for continuous improvement and entrenchment into the culture of the organisation.

5.3 Conclusions

This section presents the conclusions arrived at after discussion of the findings. It also presents the implication of the results of the study on OPM.

5.3.1 Conclusions on Performance management and Employee performance

It has been widely held that investing heavily in performance management is the key to achieving outstanding employee performance (Armstrong, 2008, p.495). Until before this research, this holding was largely a statement of faith to this researcher. The results from this study add to the growing empirical research evidence suggesting that the holding is credible and that indeed performance planning, performance appraisal, training and performance rewards separately and together have a positive correlation on employee performance. The findings from the study confirmed the positive influence of the performance planning, performance appraisal, training and performance rewards on employee performance.

5.3.2 Conclusions on Performance planning and Employee performance

An organisation that wants to improve employee performance through performance planning has to have knowledge of the principles that govern performance planning, get the right attitude, allow the knowledge and attitude influence their behaviour, and be consistent in practising performance planning. This requires a major shift in management and employee thinking to be able to exhibit performance planning seeking behaviour through meeting targets, timely accomplishment of planned activities, completing assignments without follow up by supervisors, cooperation with team members in matters to do with organisational work for the sake of delivering quality services in the right quantities. When this is done, performance planning would provide an excellent opportunity for employees to manage their work in ways that will allow them to set their own objectives in line with organisational goals.

5.3.3 Conclusions on Performance appraisal and Employee performance

A complete performance appraisal process is a prerequisite for improved employee performance. To ensure that the performance appraisal process is complete, organisations have to undertake to implement agreed recognition and corrective measures to respectively reinforce success and improve performance for the employees in order to achieve the desired

organisational objectives. In so doing, management and operational practices are improved and employee performance and the overall organisational goals and objectives linked.

5.3.4 Conclusions on Training and Employee performance

While training is an important element in improving employee performance, this study reveals that for it to be so it has to be administered in a purpose oriented manner. The findings of this study suggest that training has more to do with learning and applying the acquired new competencies for improving performance than acquiring paper qualifications not really directed at getting significant results. Therefore when the process of training is administered well, the skills and knowledge acquired enables the employees to produce quality output in the right quantity. In addition, training opportunities ought to be accessed by all employees, within the wider framework of equity and fairness, for meaningful improved employee performance.

5.3.5 Conclusions on Performance rewards and Employee performance

An organisation that wants to improve employee performance through performance rewards has to have knowledge of the principles that govern performance rewards, get the right attitude, allow the knowledge and attitude influence their behaviour, and be consistent in practising performance rewards. Performance rewards influence employee performance positively depending on the type of financial rewards received by the employees and the perception held before such a reward.

5.4 Recommendations

This section presents a way forward for OPM to take advantage of the opportunities identified during the study.

5.4.1 Recommendations for Performance planning and Employee performance

OPM management should strengthen and consolidate its efforts at strategic planning and preparing the annual ministerial policy statement. These documents are the cornerstone for the formulation of specific objectives and targets for OPM departments and individual employees.

The Human Resources Department should coordinate the customization of these documents and implementation of performance planning to ensure that all departments have clear, specific and measurable objectives and targets for their staff annually. In addition OPM Management should identify key employees with high social and networking skills to champion performance planning activities in each department. These key employees should promote innovation and creativity to advance performance planning activities in their respective departments in the organization.

5.4.2 Recommendations for Performance appraisal and Employee performance

OPM needs to strengthen and consolidate the advantages it derives from performance appraisal for continued improvement in employee performance. The appraisal process should be carried out in full and should be continually under review to strengthen the strengths and weed out the weaknesses. The intended performance appraisal activities should be current, undertaken on the due dates. Lines of communication should be developed to ensure that essential job functions are being evaluated. Employee comments should be obtained to understand perceptions that are being developed with regard to the process

5.4.3 Recommendations for Training and Employee performance

The Human Resource Department of OPM should plan and execute training programmes that adequately address the training needs of employees' jobs in order to help them acquire up-to-date knowledge and skills that enable them to improve service delivery. It is such training that would make employees become aware of their role in the achievement of the organization's mission and vision. The Human Resource Department should also consider the desired work-related attitudes such as organizational performance, punctuality, job satisfaction and motivation to be an additional outcome of training. OPM should continue its efforts to train employees from institutions both within and outside the country.

