

**HIRING PROCEDURES AND EMPLOYEE PERFORMANCE IN GRACE GLOBAL
IMPACT MINISTRIES IN UGANDA**

BY

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DECLARATION

I REBECCA MULAAZA, declare that this dissertation, entitled hiring procedures and employee performance in Grace Global Impact Ministries in Uganda is my original work and has never been submitted to any academic institution for the award of any degree or any other academic qualification.

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APPROVAL

This dissertation has been submitted with our approval.

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DEDICATION

This work is dedicated to my dear grandmother Mrs. Christina Babirye Muzito; my uncle Pastor Richard Kaaya; my parents Mr. and Mrs. Mwere and to my dear friend Mr. Peter A. Twesigye. Their support toward the accomplishment of this work is greatly appreciated.

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ABBREVIATIONS

GGIM	–	Grace Global Impact Ministries
HRM	–	Human Resource Management
UMI	-	Uganda Management Institute
WW 11	–	World War 1
WW 11	–	World War 11
US	–	United States of America
JD	–	Job description
CIPD	–	Chartered institute of personnel development
SPSS	-	Statistical package for social sciences
KSA	-	Knowledge skills and ability

ABSTRACT AND ACRONYMS

This study examined the effect of hiring procedures on employee performance in Grace Global Impact Ministries located in Entebbe, Uganda. The objectives of the study were: to determine the relationship between defining requirements and employee performance in GGIM, to establish the effect of attracting candidates on employee performance in GGIM, to assess the effect of checking applications on employee performance in GGIM, To find out the modulator effect of operation factors on the relationship between hiring procedures and employee performance in GGIM. A cross sectional research design with both qualitative and quantitative approaches was used. Sampling was done involving a sample determination table (Krejcie and Morgan, 2005) and a sample of 53 employees was used. Data collection procedures included questionnaire, interview and documentary review. Major findings using Pearson`s Production Moment Correlation Analysis showed a significant positive relationship between defining requirement, attracting candidates, checking application and operation factors on employee performance. Recommendations of the research were that, first, management and leadership should plan for the human resource and ensure that all the jobs are analyzed before being advertised. Second, managers and policy makers should make sure that competitive employees are attracted to apply whenever job/jobs are advertised. Third, that the administration should make sure that the selection team does it without biasness and nepotism; candidates should be selected in accordance to their performance in the interviews. Fourth, the leadership style should be balanced and attract employee contributions on the issues which affect their work performance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study analyzed hiring procedures and employee performance of Grace Global Impact Ministries (GGIM); hiring procedures as the independent variable has defining requirements, attracting candidates and checking applications while employee performance as the dependent variable has quality of grades of learners, numbers of learners passing, schemes and lesson plans for the moderating variable as operation factor has leadership style, reward, and organization policy

This chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the hypotheses, the scope of the study, the significance, justification, and operation definition of terms and concepts.

1.2 Background to the study

The background to the study is categorized into the historical, theoretical, conceptual and contextual perspectives.

1.2.1 Historical background

The origin of hiring could be traced to the industrial revolution period from 18th to the 19th century where major changes in agriculture, manufacturing, mining and transport had profound effect on the social – economic & cultural conditions of the people started in the United Kingdom then subsequently spread throughout Europe, North America and eventually the whole world. The onset of the industrial revolution marked a major turning point in human history and

influenced every aspect of daily life. Human resource management field started during fordism era named after Henry Ford. Fordism era referred to various social theories about production and related social economic phenomena (<http://www.radicatreruit.wordpress.com> on 19th -10- 2013) Human resource field arrived on the corporate scene during early 19th century. At that period the function was primarily administrative and process driven in nature. During Fordism era human resources had had significant changes and functions to specialized functions. Within that frame work emerged five main schools of specialization, training and development, compensation and benefits, occupational health and safety, hiring and talent Management, industry and employee relations. Since then hiring function continued to transform and subsequently breaking up into distinct functions today (<http://www.radicatreruit.wordpress.com> on 19th - 10-2013).

Hiring can also be traced to World War 1 in 1914 when British were attending to hire Irishmen for the war battalions. Majority Ireland opposed the British Army`s attempt to recruit its citizens. The British used a technique that would be envy to modern advertising by simply ignoring the fact that it was a British army and appealed to Irish patriotism. In spite of the turmoil at home, tens of thousands of Irishmen answered the call and were recruited and served valiantly in the war effort to create an Irish start. This hiring method was later used in every country where Irish had emigrated. Canada, the United States of America, Australia and other counties marked the hiring effort that spread all over the world (<http://www.thefunadgz.com> on 19th – 10- 2013).

In Uganda, employee hiring is one of the difficult tasks facing management both at national and institutional levels. From the year 1980s, there were major changes in how the management of people was conceptualized and to some extent practiced. Human resources (HR) became more

assertive as to its role in organizations (Legge, 1995) due to an increasing awareness and evidence of the impact HR had on organizational success (Searle 2003). The term personnel management became increasingly subsumed by human resource management (HRM).

Marchington and Wilkison (2005) point out, the implications of poor hiring decisions as it can be catastrophic for the business as a whole in terms of the likelihood of disciplinary case, hiring poor performers and dealing with labour turnover as a consequence. Selecting the right people for the task and for the organization is of paramount importance.

Hiring is one of the crucial activities of personnel specialists in the organization. The principal purpose of hiring activities is to attract sufficient and suitable potential employees to apply for vacancies in the organization. The principal purpose of selection activities, by comparison, is to identify the most suitable applicant and persuade them to accept a position in the organization. Peter Drucker observed that of all decisions an organization makes none is as important as a decision about the people because they determine the organization's performance. Therefore, it is better to make these decisions well.

Issues relating to performance are not new and can be traced back to the spread of the industrial revolution from Western Europe to other parts of the world in the 19th century. The global depression of the late 1920`s and early 1930`s, the destruction of the world economy by world war 1 (1914) and 2 (1945) and the rise of the new nation led to the renewed interest for means of organizing organizational activities as well as intervention which aims to improve performance (Adamolekun, 1986, Hyden, 1983, Osborn, and Gaebler, 1992, Westcott, 1999).

Employee performance is derived from studies of morale or a group's willingness to accomplish organizational objectives which began in the 1920s. The value of morale to organizations was matured by United States (US) Army researchers during World War II (WW II) to predict unity of effort and attitudinal battle- readiness before combat. In the post war mass production society that required unit of effort in execution, (group) morale scores were used as predictors of speed, quality and militancy. With the advent of the knowledge and the emphasis on individual talent management (stars), a term was needed to describe an individual's emotional attachment to the organization, fellow associates and the job. Consequently, the term "employee performance" which is an individual emotional phenomenon whereas morale is a group emotional phenomenon of similar characteristics was birthed. In other words, employee performance is the raw material of morale composed of 15 intrinsic and extrinsic attitudinal drivers, for example, the Scarlet Surveys (2001).

1.2.2 Theoretical background

Theories have to be challenged by practice, on the other hand; practice has to be challenged by theories. Yet it may be argued that theories stimulate research and conversely theories stimulate theory development & testing (Maicibi 2004).

There are many theories that explain hiring. However this study identified the objective factor theory by Behling et. al, (1968) which states that choice of an organization by a potential employee depends on objective assessment of certain tangible factors such as pay and perks, location, opportunity for career growth, nature of work and educational opportunities. Following

the right hiring procedures being the only way to get potential employees for better performance, it is vital when planning for it to consider the tangible factors of the objective factor theory.

Sometime organizations advertise jobs without indicating the salary and other conditions of work; hence job seekers with specific objectives were not attracted to apply to the organization. As a result applicants of poor quality are attracted to fill vacant positions, thus affecting organization performance. Quinatta (2005) emphasized the importance of message specificity on applicant attraction when dealing with vacancies. The objective theory was important in hiring as it emphasizes the importance of an organization providing detailed information in job advertisements, in order to attract the right type of people to meet the organization objectives. There is also a need to first identify the requirements by coming up with job descriptions and person specification, checking applications to confirm whether the information provided by the applicants is correct before confirmation is important. The research used the objective factor theory to examine whether the advertisement of job positions in GGIM provided all details required and also defining requirement and checking applications are considered.

1.2.3 Conceptual perspective

The study revolved around the concepts as applied to hiring procedures and employee performance.

There is a tendency to mistakenly imply that hiring is used synonymously with selection, where as technically this is wrong. hiring is sourcing for potential job candidates in sufficient numbers and qualities so that the organization can select the most appropriate people to fill its job needs Dowling Schuler, (1990); whereas selection is concerned more with predicting which candidate

will make an appropriate contribution to the organization both now and in the future (Hachett, 1991); hiring ends with receiving applications. Thus, where hiring stops, selection begins. Hiring is operationally defined as, defining requirements, attracting candidates and checking applications.

Meanwhile, Bernardin (2007) and Bratton & Gold (2007) point out that hiring is a process of activities, procedures, techniques and methods of attracting potential candidates and arriving at the appropriate ones for the job. Similarly, Armstrong (2005) argues that it is such people at various levels who create visions, define values and mission, set goals, develop and implement strategic plans. Basing on this therefore Gomez el at (2004) emphasized the need for a vibrant hiring procedure to be able to determine the characteristics required for effective job performance and capacity to measure applicants in those characteristics.

According to Desseler, (2005) hiring procedures should focus on performance. As a procedure it is supposed to increase efficiency and productivity thus creating value to customers (Cascio, 1998, 2006:200).

Performance as concept is a popular word and is define differently by different scholars, while it may mean a process of delivery on expectation, Bernardin (2007) defines it as a record of outcomes produced on specified job functions during a specified period of time. Yet Cascio, (1998, 2006:329), states that a manager defines performance by paying careful attention to three key elements, goals, measures and assessment. It is these goals that direct attention to specific performances in question. Apart from achieving targets, performance implies the ability of employees to produce expected results and display desired work behaviors (Armstrong 2005,

2006, Torrington, Hall & Taylor 2002). The definition is further explained by Gomez et al (2004:162) who convincingly explain that performance is a function of ability and motivation. High ability can yield poor performance if combined with low motivation yet a high level of motivation can't offset lack of ability Armstrong (2005,2006) regarded performance as a record of accomplishments achieved on individual basis and that it was about individual inputs that may be improved by measuring results. Performance involves everybody in the organization and Armstrong 2005 and Dessler (2005) contend that employees being the pillar of any organization must work to achieve organization goals and objectives. In belief to confirm that there is good performance, one must examine the characteristics of a quality product characterized by service which are accessible to customers satisfaction, cost of production, employee satisfaction, degree of network, goal congruent and focus on the core roles, key results areas and strategy.

These were viewed along leadership style, reward and organization policy according to Brannan & Hawkins (2007) employee performance is influenced by operation factors as they transfer inputs into output. This is why the hiring authority has a duty to ensure that all staff recruited achieve as required and the operation factors stimulates them to perform to the capacity. It should be noted that unpleasing operation factors have an effect on the psychological stability of a worker and this may not only lead to demotivation but also low morale and absenteeism (Kiyanga 2007).

1.2.4. Contextual perspective

Grace Global Impact Ministries (GGIM) is a private non-governmental organization started in 1996 by Pastor Richard and Deborah Kaaya with the objective of training and educating, feeding and accommodating vulnerable and orphaned children. It is based in Entebbe Municipality.

GGIM does the above through seeking sponsorship from willing donors from United States of America, Spain, Uganda and other countries. It has 50 staff members that include professional, non- professional, full-time and part time workers. They are of different backgrounds and nationalities. GGIM has five departments namely: Schools- New Life Centre Primary School and New Impact Secondary school, Orphanage-ABBA Homes, Resource Center, Tabernacle of Christ Church and Sponsorship Program (information provided by the director during interview)

For purposes of this research, the researcher concentrated on new life centre primary school, new impact secondary school and the orphanage because that is where hiring and performance could be measured in real terms.

The issues of Grace Global Impact Ministries (GGIM) are varied and diverse but can be viewed and understood as stemming from an inability to adopt proper hiring procedures which has resulted in poor employee performance. Accordingly therefore, performance can only be improved if real and perceived road blocks towards it are resolved and in this case policy makers have a duty for effective human resource plans. Some of the issues observed in GGIM are discussed in subsequent paragraphs.

It was observed that some teachers don't know how to make a lesson plan and scheme of work this is because some of them are not qualified teachers; they are senior six drop out and are not willing to learn. In the some meeting, it was also added that these teachers have no respect for authority because they were brought in by the director; this was discussed in the supervisory committee meeting minute number 2/3rd /Feb/2012. In the some meeting it was added by the head teacher that P.6, P.7 mathematics syllabus was not covered, the some teacher on the supervision was found teaching work for week 10 in the 3rd week, he was not sure what to teach and when. At the end of the supervision it was confirmed that he had no lesson plan neither did he had a scheme of work, it is always hard for him to cover the syllabus or sometimes he rushes to finish yet pupils not understand. This attracted poor grades in that year and the planned goals of that year were not achieved as planned. Out of the 50% first grades planned for, only 20% passed in Division 1 with aggregates ranging from 8-12, 40% in Division 2, 30% in Division 3 and 10% in division 4.

This poor performance was not limited to the teaching staff but was also observed among the non-teaching staff. For instance, the matron and patron's work was found wanting. This is because young children were not washed for, bathed and their clothes were not well placed. There was also regular absenteeism from work; as a result parents often found that their children were not well cared for. Many parents withdrew their children from the school. This was discussed in the supervisory committee meeting minute number 2/1st/Feb/2011.

The same committee noticed that teachers' attitude towards work was poor and among them two were sacked and two were served warning letters. These four were singled out as ring-leaders in

motivating teachers to disregard Management's decisions. They were a source of unfounded rumors and bad reports about the organization. The committee went ahead and replaced them. The ones recruited did not prove any better than the dismissed. This was minuted in the supervision report number 4/4th/April/2011.

Summarily, the following were pointed out as the several inefficiencies that plague GGIM: poor grades of learners, slow syllabus coverage, poor pronunciations, and poor chalk board use, regular loosing of customers, poor hygiene of pupils, poor and lack of lesson planning, poor spellings, and lack of respect for authority. Due to all the above gross inefficiencies, the meeting agreed to hold trainings. This was reflected in the supervisory committee meeting minute number 6/4th/April/ 2011. However, this training did not do much on some of the teachers' performance despite a full term given to them for adjustment. Consequently, some were dismissed.

The orphanage also had the same problem. Its recurring challenges were poor employee performance. It was observed that the care takers did not take good care of the children. They did not bathe the young ones, children reported to school late, poor hygiene in the home, bed rooms were messy and children left the home without permission. Management had so far changed five care takers in the past two years of its existence, but still the ones they replaced proved to have the same challenges.

Among the questions being asked was; does GGIM have the right hiring procedures? Does GGIM hire the right people? Does it follow the right procedures?

1.3. Problem statement

Grace Global Impact Ministries (GGIM) has hiring procedures which are followed when hiring new employees in the organization. It also has a committee which is responsible for hiring, supervising, disciplining and firing employees in case of gross inefficiency, and this committee consists of a human resource manager / administrator, the two directors, the schools' supervisor and the head teachers. This committee does the defining requirements, attracting of candidates and checking applications. Their target is to hire the best suitable personnel that would achieve productivity and standard. In addition it had in place a reward management system aimed at motivating staff to excel and achieve performance.

Despite the numerous resources and efforts expended on hiring, the existence of clear and well articulated hiring procedures, Poor employee performance evidenced in quality and quantity of grades of learners, schemes and lesson plans, continues to remain intriguing unresolved issues; this therefore this study came up with suggestions on how to improve on employee performance.

1.4 Purpose of the study

The purpose of this study was to analyze the relationship between hiring procedures and employee performance in Grace Global Impact Ministries (GGIM) in Uganda.

1.5. Study objectives

The objectives of the study were:

1. To determine the relationship between defining requirements and employee performance in GGIM.

2. To establish the effect of attracting candidates on employee performance in GGIM.
3. To assess the effect of checking applications on employee performance in GGIM.
4. To find out the modulator effect of operation factors on the relationship between hiring procedures and employee performance in GGIM.

1.6. Research questions

This study sought to answer the following questions:

1. What is the relationship between defining requirements and employee performance in GGIM?
2. What is the effect of attracting candidates on employee performance in GGIM?
3. What is the relationship between checking applications and employee performance in GGIM?
4. How does the modulating factor affect the relationship between hiring procedures and employee performance in GGIM?

1.7 Hypotheses of the study

The study tested the hypotheses that:

1. There is a relationship between defining requirements and employee performance.
2. Attracting candidates affects employee performance.
3. There is a relationship between checking applications and employee performance.
4. Operation factors interact with hiring procedures to affect employee performance.

1.8 Conceptual frame work

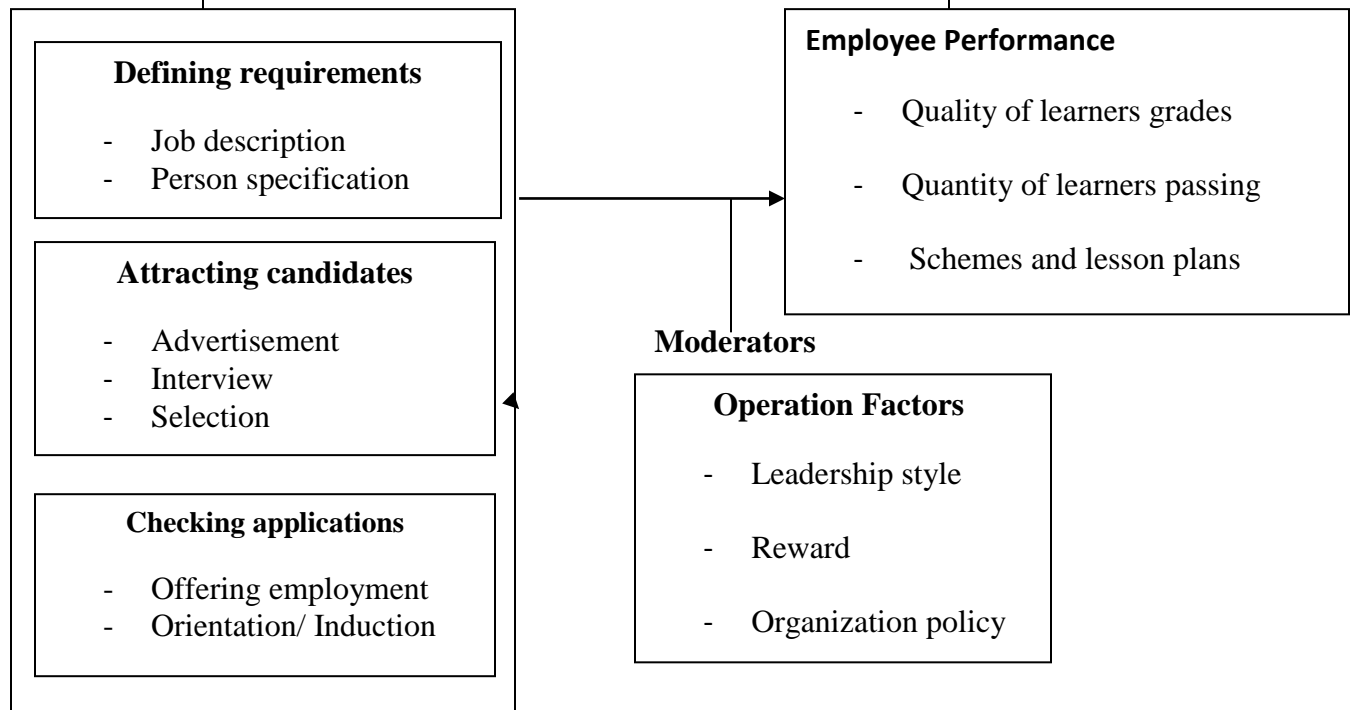
Conceptual framework showing the relationship between hiring procedures and employee performance

Independent variable

Dependent variable

Hiring procedures

Employee performance



Source: Adopted from Stray and Sisson (1993)

Figure 1 a conceptual framework for the relationship between hiring procedures and employee performance. In the conceptual framework depicted in figure 1, hiring was hypothesized to influence employee performance. Hiring was defined as defining requirements, attracting candidates and checking application and employee performance as quality of learner's grades, quantity of learners passing, schemes and lesson plans. The framework shows that the status of

defining requirements, attracting candidates and checking applications directly affected quality of learner's grades, quantity of learners passing, schemes and lesson plans.