5.4.4 Recommendations for Performance rewards and Employee performance

The current system of rewarding employees in OPM is limited in scope because the financial rewards are given according to levels of seniority, experience and formal qualifications instead of performance. This approach overlooks performance as an element to be considered when rewarding employees. The management of OPM ought to review the internal administration of the existing reward mechanism for equity. There is need to base rewards on performance considerations. The offer of rewards based on non-performance considerations should only be done after a fair and accurate evaluation of its effects on the beneficiary. On the other hand there is need for the HR department to educate staff on what constitutes a rewards system in the organisation so that all employees are clear on its scope and meaning.

5.5 Areas for further studies

While carrying out this research, a number of areas were noted as suitable for further research. OPM needs to have a clear and full picture of what it takes to have high performing employees. For that matter, further studies are required on the other factors that influence the performance of employees at OPM since the full extent of the influence was not fully explained quantitatively. Factors like employee attitude, distance from home to work, work environment, adherence to work procedures, available technology surfaced in the interviews and could be studied. The research also needs to be expanded to look at the influence of performance management on the entire organisational performance. Lastly, this kind of research could be carried out on other government ministries to see what results will be revealed.

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APPENDICES

Appendix I: Self-Administered Questionnaire for Officers, Assistants and Support Staff

In the subsequent questions and with respect to the years 2007- 2013 please choose the most appropriate answer at the end of each statement.

1) PERFORMANCE MANAGEMENT

a) Performance planning

	Performance objectives: Please choose the most appropriate answer on how your individual objectives are set.					
1.1	I have individual performance objectives set 5. Every 3 months 4. Every 6 months 3. Every year 2. Every 2 years 1. Never					
	For the following responses, please indicate whether you strongly agree (SA), agree (A), are neutral (N), disagree (D) or strongly disagree (SD) with the statement.					
1.2	My performance objectives are specific	SA	A	N	D	SD
1.3	My performance objectives are measurable	SA	A	N	D	SD
1.4	My individual objectives have so far been relevant to my job	SA	A	N	D	SD
1.5	In my opinion my performance objectives are achievable	SA	A	N	D	SD
1.6	I am involved in setting my individual performance objectives	SA	A	N	D	SD
1.7	Performance objectives inspire me to perform better	SA	A	N	D	SD
	Activity plans are usually drawn up to specify the steps that each person will take to achieve his/her performance objectives. Please select the most appropriate answer below.					
1.8	Personal activity plans are drawn up in line with my performance objectives 5. Every month 4. Every 3 months 3. Every 6 months 4. Every year 1. Never					
1.9	I am involved in drawing up my personal activity plans	SA	A	N	D	SD
1.10	My personal activity plans have so far been useful in helping me achieve objectives	SA	A	N	D	SD
	Performance targets: Please select the most appropriate response for the following questions					
1.11	I have at least one one performance target set for each of my objectives 5. Every 3 months 4. Every 6 months 3. Every year 2. Every 2 years 1. Never					
1.12	My performance targets have so far been realistic	SA	A	N	D	SD
1.13	My performance targets are measurable	SA	A	N	D	SD
1.14	I do understand my targets	SA	A	N	D	SD
1.15	I know the consequences of achieving my targets	SA	A	N	D	SD
1.16	Performance targets motivate me to achieve my objectives	SA	A	N	D	SD
	Capacity building plans focus on helping you acquire the skills and knowledge to excel in your job. Please choose the most appropriate response					
1.17	During appraisals, plans for my capacity building are discussed	SA	A	N	D	SD
1.18	OPM financially supports me in achieving my capacity building plans	SA	A	N	D	SD
1.19	Capacity building plans play an important role in the achievement of performance objectives	SA	A	N	D	SD
	Please suggest ways in which OPM management can improve the process of individual performance planning in your department					