The operation factors interactions with hiring procedures were anticipated as having a bearing on the relationship between hiring procedures and employee performance. Adequate reward, proper leadership style, appropriate organization policies are factors that were likely to push performance into a positive direction

1.9 Significance of the Study

This study will contribute valuable knowledge to the field of hiring in general. It is the only study that was focused on hiring and employee performance of GGIM. As such, it was expected to produce hitherto unavailable knowledge on this subject. It therefore formed useful material for reference to other researchers and other readers in general.

The study also suggested significant policy statements through its recommendations on defining requirements, attracting candidates and checking applications. Such recommendations could inform policy formulations in GGIM.

The study influenced the practice of management of GGIM. In the attempt to deal with low performance and its related problems, the management of GGIM could focus on specific issues of employee performance generated through research and other organizations in general because they were original through valid research data. Hence forth, the management of GGIM need not follow theories, rules or traditions that are remote and without specific relevance, but base their

practices, decisions and other managerial behaviours on products of research that are specific to their situations. The use for such specific knowledge would improve the quality of management of private organization and raise the level of employee performance in the organization.

1.10. Justification of the study

The study was carried out in order to arrest the worsening performance problem by coming up with solutions to tackle it. This would enhance the credibility of administrators.

This was the first study of its kind to be carried out in GGIM in Uganda and may form part of the stock of relevant literature to enable further research.

The study on completion perfected the researcher's work-based skills.

1.12. Scope of the study

This section is broken down into; content scope, geographical coverage and time-frame of the study.

1.12.1 Content scope

This study was limited to hiring procedures for effective employee performance in GGIM. Content studied three variables: independent variables are defining requirements, attracting candidates and checking applications on the other hand is employee performance having three components quality of grades of learners, quantity of grades and lesson plans and Finally, moderating variable is operational factors especially leadership style, reward and organization policy.

1.12.2 Geographical scope

The study was conducted in Grace Global Impact Ministries in Entebbe-Uganda 100 meters off the main road in Busamabaga – Katabi, Entebbe municipal council.

1.12.3 Time Scope

The study covered the period from 2011 to 2013: just because these are the years GGIM was mostly affected with poor employee performance associated with firing and hiring.

1.13. Operational Definitions

Hiring: a set of activities an organization uses to attract job candidates who have the abilities and attitudes needed to help the organization achieve its objectives.

Adjusted R Square: refers to adjusted coefficient of determination a statistic that takes into account the number of independent variables and their contribution to the regression equation.

ANOVA: Refers to analysis of variance, it is a statistic that assesses the overall significance of a model by comparing several means of more than one group of data resulting into the F- statistics.

Correlation analysis refers to a means of relationship between two or more variables, it can be positive or negative or Zero. Correlation move according to direction and strength.

Correlation coefficient: a numerical measure that indicates the strength of the relationship. It lies between negative one and positive one. It is weaker when it is closer to zero.

Advertising: is the most obvious method of attracting candidates. Never the less, the first question to ask is whether an advertisement is really justified. Alternative sources mentioned above and confirming, preferably on the basis of experience, that they will not do. Consideration should be given as to whether it might be better to use an agency or a selection consultant. When

making the choice, refer to the three criteria of cost, speed and the likelihood of providing good candidates. The objective of an advertisement should be to attract attention, create and maintain interest and stimulate action (Armstrong 2006).

Selection: the process by which an organization chooses from a list of applicants the person or people who best meet the selection criteria for the position available, considering current environment conditions.

Reward: is concerned with understanding individual contribution to the organization and paying them for the services they provide. It takes the form of salary, bonus, and other initiatives.

Leadership style: often called management style, describes the approaches managers use to deal with people in their teams.

Performance Standards: refers to a statement of condition that exists when a job is being performed.

Defining requirements: is preparing job descriptions and specifications, deciding terms and conditions of employment.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents review of other scholar's contribution to the concept of hiring and employee performance it will be broken down into; theoretical and conceptual reviews.

2.2. Theoretical reviews

There are many theories that explained hiring. However this study utilizes the objective factor theory by Behling et. al, (1968) which states that choice of an organization by a potential employee depends on objective assessment of certain tangible factors such as pay and perks, location, opportunity for career growth, nature of work and educational opportunities. Following the right hiring procedures being the only way to get potential employees for better performance, it is vital when planning for it to consider the tangible factors of the objective factor theory.

Sometimes organizations advertise jobs without indicating the salary and other conditions of work; hence job seekers with specific objectives are not attracted to apply to the organization. As a result applicants of poor quality are attracted to fill vacant positions, thus affecting organization performance. Quinatta (2005) emphasized the importance of message specificity on applicant attraction when dealing with vacancies. The objective theory was important in hiring as it emphasizes the importance of an organization providing detailed information in job advertisements, in order to attract the right type of people to meet the organization objectives. There is also a need to first identify the requirements by coming up with job descriptions and person specification, checking applications to confirm whether the information provided by the applicants is correct before confirmation is important. The research used the objective factor

theory to examine whether the advertisement of job positions in GGIM provided all details required and also defining requirement and checking applications are considered.

2.2. Conceptual reviews

This section reviews literature on hiring procedures and its influence on employee performance objective by objective and the dimensions.

2.2.1. Defining requirements and employee performance

The number and categories of people required should be specified in the hiring program which is derived from the human resource plan. In addition, there will be demands for replacements or for new jobs to be filled, and these demands should be checked to ensure that they are justified. It may be particularly necessary to check on the need for a replacement or level or type of employee that is specified. Requirements for particular position are set out in the form of job description and person specifications. These provide the basic information required to draft advertisement, brief agencies or hiring consultants, and assess candidates a job description listing competence, skill, educational and experience requirements produces the job criteria against which candidates will be assessed at the interview or by means of psychological tests Michael Armstrong (2008).

Job description: The result of a role analysis is a job description which defines the outcomes role holders are expected to deliver in terms of key result areas or accountabilities. It also lists the competencies required to perform effectively in the role, what role holders need to know and be able to do. A job description can be individual or generic Armstrong (2008).

A job description defines the overall purpose of the role, its reporting relationships and key result areas. It may also include a list of the competencies required. These will be technical competencies (knowledge and skills) and any specific behavioral competencies attached to the role. The latter would be selected from the organization competency framework and modified as required to fit the demands made on role holders. For hiring purposes a job description is extended to include information on terms and conditions (pay, benefits, hours of work, special requirements such as mobility, travelling or unsocial hours, and training, development and career opportunities). The hiring job description provides the basis for a person specification (Maicibi 2007).

A person specification also known as a hiring personnel or job specification, defines the knowledge and education, training, (KSAS) required to carry out the role, qualifications and experience. The technical competencies as set out in the job description may also be included. The type of behavior expected from role holders (behavior competencies) and the education, qualifications, training and experience needed to acquire the necessary KSA. The specification is set out under the following.

- Knowledge: what the individual needs to know to carry out the role.
- Skills and ability: what the individual has to be able to do to carry out the role.
- Behavioral competencies: what type of behavior required for successful performance of the role. These should be role specific, ideally based on analysis of employees who are carrying out their roles effectively. The behaviors should also be linked to the core values and competency framework of the organization to help in ensuring that candidates will fit and support the organization's culture.

- Qualifications and training: the professional, technical or academic qualifications required or the training that the candidate should have undertaken.
- Experience: the types of achievements and activities that would be likely to predict success.
- Specific demands: anything that the role holder will be expected to achieve in specified areas for example develop new markets or products, improve sales, productivity or levels of customer services, introduce new system or processes.
- Special requirements: travelling, unsocial hours, mobility, etc.

The analysis of strength and weakness should cover such matters as the national or local reputation of the organization, pay, employee benefits and working conditions, the intrinsic interest of the job, security of employment, opportunities for education and training, career prospects and the location of the office or plant. These need to be compared with the competition so that a list of what is in effect to the organization can be shown; where the selling points can be drawn up as in a marketing exercise in which the preference of potential customers are compared with the features of the products so that these aspects are likely to provide the most appeal to the customers emphasis. The analysis can be ambition and can be shown where the organization needs to improve as an employer if it is to attract more or better candidates and to retain those selected Armstrong (2008). Michael, Behling et.al and Quinatta emphasized the importance of message specificity as vacancies are being advertised in order to attract the right kind of people to meet the organization's objectives.

2.2.2 Attracting candidates and employee performance

Attracting candidates is primarily a matter of identifying, evaluating and using the most appropriate sources of applicants. However, where difficulties in attracting or retaining candidates are being met or anticipated, it may be necessary to carry out a preliminary study of the factors that are likely to attract or repel candidates.

The actual channels or vehicles used to attract candidates seem to influence whether the right kinds of applicants are encouraged to apply, and to persist in their application Armstrong (2008).

Decisions about the most appropriate method (or methods, as many organizations will use more than one) are likely to be influenced by the level of the vacancy and its importance within the organization. The CIPD survey (2002a) found that hiring for managerial and professional posts was most likely to be via advertisements in specialist journals and the national press, whereas the local press was more popular for clerical and manual vacancies. Other factors to be taken into account when choosing the most appropriate method include the resources available within the organization Ian Beardwell Len (2007).

Clearly suitable applicants are called for interview; possible contenders are held temporarily in reserve, while unsuitable applicants are rejected. If the numbers accepting invitation for interviews are disappointing, then some of the possible contenders may be invited. In the current economic climate, it is more common that the personnel department will be overwhelmed with applications from prospective employees. In this situation, there are only two categories; the suitable and unsuitable.

The interview is the oldest and the most widely used, along with application forms and letters of reference (Bratton 2003). An interview for a job is a verbal discussion between the candidates for the job or a group of candidates with another person or an interview panel. The verbal discussion can be face-to-face or by electronic means such as television or telephone.

Interviews for workforce selection can be in two forms: These are the structured and the unstructured. Unstructured interviews are those that allow complete spontaneity for the applicant and little control for the interviewer. The panel may not necessarily follow selection criteria. This hereby advised that this type of interview can be very subjective and can lead to public discontentment. Structured interviews are based on panel questions and response where the interview panel sticks strictly to the selection criteria when asking the questions and in general tries to ask very similar questions of the candidates for the same job. This helps the panel to score the candidates on a predetermined scale which will eliminate any biases and subsequently aids in getting the best candidates, it also means that, candidates are likely to be asked different questions, yet are for the same job (Maicibi pp 294, 2007).

Once the organization hiring activities have succeeded in attracting sufficient numbers of relevant applicants from the external labour market, the aim of the subsequent selection activities is then to identify the most suitable applicants and persuade them to join the organization. Even in times of high unemployment, selection is very much a two- way process, with the candidate assessing the organization as well as the other way round. From the organization's point of view, selection is just as much "a selling" operation as the initial hiring, G.A. Cole MA MIPD MIMgt (2002).

2.2.3 Checking applications

It is a sad fact that applications all too often misinform their prospective employers about their education, qualification and employment records this is confirmed by a survey carried out by the CIPD (2008), which found that 25% of the employees had lied or misrepresented their application. It is always advisable to check with universities, professional institutes and previous employers that the facts given by applicants are correct. Other checks can be made such as,

- Interview questions about actual (not hypothetical) experiences, with deep probing to ascertain the extent of the individual's personal involvement, decision making and contributions.
- Detailed application forms with open – ended questions about specific learning related to the skill, knowledge and competences required for the vacancies under consideration

According to Armstrong (2006), after the interviewing, the final stage after selection is to confirm the offer of employment after satisfactory reference have been obtained and testing procedure has been completed, a provisional decision to make an offer by television or in writing can be made. This is normally subject to satisfactory references and the candidates should of course, be told that they will be taken up. If there is more than one eligible candidate for the job, it may be advisable to hold one or two people in reserve. Applicants often withdraw, especially those whose only purpose in applying for the job was to carry out a test marketing operation, or to obtain a level with which to persuade their present employees to value them more highly.

Maicibi and Koontz emphasized the importance of orientation and induction and Armstrong too, that introducing people to the organization is important to ensure that they settle first to their jobs since the organization structure is very clear to them and were to run to incase of any inquiries.

The selection of the best person for the job is only a step in building an effective team that can produce results for the organization. It is unfortunate that many organizations stop there and assume they have completed their responsibility after hiring the person. Yet, the first few days to the organization are crucial for integrating the new person into the organization. The integration process is called the orientation and induction socialization of the new employee.

In his emphasis, Maicibi (2003) stresses that the time "wasted" inducting or orienting a new employee is actually the best time gained. This is also stated in a paradoxical fashion that, any manager who hopes to save time by not inducting the new personnel will lose it. This means that the time "gained" not inducting an employee will be during a series of unnecessary questions by the employee about his job, facilities, privileges, rights, procedures, and other mistakes he/she might commit as the result of lack of induction during the first week of employment.

According to Koontz and Wehrich (1998), orientation involves the introduction of new employees to the enterprise, its functions, tasks and people. Well run organizations usually have a formal orientation program for new personnel which explains the history, products, performance, services, general policies and practices, organization departments and location, benefits (insurance, retirement, vacations), requirement for confidentiality and secrecy, safety and other regulations.

The socialization of the new employee is explainable in three aspects: acquisition of work skills and abilities; adoption of appropriate role behaviors; and adjustment to the norms and values of the work group. This is an essential stage, the new employee, may not know where to seek advice from, may not know how the organization works, and may be burdened by the fear of

failure in the job which he has just claimed (at interview) that he was capable and would be successful when given the chance. Socializations, therefore, comprise of both the induction and orientation processes.

Orientation is the formal process of introducing the new employees through formal talks to the organization and helping them to adapt to the new working environment. They are also introduced during the process to the work mates and the working environment. This provides the new employees with the basic information needed for them to settle down and appropriately commence work in the organization. Lack of orientation causes lots of stress in the new employee, and could lead him to finally separate either naturally or artificially from the organization. New employees are likely to settle in more quickly and enjoy working for the organization if the process of socialization takes place smoothly. The social aspects of work-relationships with colleagues are very important for many people Armstrong (2006).

The orientation course is the summary of all activities and strategies put in place to make the new employee feel like part of the organization. Organizations are encouraged to organize orientation for new employees Amos (2000). Failure to do this, the organization pays dearly in terms of wastages and mistakes to be committed by the disoriented employee. However, he left out the 1st step in hiring procedures of defining requirement which is vital because it specifies the need for hiring, and it answers questions like why recruit, whom, when and in which department. This will be vital in determining the relationship whether orientation has an effect on employee performance of GGIM.

2.2.4 Operation factors and employee performance

Poor performance may not solely be due to imperfections in the hiring procedure but also other factors as in the subsequent discussion.

In this respect, Cole (2002) and Armstrong (2006) agrees that leadership style is a vital element in the social relationship of groups at work. Groups need leaders and leaders need followers. Leadership is a dynamic process at work in a group whereby one individual over a particular period of time and in a particular organizational context, influences the other group members to commit themselves freely to achievement of tasks or goals (Cole, 2002, pp 65).

Leadership style often called management style describes the approach managers use to deal with people in their teams (Armstrong 2006, pp 309). There are many styles of leadership, and leaders can be classified in extremes as follows:

Charismatic /non-charismatic: Charismatic leaders rely on their personality, their inspirational qualities and their "aura". They are visionary leaders who are achievement-oriented, calculated risk-takers and good communicators. Non - Charismatic leaders mainly rely on their 'know-how' (authority goes to the person who knows), their quest confidence and their cool, analytical approach to dealing with problems.

Autocratic – democratic: Autocratic leaders impose their decisions, using their position to force people to do as they are told. Democratic leaders encourage people to participate and involve themselves in decision making.

Enabler – Controller: Enablers inspire people with their vision of the future and empower them to accomplish team goals. Controllers manipulate people to obtain their compliance.

Transactional-Transformational: Transformational leaders trade money jobs and security for compliance. Transformational leaders motivate people to strive for higher level goals.

Most managers adopt an approach somewhere between the extremes. Some will vary it according to the situation or their feelings at the time while others will stick to the some style whatever happens. A good case can be made for using an appropriate style according to the situation, but it is understandable to be inconsistent in the style used in similar situations. Every manager has his or her own style but this will be influenced by the organizational culture, which may produce a prevailing management style that represents the behavioral norm for managers that is generally expected and adopted. Cole (2002) strongly agrees with Armstrong that there is no one best way of leading and leaders need to be able to exercise a range of behavior to maintain their role effectively. In brief, leadership style is virtually in employee a completion of assignment; employees are able to perform highly if their leader chooses the style which favours the situation accordingly.

Bernardin, (2007) like Armstrong, (2005) argue that market compensation for key positions is crucial. In the some way Leopold, (2005) clearly points out that employees' contribution can be recognized through monetary rewards with the emphasis as a strategic means of aligning individual efforts to organizational priorities.

Reward management is concerned with the formulation and implementation of strategies and policies, the purpose of which are to reward people fairly, equitably and consistently in accordance with their value to the organization and thus help the organization to achieve its strategic goals (Armstrong 2006:624).

Instrumentality is the belief that if we do one thing it will lead to another. In its crudest form, instrumentality theory states that people only work for money. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her Performance, thus the rewards are contingent upon effective performance. Instrumentality theory has its roots in Taylorism, i.e. the scientific management methods of Taylor (1911), who wrote: it is impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assumed a long and permanent increase in their pay.

There is an increasing recognition that organizational policies affect the effectiveness of service delivered and the quality of customer service, Denison (1999); Kotter and Heskett (1992); Cumming and Worley, (1997) and vision and mission statements.

Policy is a key parameter for any sound organisation. Policies are determined by managers or high ranking officials within organizations, Scott (2003). There are a number of such policies. Jacobs (2005) citing Costly et al (1987) observed that high labour turnover might mean poor or inadequate policies. Poor management practices and policies contribute to high labour, Alexander et al, (1994). It should be noted that these factors are not always uniform for all organizations which raised the need to make an investigation.

Satherland (2002) reported that “when organizations are confronted with abnormal labour turnover, management has several policy options in line with improving or change existing policies towards hiring and selection, induction and training, job design and wage payment. Policy choice must be appropriate to the precise diagnoses of the existing problem within the organization.”

2.2.9 Summary of Literature Review

This chapter will review literature in relation to the study objectives. Connections will be established between job analysis, attracting candidates and selecting candidates on employee performance. It is apparently clear that the unanswered question is whether organizations with a perfect hiring procedure and favorable operation factors do not experience performance problems.

It was discovered from literature that hiring can be explained by several theories. But the one used in this study is the objective factor theory by Behling et.al (1968). According to this theory the choice of an organization by a potential employee depends on an objective assessment of certain tangible factors such as pay and perks, location, opportunity for career growth, nature of work and education opportunities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, sample size and procedure, data collection methods and instruments, measurement of variables data collection procedure and validity and reliability, and shows how data management and analysis was carried out.

3.2. Research design

According to Enon, (1998) a research design is a plan of how a researcher is going to carry out the investigation. It includes discussing when, where, how, and why the research is going to be started and accomplished. In this study the researcher adopted a cross – sectional survey design. This is because the method enables the researchers to conduct surveys to find out the opinion of a cross – section of the population about a subject under investigation in a particular part of the country, (Amin 2005). Surveys were carried out to obtain information about preferences, attitudes, practices and concerns or interests of a group of people on hiring and employee performance. The results were then extrapolated to the entire population. The design allowed the use of data resulting from quantitative approach as supplemented qualitative approach.

This quantitative approach enabled the researcher to describe the distribution of variables using standardized statistical numerical values such as percentages. On the other hand qualitative data provided information about the phenomena under study and the researcher was able to establish patterns and relationships between variables.

3.3. Study population

The study population was comprised of GGIM staff Uganda office, comprising of 2 head teachers, 8 administrators, 24 teachers, 19 support staff, and the target population was 53 from which the sample was selected according to Krejcie Morgan`s Table (Amin,2005).

3.4. Sample size and selection

The Krejcie & Morgan table was used to guide determine sample size for the study herewith attached as appendix: d the sample total was 51.

Table 1: Sample size based on population size

NO	CATEGORY	TARGET POPULATION	SAMPLE SIZE	SAMPLING TECHNIQUES
1	Management	8	8	Purposive sampling
2	Head teachers	2	2	Purposive sampling
3	Teachers	24	23	Simple Random
4	Support staff	19	18	Simple Random
	Total	53	51	

Source: Krejcie & Morgoan (2005) sample size table & modified by researcher.