b) Performance appraisal

	Please select the most appropriate response on how your performance is measured .					
2.1	My performance is measured against my individual objectives 5. Every month 4. Every 3 months 3. Every 6 months 4. Every year 1. Never					
2.2	The measurement of my performance against objectives is done objectively	SA	A	N	D	SD
2.3	The results of my performance are presented to me in a way that I can understand them	SA	A	N	D	SD
2.4	I actively take part in measuring my achievement against my objectives	SA	A	N	D	SD
2.5	Measuring my performance encourages me to perform better	SA	A	N	D	SD
	How feedback on your performance is handled					
2.6	My supervisor and I discuss my performance 5. Every month 4. Every 3 months 3. Every 6 months 4. Every year 1. Never					
2.7	The feedback I get on my performance helps me better understand the tasks I have to improve on	SA	A	N	D	SD
2.8	Discussions about my performance are carried out in a positive and friendly manner	SA	A	N	D	SD
2.9	Feedback discussions on my performance are documented for further review 5. Every month 4. Every 3 months 3. Every 6 months 4. Every year 1. Never					
2.10	My supervisor and I discuss ways to help me improve my performance 5. Every month 4. Every 3 months 3. Every 6 months 4. Every year 1. Never					
2.11	Performance feedback discussions are useful in improving my performance	SA	A	N	D	SD
	Please suggest ways in which OPM management can improve the process of appraising performance in your department					

c) Performance Improvement

	Job competency assessments focus on finding out whether the skills and knowledge to excel in your job. Please choose the most appropriate response on how OPM handles these assessments					
3.1	An assessment is done to find out whether I have the skills to do my job 5. Every 3 months 4. Every 6 months 3. Every year 2. Every 2 years 1. Never					
3.2	An assessment is done to find out whether I have the knowledge to do my job 5. Every 3 months 4. Every 6 months 3. Every year 2. Every 2 years 1. Never					
3.3	An assessment is done to find out whether I have the physical ability to do my job 5. Every 3 months 4. Every 6 months 3. Every year 2. Every 2 years 1. Never					
3.4	Competence assessments are important in improving my assessments	SA	A	N	D	SD
	Coaching refers to directions, advice and instructions given to an employee by his or her supervisors whenever required in order to guide him/her to achieve objectives. Please respond to the questions below using the most appropriate alternative					
3.5	My supervisor guides me on how to overcome challenges in achieving my objectives	SA	A	N	D	SD

3.6	My supervisor guides me in understanding my performance objectives	SA	A	N	D	SD
3.7	My supervisor adequately guides me in achieving my performance objectives	SA	A	N	D	SD
3.8	Coaching by my supervisor considerably improves my performance	SA	A	N	D	SD
3.9	Please indicate how often your supervisor sets aside time to coach you on the job 5. Every week 4. Every month 3. Every 6 months 2. Every year 1. Never					
	Training practices at OPM: In what areas has OPM trained you on in the past 5 years? Please mention here below:					
3.10	How often did you attend trainings arranged by OPM? 5. Every 3 months 4. Every 6 months 3. Every year 2. Every 2 years 1. Never					
3.11	Of all trainings you had at OPM, how many were relevant to your job? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21-40% 1. 0-20% (Almost none)					
3.12	How adequate are trainings arranged by OPM in addressing the training needs of your job? 5. Adequate 4. Somewhat adequate 3. Don't know 2. Somewhat inadequate 1. Inadequate					
3.13	How do trainings offered by OPM impact on your job performance? 5. Positively 4. Somewhat positively 3. Don't know 2. Somewhat negatively 1. Negatively					
	Please suggest ways in which OPM management can best support you to improve your performance.					

d) Performance Rewards

Financial rewards are usually monetary awards given to employees who perform well. Please choose the best response to the following questions in connection to financial rewards:

4.1	Which financial rewards have you received for good performance at OPM? 1. Performance bonus 2. Gratuity 3. Salary step 4. Other (please mention)					
4.2	How clear are the criteria for awarding financial rewards at OPM? 5. Clear 4. Somewhat clear 3. Don't know 2. Somewhat unclear 1. Unclear					
4.3	How often have you received a financial reward from OPM for good performance in the past 5 years? 5. Every 6 months 4. Every year 3. Every 2 years 2. Once in 5 years 1. Never					
4.4	To what extent is the criteria for giving out financial rewards followed at OPM? 5. Always followed 4. Usually followed 3. Don't know 2. Usually not followed 1. Never followed					
4.5	To what extent do OPM financial rewards help you to perform? 5. Highly enhancing 4. Enhancing 3. Don't know 2. Somewhat enhancing 1. Not enhancing					

Non-financial rewards are usually non-monetary awards given to employees who perform well. Please choose the best response to the following questions in connection to non-financial rewards:

4.6	Which non-financial rewards have you received for good performance at OPM in the past 5 years? Please select all applicable. 1. Certificate of recognition 2. Employee of month award 3. Other (please mention)
4.7	How clear are the criteria for awarding non-financial rewards at OPM? 5. Clear 4. Somewhat clear 3. Don't know 2. Somewhat unclear 1. Unclear
4.8	How often have you received a non-financial reward from OPM for good performance in the past 5 years? 5. Every 6 months 4. Every year 3. Every 2 years 2. Once in 5 years 1. Never
4.9	To what extent is the criteria for giving out non-financial rewards followed at OPM? 5. Always followed 4. Usually followed 3. Don't know 2. Usually not followed 1. Never followed
4.10	To what extent do OPM non-financial rewards help you to perform? 5. Highly enhancing 4. Enhancing 3. Don't know 2. Somewhat enhancing 1. Not enhancing

2. EMPLOYEE PERFORMANCE

Please select the most appropriate response for each of the questions below. It should be noted that team members as used in this questionnaire can be defined as employees who share the same immediate supervisor.

Quantity of work outputs

5.1	How many of your team members complete their assignments on time? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.2	How many of your team members complete their assignments without follow up by supervisors? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.3	How often do your team members identify problems hindering their performance out of their own initiative? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.4	How often do yodvur team members identify and resolve work related problems on their own? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.5	How many of your team members take on more work once their daily targets are met before the end of day? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)

Quality of work outputs

5.6	To what extent do your team members achieve their individual objectives? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.7	How many of your team members produce the volume of work expected of them by OPM? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.8	How much of the work done by members of your team is free from errors?

	5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.9	How much of the work done by members of your team is delivered on time? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)

Timeliness in accomplishing assignments

5.10	How much of the official 8 working hours do your team members spend on OPM work? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.11	How many of your team members work longer than the normal 8 working hours a day? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.12	How many of your team members report to work on time? 5. 81-100% (all) 4. 61-80% 3. 41-60% 2. 21- 40% 1. 0-20% (Almost none)
5.13	How often do your team members report to work? 5. 5/5 days 4. 4/5 days 3. 3/5 days 2. 2/5days 1. Never
5.14	How often do your team members set aside time to discuss how to improve your team's performance? 5. Weekly 4. Every 2 weeks 3. monthly 2. Every 6 months 1. Annually or less frequently
5.15	How much time per week do your team members set aside to discuss how to improve your team's performance? 5. 2.1-3hours 4. 1.6-2 hours 3. 1.1-1.5 hours 2. 0.6-1 hour 1. 0.5 hours or less

Team work

5.16	Most members in my department are generally cooperative with me and others in matters to do with OPM work.	SA	A	N	D	SD
5.17	My team members work together to achieve our common performance objectives	SA	A	N	D	SD
5.18	My team members come in to help each other to better understand their roles whenever there is a misunderstanding of the same.	SA	A	N	D	SD
5.17	In my team members each other to achieve our common performance objectives	SA	A	N	D	SD

Please suggest ways in which staff members in your department can improve their performance.