The study population was 53, 8 on the management staff all of them was included in the sample and the sampling technique was purposive sampling, 2 were head teachers and all were sampled, the sampling technique was purposive sampling, teachers were 24 and the sample size was 23 using simple random sampling technique, the support staff were 19 and 18 were sampled using simple random technique, giving a total of 53 target population and 51 sample size.

3.5. Sampling technique and procedure

Sampling was carried out to enable the researcher to select a reasonable number of employees that represents the target population. Both purposive and simple random sampling was carried out to give all study participants equal chances of being included in the sample. The researcher being with a complete list of all members of a population can then choose individuals at random completely independent of other participants. In purposive sampling, all participants are included in the sample.

3.6. Data collection methods

Three methods of data collection used were questionnaire, interview and documentary review. The selection of these methods was based on nature of data and time available.

3.6.1. Interview method

Face- to- face interviews was conducted. Structured interviews were used with the same questions presented in the same manner and order for each respondent. The choice of alternate answers was restricted to predetermined list as per (Amin 2005). Interview provides a great opportunity for evaluating the respondent's responses (Souza & Zajas 1945) in the interview. Researchers can also clarify unclear issues in the questionnaire to the respondent (Mugenda and Mugenda 1999).

3.6.2. Questionnaire

Data was also collected using a questionnaire. The researcher developed a questionnaire that contained specific objectives of the study for respondents to complete in writing. Some

questionnaires were structured (close- ended) while others were unstructured (open- ended). The structured questionnaire elicited specific responses which were easy to analyze. These questionnaires were designed for probing purposes and called for free and in-depth response.

3.6.3. Documentary review

Documentary analysis is instrumental in gathering of secondary data and information as it establishes what other scholars had written about the study variables. At the same time, Moser & Kalton (1979) emphasized that it is improper to hurry into the field without past and present investigations of relevance. This stage involved reviewing supervision reports, publications, circulars, staff lists, minutes, appointment letters, attendance register, text books and journal articles of recognized authors and editors.

3.7. Data collection instrument

Three data collection instruments were used; questionnaire, interview guide and documentary review check list.

3.7.1. Questionnaire

A questionnaire was used in the collection of primary data. Amin (2005) defines a questionnaire as a form consisting of interrelated questions prepared by the researcher about the research problem under investigation, based on the objectives of the study. The questionnaires were structured (open ended) and some were unstructured (close ended). A structured questionnaire contained a list of possible alternatives from which respondents selected answers that best suit their situation (Mugenda & Mugenda 1999, Pg 72). Unstructured questionnaire (open ended)

provided freedom for respondents to express their feelings. These provided for in – depth response from respondents (Amin, 2006).

3.7.2. Interview guide

The researcher also used an interview schedule to collect data. A structured interview schedule was used where by the same questions on hiring and employee performance in the same manner and order were prepared. According to Amin (2005), structured interview solicit specific response.

Unstructured interview schedule was also used as this is flexible and the researcher asked other lead questions that made the respondents provide additional answers.

3.7.3 Documentary Review Checklist

Check lists were used to collect relevant data to enable the researcher compare findings. The researcher reviewed secondary data to enable verification of the primary data. Secondary data was collected from scholarly journals, abstracts, and minutes, published books and internet. Information from a variety of reliable sources provided authenticity of the research conducted.

3.8. Validity

A research instrument is valid if it measured what it is supposed to measure Amin (2005). The layout of the self administered questionnaire and semi – structured interview guide ensured surface validity and was designed bearing in mind research objectives and themes of the reviewed literature for content validity.

Before going to the field, the two research instruments were pre-tested on a few selected individuals of the some situations to avoid altering the environment. Some friends at UMI were also consulted on the content to be measured which they commented on and provided some varied suggestions. Finally, the instruments were deemed valid and capable to measure hiring and employee performance of GGIM

The researcher used the following formula to establish the content validity of instruments (C. V.I)

$$C.V.I = n/N$$

Where: C.V.1 = Content Validity of Instrument

n= number of items indicated relevant

N= total number of items in the questionnaire

Table 2: Validity of the Questionnaire

Raters	Questions Relevant	Total Questions	Alpha
Rater 1	37	40	0.92
Rater 2	22	26	0.85
Rater 3	12	14	0.86
Rater 4	06	08	0.75
TOTAL	77	88	0.87

From the table above results, the validity test indicated a value of 0.87 which is on average 87%. The researcher regarded the instrument as valid as supported by Kakooza (2000) that results which are above 0.5 are regarded as valid.

3.9. Reliability

Reliability is a measure of degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda 2003). In other words, it refers to an instrument's consistence in measuring what it is intended to measure. Reliability is influenced by random error that could have been made during drafting of the instruments, such as, the inaccurate coding, interview's bias, and fatigue etcetera. These are detected and eliminated through pre-testing the instrument.

There are so many ways in which reliability of a research instruments can be determined. This study used Cronboch`s coefficient alpha (α). According to Sekaran (2003), coefficient alpha less than 0.6 is considered poor, those in 0.7 ranges are acceptable. The closer the Cronbah`s alpha is to 1, the higher the internal consistency. A pretest of the instrument was done to detect and remove errors which had accrued due to negative wordings of the questions. The degree of reliability of the instrument was obtained by analyzing the items of the variables and the results obtained are shown in the table 3 below.

Table 3: Reliability of the Questionnaire

Variables	Alpha	No. of items
Determining requirements	0.64	9
Attracting candidates	0.72	10
Checking applications	0.77	15
All variables	0.88	58

Data: primary source

From the above table, the questionnaire had overall reliability alpha of 0.8, which is 80% indicating a high internal consistency of the instrument. The nine (9) items under determining requirement had an alpha of 64% implying that only 64% of the items were reliable. This was because questions were similar and appear as if they were repeated. Attracting candidates had ten (10) items with an alpha of 0.72% checking application which was analyzed under academic performance had an alpha of 0.77. These translated into 72% and 77% respectively high reliability coefficients.

3.10. Procedures of data collection

A letter of introduction was obtained from Uganda Management Institute to enable the researcher to introduce herself to Grace global impact ministries this was done to lay a foundation for questionnaire distribution, the researcher also wrote a letter to the Administrator of GGIM asking for permission to carry her research from the organization and also carry out interviews and access documents. In addition, the researcher prepared a signed cover letter attached to the questionnaire to inform respondents about the study.

Courtesy talks were made to some administrators to explain the research intentions at the sometime emphasizing the respondent's rights to privacy, confidentiality and informed consent.

Respondents were assured that at the reporting stage the research will not be used to harm them as a result of their cooperation. The cover letter and instrument were hand-delivered.

3.10. Data Analysis

The study employed qualitative and quantitative approaches in data collection. Each of these approaches had unique technique of data analysis.

3.10.2 Qualitative data analysis

The data was analyzed through first coding, interpreting the responses then comparing. This procedure helped to scrutinize and analyze the responses and coming up with the relationship between the variables.

Qualitative collected data through interviews was continuously analyzed at all stages. Qualitative data analysis refers to non – numerical analysis – analyzing information in a systematic way in order to come to some meaningful and useful conclusions and recommendation (Mugenda and Mugenda, 1999). The findings from the interviews were and re-read several times to ascertain the similarities and differences in order to find themes and develop categories as put forward by Amin, (2005). The data was then analyzed using themes and code categories in the study, the opinions and ideas from the qualitative data were coded according to the theme in the study and used for illustration of the qualitative findings in chapter four and five of the dissertation.

3.10.1 Quantitative data analysis

Data was analyzed using the SPSS version 16 for windows and the result expressed using graphs were used to explain the results.

Quantitative data was edited and coded; statistical package for social sciences (SPSS) helped summarize the coded data and facilitated quick interpretations while qualitative data was presented against study objectives and analyzed using explanations and drawing examples from the fieldwork per variable. Categories of data were transformed into symbols that were tabulated and counted.

3.11. Measurement of variables

The research employed the Likert scale continuum to measure the variables under study. According to Amin (2005) Likert scale has five category continuums: strongly agree, agree undecided, disagree and strongly disagree. The respondent selected the response that best describes his or her opinion to the question or statement. The Likert scale is flexible and can be constructed easily. In addition, the respondent selects the response which best suits the answer (Amin 2005). The Nominal scale was used to categorize the variables in the question while the Interval scale was used for measuring age of respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents the analyses and interpretation of the findings. The purpose of the study was to analyze the relationship between hiring procedures and employee performance of GGIM for the period 2010 to 2013. The study had four objectives that guided the process of data collection, presentation, analysis and interpretation. The objectives were; to determine the relationship between defining requirements and employee performance in GGIM, to establish the effect of attracting candidates on employee performance in GGIM, to assess the effect of checking applications on employee performance in GGIM, to find out the modulator effect of operation factors on the relationship between hiring procedures and employee performance in GGIM. This chapter is condensed into three sections comprising; the response rate, demographic characteristics and empirical results. The findings are presented using descriptive statistics to describe basis features of data, providing simple summaries and percentages. Analytical data procedures such as correlation and regression analysis to determine the relationship between the hiring procedures and employee performance variables were used.

The findings are presented in line with the objectives of the study which included determining the relationship between finding requirement and employee performance, establishing the effect of attracting candidates on the employee performance, finding out the effect of checking applications on employee performance and to find out the modulator effect of operation factors on the relationship between hiring procedures and employee performance in GGIM.

Frequency tables were used accordingly as a way of presenting statistical data. This study employed a triangulation design, therefore, the interpretations and analysis of data was derived from open and closed ended questions and structured interviews for selected key informants.

4.2 Response rate

Table 4: Summary of the response rate of staff issued with questionnaires revealed the following information as contained in Table 4:

Respondents for each category of staff	Number of questionnaires distributed	Returned	Response rate
Management	8	6	75%
Head teachers	2	1	50%
Teachers	24	20	83%
Support staff	19	12	63%
Total	53	39	73.5%

Source: Primary Data.

The researcher targeted fifty three people as a study population, however, due to various reasons the number of respondents who actually participated in this study were as follows:

Out of the fifty three questionnaires that were distributed, thirty nine were returned, yielding a result rate of 73.5 %. Out of the eight administrators selected, six responded representing a response rate of 75%. 1 head teacher responded out of the two selected yielding a result rate of

50%. Twenty teachers responded out of twenty four selected yielding a result rate of 83% and out of the nineteen support staff selected, twelve responded representing a response rate of 63%.