Personal Data

Finally please fill in or tick the most appropriate response that describes you.

Department at OPM	Age in years				
	Under	26-30	31-35	35-40	Above
Position					
1. Head of department 2. Officer 3. Assistant 4. Support staff 5. Other (specify).					
Gender:		Time spent at OPM in years			
<input type="checkbox"/> Male <input type="checkbox"/> Female		1. Under 1 year 2. 1-1.9 3. 2-2.9 4. 3-3.9 5. Above 4 years			
Highest level of education attained					
1. "O" level 2. "A" level 3. Bachelor's degree 4. Masters degree 5. Other (please specify)					

- Scale:** Strongly Agree = 5
 Agree = 4
 Neutral = 3
 Disagree = 2
 Strongly Disagree = 1

Appendix II: Interview Guide

(All answers to be given in the context of the time frame 2009-2013)

PERFORMANCE MANAGEMENT

a) Performance planning:

i) Around what key areas are individual objectives in your department set?

.....
.....

ii) How has the setting of objectives influenced performance of staff in your department?

.....
.....

iii) How often are employee activity plans done?

.....
.....

iv) What performance targets are usually set in your department?

.....
.....

v) How do you plan for capacity building of staff in your department?

.....
.....

vi) Is the OPM performance planning system adequate in your view? Why do you think so?

.....
.....

vii) How do you think performance planning can be improved in OPM?

.....
.....

b) Performance appraisal

i) Please briefly describe the system of measuring individual performance in your department
(what is measured, when, and by whom?)

.....
.....

ii) How is measurement done and why?

.....
iii) How does measuring individual performance influence employee performance in your department?
.....

iv) How is performance feedback to employees managed in your department?
.....

v) How does performance feedback influence the performance of individuals in your department?
.....

vi) How do you think performance appraisal can be improved at OPM?
.....

c) Training

i) Do you periodically assess the ability of your departmental staff to perform in their jobs?
.....

ii) If your answer is yes, how often is this done and by who?
.....

iii) Which competencies are assessed?
.....

iv) How do the above competence assessments affect the performance of staff in your department?
.....
.....

v) Do you have an arrangement for on the job coaching of your staff?
.....

vi) If your answer is yes, who coaches staff and how often?
.....

vii) In what areas are employees coached?

.....
viii) How useful is coaching in improving employee performance in your department?

.....
.....

ix) In what areas has OPM trained your departmental staff in the past 4 years?

.....
.....

x) Has training had any effect on the performance of individuals in your department?

.....

xi) If your answer is yes, please describe how.

.....
.....

xii) How do you think OPM can better support staff members to perform to its (OPM's) expectations?

.....

c) Performance rewards

i) Do staff members in your department get performance rewards?

ii) If your answer is yes, please mention the various types of performance rewards ever received by your staff in the past four years.

.....
.....

iii) What are the criteria for awarding performance rewards in your department?

.....
.....

iv) How do performance rewards affect employee performance in your department?

.....
.....

v) How do you think OPM can improve on its performance reward system?

.....
.....

EMPLOYEE PERFORMANCE

Please describe the level of performance of your departmental staff in the past four years ending June 2013 in the following areas. Please give any reasons why you think the performance was as described.

i) Self initiative

.....
.....

ii) Achieving performance objectives

.....
.....

iii) Quality of work done

.....
.....

iv) Timeliness of work (meeting deadlines)

.....
.....

v) Amount of time (working hours) dedicated to OPM work

.....
.....

vi) Reporting time and attendance

.....
.....

vii) Effort dedicated to improving inputs, systems and products.