The response rate was positive and from each of the research instruments 75%, 50%, 83% and 63% respectively. Most of the rates being rated above the minimum of 50% that suggested by Denison, (1996), as cited by Onyadi, (2008) the response rate should be positive enough to be represented. *The high response rate could be attributed to the research topic that generated a lot of interest among the respondents.*

4.3 Characteristics of respondents

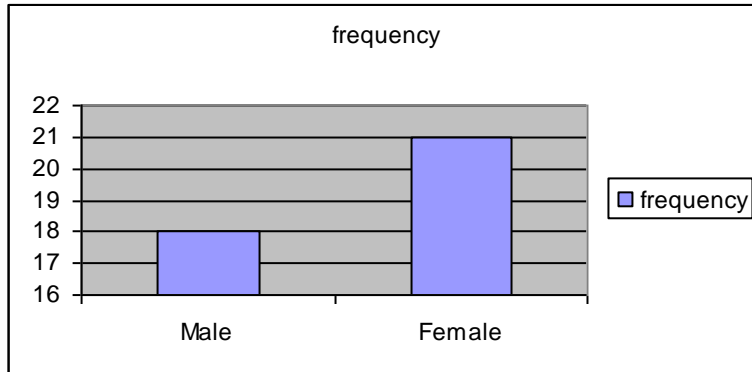
The characteristics of the samples respondents that participated in the study were in terms of sex, age, level of education, number of years in service and appointment status as presented in the table 5 below

Table 5: Demographic Characteristics of Respondents

Profile	Frequency	Percentage
Sex		
Male	18	45.0
Female	21	52.5
Total	39	97.5
Age bracket		
20-30	19	47.5
31-35	6	15.0
36-40	3	7.5
41-50	9	22.5
60 and above	2	5.0
Total	39	97.5
Education qualifications		
Primary	10	25.0
Certificate	11	27.5
Diploma	9	22.5
Degree	7	17.5
PGD	2	5.0
Total	39	97.5
Number of years in service		
1-3	17	42.5
4-6	9	22.5
6-8	4	10.0
9-11	3	7.5
12-13	1	2.5
14 and above	5	12.5
Total	38	97.5
Appointments		
Probation	6	15
Confirmed	22	70.0
Contract	4	10.0
Part-time	7	17.5
Total	39	97.5

4.1 Sex of respondents

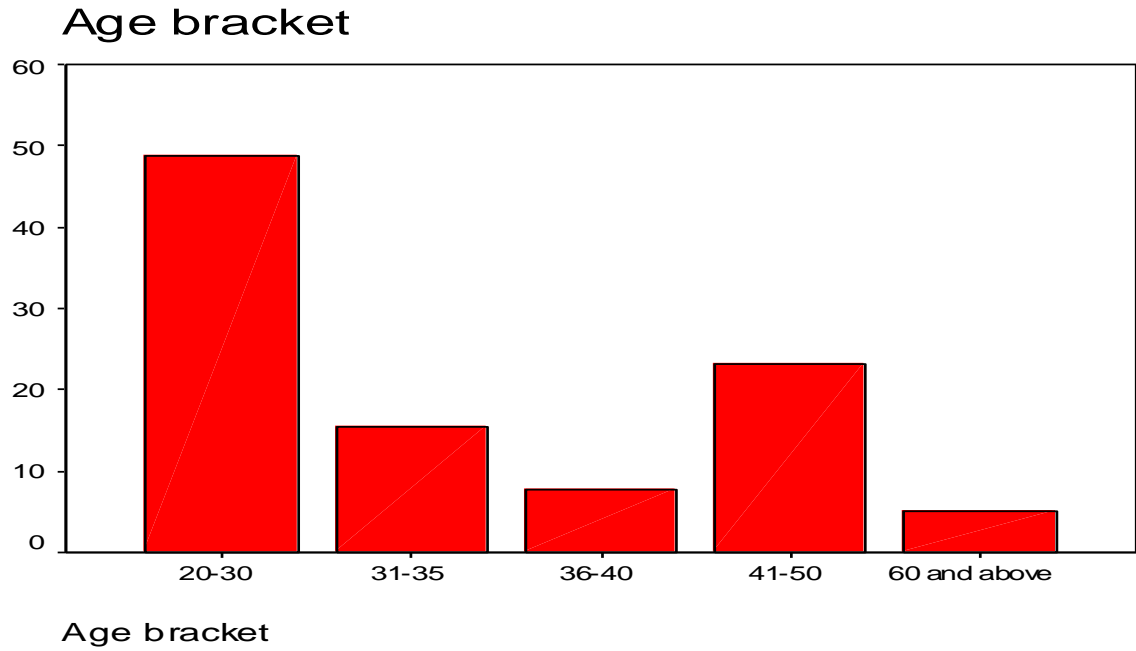
Figure 4.1: Showing the Sex Respondents



As indicated in figure 4.1 above, female respondents were 21 (52.5%) and male respondents 18 (45.0%). A high percentage of 52.5% indicated that in GGIM women are not discriminated when hiring is taking place and the fact that research is carried out in schools and orphanage female employees are preferable compared to male employees mostly when it comes to younger ones. In the orphanage each house has more ladies employed to give the motherly care/love. Nevertheless, sex was controlled so that the results would not be influenced by it since performance does not depend on whether one is male or female.

4.2 Age of respondents

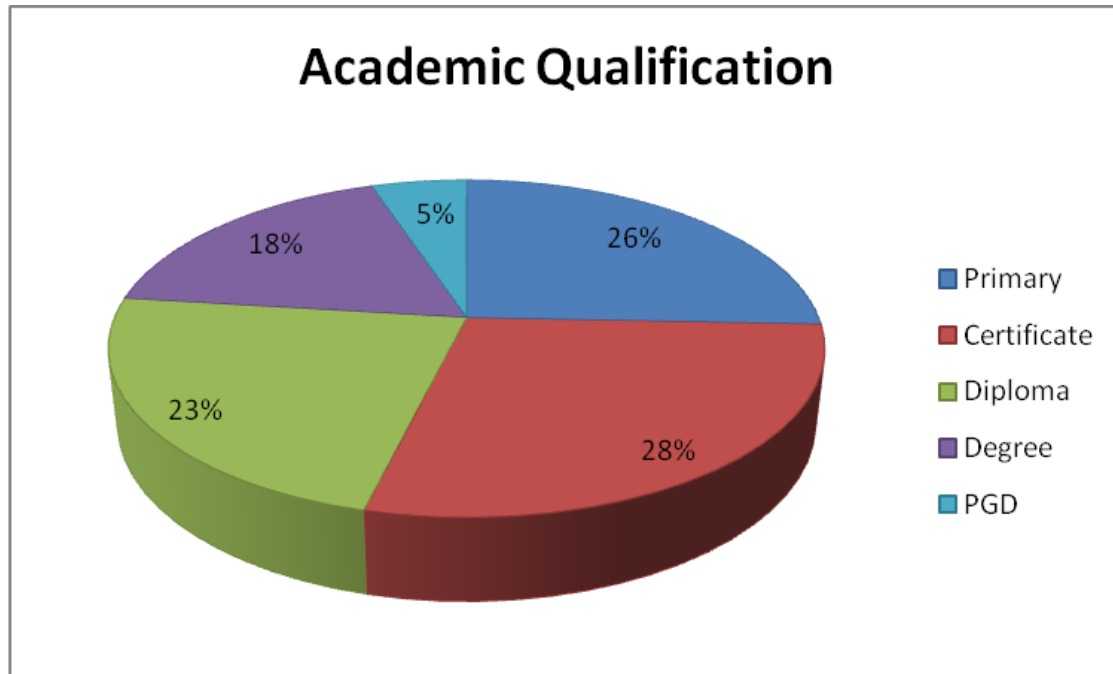
Figure 4.1: Shows the Age Bracket of Respondents



The study examined the age distribution of the respondents with the purpose that the views of all the respondents were captured. The majority of the respondents were between 20- 30 years of age which is 19 (47.5%). This was followed with 41 to 50 years of age which is 9 (22.5%), then 31 to 35 years of age which is 6 (15.0%). Age 36 and 40 years were 3 (7.5%) and lastly 60 and above were 2 (5.0%). The statistics revealed that the majority of staff members in GGIM are youths in the active age category. This factor was controlled because before one reaches the mandatory retirement age of 60 years he/she is expected to perform at best. The composition of the majority in very active age is an indicator that these employees have the energy and enthusiasm for work compared to the range of 50-60 composed of these who are nearly tired and retired in a way. Another reason is also that GGIM head hunts most of their teachers directly from the teaching institutes as a way of attracting the best candidates directly from the training source.

4.3 Academic Qualification

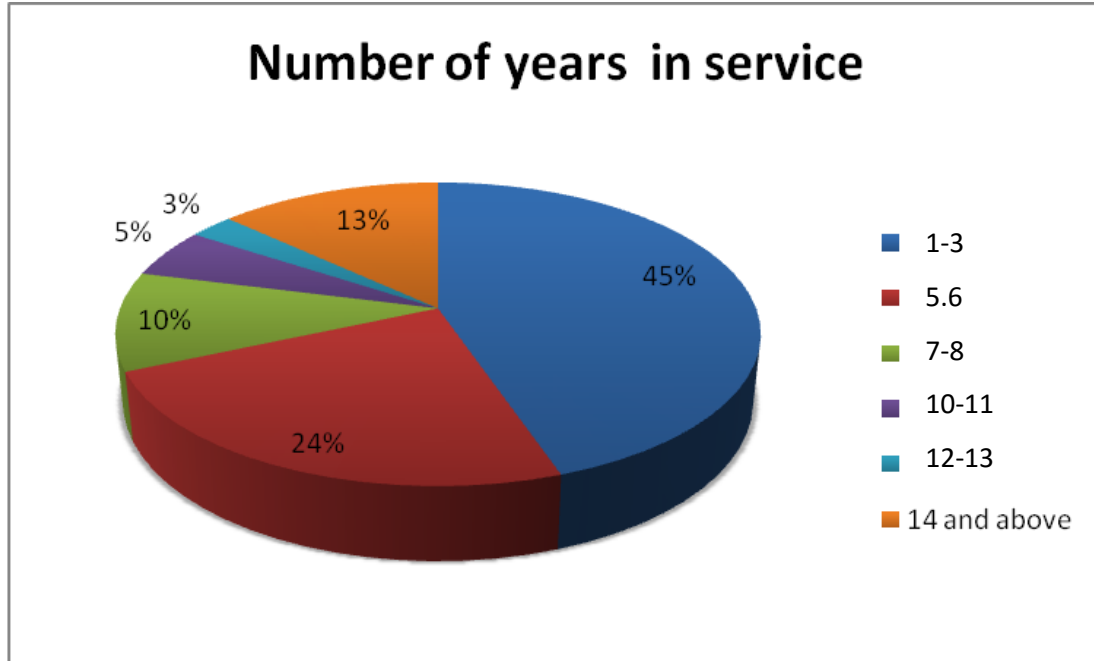
Figure 4.2: Shows the Academic Qualifications of Respondents



The findings and subsequent statistics proved that employees are qualified for the jobs they hold. 27.0% were certificate holders, 25.0% primary leavers, 22.5% diploma holders, 17.5% degree holders and 5.0% post-graduate holders. The human capital theory that guided this study concerns itself with education. Possessing an academic qualification is one thing and being properly selected is another. Under-performance, therefore, may not be a result of recruited staff lacking qualifications. The levels of literacy meant that all officials had capacity to answer both the interview and questionnaire questions and provided reliable information on the study variables.