.....
.....

viii) Team work to achieve OPM objectives?

.....
.....
ix) What are the major factors affecting employee performance at OPM?

.....
.....
x) How can employee performance be improved at OPM?

.....
.....

Personal Data

Finally please fill in or tick the most appropriate response that describes you.

Department at OPM	Age in years				
	<input type="checkbox"/> Under	<input type="checkbox"/> 26-30	<input type="checkbox"/> 31-35	<input type="checkbox"/> 35-40	<input type="checkbox"/> Above
Position					
1. Head of department 2. Officer 3. Assistant 4. Support staff 5. Other (specify).					
Gender:	Time spent at OPM in years				
<input type="checkbox"/> Male <input type="checkbox"/> Femal	<input type="checkbox"/> 1. Under 1	<input type="checkbox"/> 2. 1-1.9	<input type="checkbox"/> 3. 2-2.9	<input type="checkbox"/> 4. 3-3.9	<input type="checkbox"/> 5. Above 4 years
Highest level of education attained					
1. "O" level 2. "A" level 3. Bachelor's degree 4. Masters degree 5. Other (please specify)					

Appendix III: Documentary Review Checklist

The following documents were reviewed namely:

OPM developed its Strategic Plan, (OPM, 2004, revised 2011),

Office of the Prime minister (2014). Government Annual Performance Report (2013/14).

Kampala: Uganda.

Office of the Prime minister (2014). Government Annual Performance Report (2012/13).

Kampala: Uganda.

Office of the Prime minister (2013). Government Annual Performance Report (2011/12).

Kampala: Uganda.

Office of the Prime minister (2012). Government Annual Performance Report (2010/11).

Kampala: Uganda.

OPM Staff list June 2014

Appendix IV: Krejcie & Morgan Table of 1970

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Appendix V: Uganda Management Institute field attachment letter



UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620

256-31-2265138 /39 /40

256-75-2259722

Telefax: 256-41-4259581 /314

E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road

P.O. Box 20131

Kampala, Uganda

Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref:

November 19, 2014

The Permanent Secretary
Office of the Prime Minister
P.O. Box 341
KAMPALA.

MASTERS IN PUBLIC ADMINISTRATION RESEARCH

Mr. Francis Asiimwe is a student of the Masters in Public Administration of Uganda Management Institute 3rd Intake 2012/2013, **Reg. Number 12/MPA/3/037.**

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to his research.

His Research Topic is: ***"Performance Management Practices that Influence Employee Performance in Office of the Prime Minister in Uganda"***

A handwritten signature in blue ink, appearing to read 'Stella Kyohairwe'.

Stella Kyohairwe (PhD)

Ag. Head, Dept. of Political and Administrative Science

Appendix VI: OPM acceptance letter



THE REPUBLIC OF UGANDA



OFFICE OF THE PRIME MINISTER

PLOT 9-11 APOLLO KAGGWA ROAD. P.O. BOX 341, KAMPALA, UGANDA
TELEPHONES: General Line 0417 770500, Web: www.opm.go.ug, E-mail: ps@opm.go.ug

In any correspondence on this subject, please quote No: **ADM 118/142/02**

24th November 2014

Ms. Stella Kyohairwe (PhD)
Uganda Management Institute
KAMPALA.

RESEARCH FOR MR. ASIIMWE FRANCIS

Reference is made to your letter dated 19th November 2014 in which you sought permission for Mr. Asiimwe Francis to carryout research on "Performance Management Practices that influence Employee Performance in the Office of the Prime Minister".

I am pleased to inform you that your request to access information in the Office of the Prime Minister has been granted. This research should be entirely academic and for no other intentions.

You are requested to inform Mr. Asiimwe Francis to report to the Department of Finance and Administration, Human Resource and Management Unit, as soon as possible.

Banunuka John Bosco
For: PERMANENT SECRETARY