4.4 Number of years in service

Figure 4.3: Shows the Number of Years of Respondents in Service



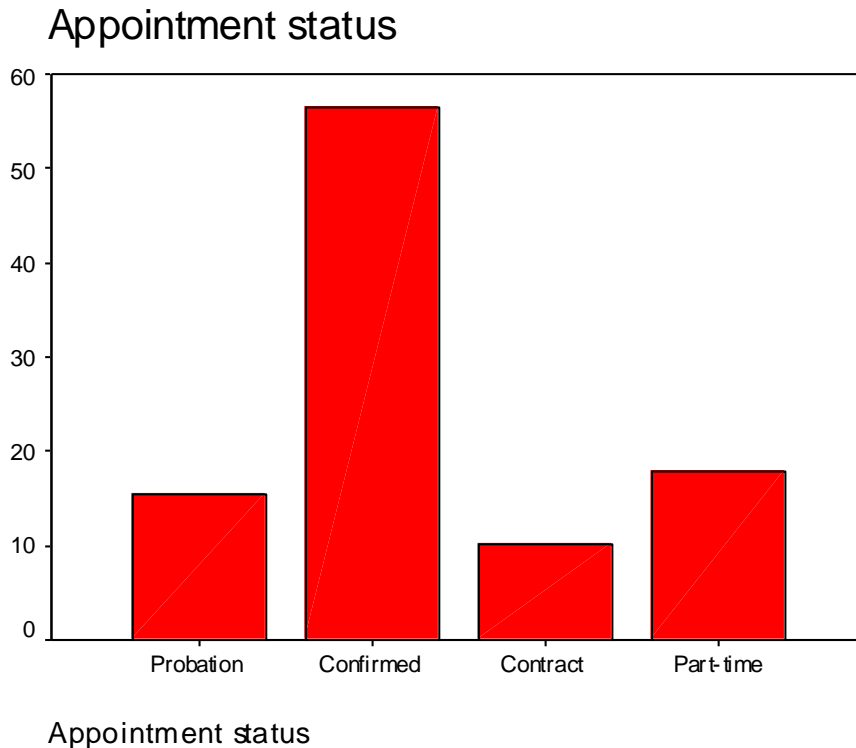
The researcher too got interested in the staff members' length of service because this was vital as it ensured that the views of both experienced and non-experienced staff were captured. A total of 42.5% employees had worked with the organization for a year or more and as part of the selection process these should be confirmed already and are expected to have the capacity and experience to aid in the orientation and induction of new staff for vibrant performance.

The figure also shows that 22.5% had served for 4-6 years, and 12.5% for 14 and above years. Thus, since the majority of the respondents had work experience of two and above years. They were experienced and knowledgeable to provide information relevant to the objectives of the study for which the findings, generalization, conclusions and recommendations were made. This implies that they had experience with GGIM environment and answered questions with certainty.

This factor was controlled because there should be no excuse of underperformance based on the length of service one has served.

4.5 Appointment status

Figure 4.4: Shows the Appointment Statistics of Respondents



The findings and subsequent statistics prove that employees were appointed for the jobs they hold. 55.0% were confirmed, 17.5.0% part timers, 15% were on probation and 10.0% were on contract basis. Most of the staffs were confirmed implying that their performance was proved beyond doubt. The confirmation process is tagged to performance management and this could keep them longer in service since there is possibility of acquiring enough skills in children handling. This factor was however controlled to reduce interference with the results. Besides whether confirmed, on probation, part time, or on contract every employee is expected to meet the standards of the organization.

4.6 Empirical results

This section of the study presents results in line with the objectives that guided the research. The presentation indicates the views of the respondents from the questionnaires and interviews along with the descriptive statistics of percentages to make necessary comparisons.

The analysis and interpretation indicated the verification of the research objectives, and answered the research questions through the use of correlation and regression results respectively.

4.6.1 Defining requirements and employee performance

This objective aimed at determining the relationship between defining requirements and employee performance of GGIM. The research presented the descriptive result under two dimensions namely, job description and person specification. The questionnaire and interview of respondents` views were examined with these variables using both qualitative and quantitative analyses.

4.6.1.1 Descriptive Results on Job Description and Employee Performance

Results in table 6 revealed that respondents had varied views on the state of job description as indicated by the Likert statements responses.

Table 6: Respondents` Opinions on Job Description in Percentages

Tested item	SA	A	UD	D	SD
Job description					
Job description was given to me when I joined GGIM to guide me on my duties	13 (33)	6 (15)	1(3)	3 (8)	16 (40)
Job description defines clearly my duties which enable me to perform work effectively	13 (33)	12 (30)	5 (13)	6 (15)	3 (8)
Job description has made my work very organized and interesting	7 (18)	13 (33)	6 (15)	12 (30)	1 (3)
Job description forms the basis for my performance measurement	4 (10)	17 (43)	5 (13)	10 (25)	2 (5)
The job description given to me is being followed, the work I do is based on what is my JD only	2 (5)	10 (25)	8 (20)	12 (30)	5 (13)

Source: Primary data (SPSS output extract)

From table 6, it is revealed that GGIM is not consistent in giving job descriptions to all employees. Some are given but others were not given as reflected in the respondents' responses: 48 % (33% + 15%) agreed with the statement, in the some way 48% (8% + 40%) disagreed with the statement, only 3% were undecided. The result in table 6 shows that 63 % (33%+30%) respondents agreed that the job description given to employees defines clearly their job duties which enables them to perform their work effectively, 23 % (15%+8%) were not in agreement with the statement, while 13% were undecided.

Table 6 further revealed that 51% (18%+33%) of the questionnaire respondents agreed and 33% (30%+3%) disagreed that the job description given to them made their work very organized and

interesting while 15% were undecided. On performance measurement, 53 % (10%+43%) agreed that job descriptions forms their basis for performance measurement, 15% were undecided while 30 % (25%+5%) disagreed with the statement. The table further shows that 30 % (5%+25%) agreed that the work they do is only based on their job description and 43 % (30%+13%) disagreed with the statement, while 20% were undecided.

True to the assumption that most of the workers who were given job descriptions did not review them to make sure that they were fulfilling the purpose of the position they occupied, 20% were not sure whether their tasks were in accordance with their job description.

The interview with both the compound caretaker and the gardener revealed that they were not exactly sure of their job descriptions, because the director and the headmaster both keep on assigning them different tasks to do on a daily basis. If today they are in the garden, tomorrow they might be attending to the cows, another day making bricks, then again clean the church.

On performance measurement, *the two supervisors of the organization responded that they carry out inspections based on the set guidelines and expectations using the evaluation forms in order to measure employee performance. To the researchers' surprise, the supervisors were challenged by 45% who disagreed with the statement. Perhaps in some departments performance measurement is not carried out.*

Table 7: Correlation between Job Description and Employee Performance

		Job Description	Employee Performance
Job Description	Pearson Correlation	0.000	0.610
	Sig. (2-tailed)	1	0.000
	N	39	39
Employee Performance	Pearson Correlation	0.610	0.000
	Sig. (2-tailed)	0.000	1
	N	39	39

Correlation is significant at the 0.000 level (2 – tailed).

As shown above, the result revealed a significant Pearson Correlation Coefficient of 0.610. When compared with a significance of 0.001, indicates a high positive correlation, implying a strong relationship between job description and employee performance.

4.6.1.2 Descriptive Results on Person Specification and Employee Performance

Results in table 8 revealed the varied responses of staff on person specification

Table 8: Respondents` Opinions on Person Specification in Percentages

Tested items	SA	A	UD	D	SD
Person Specification					
I believe GGIM considers person specification when determining job positions	5(13)	16(14)	8(21)	8(21)	2(5)
My job is too complicated and I have little knowledge on how to do it better	-	1(3)	2(5)	15(38)	21(54)
Staff are encouraged to attend short courses and training to enhance the skills and improve on performance	-	21(54)	13(33)	2(5)	3(8)
GGIM staff are committed to develop their career in the same professions	4(10)	20(51)	11(28)	2(5)	2(5)
My immediate supervisor helps me develop self – determination in my job	11(28)	22(56)	1(3)	2(5)	3(8)

Source: Primary data (SPSS output extract)

According to respondents in table 8 it was observed that 27 % (13%+14%) agreed with the statement that GGIM considers person specification when determining job position, 26 % (21%+5%) disagreed with the statement, while 21% were undecided. The number of those who disagreed, those who agreed and those undecided were almost equal. The reason could be that most employees were employed not based on their experience, skills or even their qualifications. This was confirmed by the head of Orphanage and Sponsorship department, for example, specifically she responded that in her department, hiring was based on technical know-who and nepotism,

In the primary section, the head teacher also had the some complaints of directors bring in their children to teach on the completion of senior six. “Some of these people can` t perform to the

standard because they did not go through the training; they can't make a lesson plan, scheme of work, nether work on the class room environment and some of them are naturally lazy," he narrated.

On other hand 3% of the interviewed respondents also agreed that their jobs were too complicated and they had little knowledge on how to do them better. The 5% who admitted to the complexity and little knowledge on how to do their jobs better, were supported by 93% (39%+54%) of the interviewees who were undecided. The result in table 10 also shows that 54% respondents agreed that staff were encouraged to attend short courses and training to enhance their skills and improve their performance; 13% out of 46% gave a contradicting view that they were not encouraged.

On the other hand, the primary school head teacher reported that the training is done but not adequately i.e. it is done but not in the teaching profession. The administrators failed to separate business and church ministry. Some of the trainings are based on church doctrines thus far off employees' work expectations, while some are done in administration yet most employees are in operations.

Whether GGIM staff is committed to developing their careers in the same professions 61% (10%+51%) agreed; 8% completely disagreed while 28% were undecided. Table 10 further revealed that 84 % (28%+56%) of the respondents agreed and 13% (5%+8%) disagreed with the statement that their immediate supervisor helps them develop self- determination in their jobs. As a matter of emphasis, one of the supervisors stated that employees under her tend to need continual reminders of what they are supposed to do.

Table 9: Correlation between Person Specification and Employee Performance

		Person Specification	Employee Performance
Person Specification	Pearson Correlation	0.000	0.730
	Sig. (2-tailed)	1	0.000
	N	39	39
Employee Performance	Pearson Correlation	0.730	0.000
	Sig. (2-tailed)	0.000	1
	N	39	39

Correlation is significant at the 0.000 level (2 – tailed).

The test was done to establish if a relationship exists between person specification and employee performance. As seen above, the results revealed a very high positive Pearson Correlation Coefficient of 0.730 which is greater than the 0.000 significance. It indicates a strong correlation, thus, a significant relationship between person specification and employee performance.

4.6.2 Attracting candidates and employee performance

This objective aimed at establishing effect of attracting candidates on employee performance on GGIM. The research presented the descriptive results under two dimensions: advertisement and interview. The questionnaires and interview respondents' views were examined with these variables using both quantitative and qualitative analyses.

4.6.2.1 Descriptive Results on Advertisement

Table 10 indicates the respondents` varied opinions on advertisement as an element of attracting candidates.

Table 10: Respondents` Opinions on Advertisement in Percentage

Tested items	SA	A	UD	D	SD
Advertisement					
I believe all vacancies are advertised at GGIM	5(13)	8(21)	6(15)	11(28)	9(24)
Lack of proper hiring procedures negatively affects staff quality	11(28)	19(49)	3(8)	4(10)	2(5)
Hiring procedures & guidelines are handled in a transparent way	6(15)	10(26)	13(33)	7(18)	3(8)

Source: Primary data (SPSS output extract)

From table 10 above, respondents were asked whether all vacancies are advertised at GGIM 23% (13%+21%) agreed and 49 % (28%+21%) disagreed, 15% were undecided. This means that most of the jobs are not advertised. Most employees` entry to the organization is not clear, they either hand- pick relatives, church members or friends. This puts GGIM at a high risk of hiring non-performers.

On whether lack of proper hiring procedures negatively affects staff quality, 25% (13%+12%) agreed with the statement, 49 % (28%+21%) disagreed, 8% were undecided. According to the response on this question, the high number of the disagreement could be indicative that because most of them did not go through the right procedure they lack the moral authority to support the statement since they are the culprits.

As also indicated in table 10 above, 41% (15%+26%) agreed that hiring procedures and guidelines are handled in a transparent way while 26% (18%+8%) disagreed; 33% were

undecided. *Most of the heads of departments agreed in the interviews that advertisement is done but on a narrow scale. It is only done in churches and if qualified and skilled person is not found in the churches, the only option is to choose among those ones from the church because it is the organization's policy to employ only born again Christians.*

Table 11: Correlation between Advertisement and Employee Performance

		Advertisement	Employee Performance
Advertisement	Pearson Correlation	0.000	0.669
	Sig. (2-tailed)	1	0.000
	N	39	39
Employee Performance	Pearson Correlation	0.669	0.000
	Sig. (2-tailed)	0.000	1
	N	39	39

Correlation is significant at the 0.000 level (2 – tailed).

The test was done to establish if a relationship exists between Advertisement and employee performance and as seen above, the results revealed a Pearson correlation coefficient of 0.669. When compared with a significance of 0.001, it indicates a high positive correlation. This means that there is a slightly high significant relationship between advertisement and employee performance.

4.6.2.3 Descriptive Results on Interview

Research revealed that there is a close link between the way interviews are conducted and the quality of employees and their performance. This is supported by the information derived from responses indicating that a sizable number of employees were given interviews. Details of this are indicated in table below.

Table 12: Respondents` Views on Whether Employees Were Interviewed

Tested items	SA	A	UD	D	SD
Interview					
I was interviewed before I joined GGIM	13(33)	9(23)	1(3)	4(31)	12(31)
Am sure at GGIM the interviews serve the right purpose and are not for formality	11(28)	12(31)	9(23)	5(13)	2(5)
I believe the stages of interviews candidates undergo helps GGIM get quality employees	11(28)	14(36)	9(23)	4(10)	1(3)

Source: Primary data (SPSS output extracts)

In table 12 above, findings illustrate that 56% (33%+23%) agreed that they were given interviews when they joined GGIM and 62% (31%+31%) disagreed with the statement. Only 3% were undecided and 2 heads of department admitted that most of their staff members had not been interviewed.

Respondents were further asked whether the interviews which GGIM conducted served the right purpose and were not for formality. 59% (28%+31%) agreed with the statement, 18 % (5%+13%) disagreed while 23% were undecided. That the stages of interviews candidates undergo helps GGIM to get quality employees, 64% (28%+36%) agreed, 13% (10%+3%) disagreed, while 23% were undecided.

The orphanage supervisor and the head teacher agreed that in their departments interviews are done but only for formality because most times employees are head-hunted and those brought by the directors automatically go through even when they don't have the necessary qualifications.

Table 13: Correlation between interview and employee performance

		Interview	Employee Performance
Interview	Pearson Correlation	0.007	0.442
	Sig. (2-tailed)	1	0.007
	N	39	39
Employee Performance	Pearson Correlation	0.442	0.007
	Sig. (2-tailed)	0.007	1
	N	39	39

Correlation is significant at the 0.007 level (2 – tailed).

The test was done to establish if a relationship exists between advertisement and employee performance and as seen above, the results revealed a low positive Pearson correlation coefficient of 0.442. When compared with a significance of 0.007, we see a strong correlation. This means that there is a significant relationship between preliminary shortlist and employee performance.

4.6.3 Checking Applications of Candidates and Employee Performance

This objective aimed at assessing the effect of checking application on employee performance of GGIM. The research presented the descriptive results under two dimensions: qualifications and offers and orientation/induction. The questionnaire and interview of respondents' views were examined with these variables using both qualitative and quantitative analyses.

4.6.3.1 Descriptive Results on Qualifications and Offers

Table 14 that follows indicates the respondents' varied opinions on qualifications and offers as a dimension of selecting employees.

Table 14: Respondents' Opinions on Qualifications and Offers in Percentage

Tested items	SA	A	UD	D	SD
Qualifications and offers					
Confirmation of staff in GGIM is done timely	2(5)	6(15)	6(15)	16(41)	9(23)
I was given an appointment letter	1(3)	2(5)	1(3)	11(28)	24(62)
I believe all staff sign contracts with GGIM	1(3)	4(10)	8(20)	6(15)	20(51)

Source: Primary data (SPSS output extracts)

Out of 100% respondents, only 20% (5%+15%) agreed that they were given confirmation letters when they joined GGIM, 64% (41%+23%) disagreed with the statement, while 15% were undecided. This indicates that GGIM, perhaps, doesn't respect employee confirmation. The head teacher responded that in his section, none of his staff had ever received either a confirmation or appointment letter.

On whether employees were given appointment letters, 8% (3%+5%) agreed while 90% (28%+62%) disagreed. Of the respondents, 13% (3%+10%) believed that all staff signed contracts with GGIM, while 66% (15%+51%) disagreed. From the findings in table 14 above, probably it means that neither of the three i.e. the appointment letters, contracts nor confirmation is a priority to GGIM.

Table 15: Correlation between Qualification Offer and Employee Performance

		Qualification and offer	Employee Performance
Qualification and offer	Pearson Correlation	0.000	0.580
	Sig. (2-tailed)	1	0.000
	N	39	39
Employee Performance	Pearson Correlation	0.580	0.000
	Sig. (2-tailed)	0.000	1
	N	39	39

Correlation is significant at the 0.000 level (2 – tailed).

The test was done to establish if a relationship exists between qualification and offer and employee performance and as seen above, the results revealed a Pearson correlation coefficient of 0.580. When compared with a significance of 0.000, indicates a strong positive correlation. This means that there is a significant relationship between qualification, offer and employee performance.

4.6.3.2 Descriptive Results on Orientation/Induction and Employee Performance In Percentage

Table 16: shows the respondents' varied opinions on the orientation/ induction as a dimension of selecting employees.

Tested items	SA	A	UD	D	SD
Orientation/Induction					
I was given orientation and induction when I joined GGIM	5(13)	8(21)	6(15)	7(18)	12(31)
Most staff are aware of and understand the GGIM mission	8(21)	11(28)	12(31)	5(13)	3(8)
My fellow staff got to know their expected roles during induction	4(10)	16(41)	8(21)	5(13)	5(13)
Gaps identified during induction are addressed by supervisors	6(15)	12(31)	9(23)	7(18)	4(10)

Source: Primary data (SPSS output extracts)

According to table 16 above, 34% (13%+21%) agreed with the statement that they were given orientation and induction when they joined GGIM. 49% (18%+31%) disagreed with the statement, while 15% were undecided. The head of finance department responded that the orientation is mild and significantly little socialization. That most staff is aware of and understands the GGIM mission, 21% (13%+8%) agreed with the statement, 49% (21%+28%) disagreed, and 31% were undecided.

Of the respondents, 51% (10%+41%) agreed that their fellow staff got to know their expected roles during induction while 21% were undecided and 26% (13%+13%) disagreed with the statement. 46% (15%+31%) agreed that gaps identified during induction were addressed by the supervisors, 23% were undecided while 28% (18%+10%) disagreed with the statement.

The analysis of interview results revealed that some employees began working without undergoing an induction program to enable them get used to the colleagues, working environment, interpret rules and regulations and understand how to conduct themselves in both private and public places. The heads of departments added that, to some extent, the gaps identified are addressed by the supervisors but still supervision is weak. Another supervisor added that there was poor motivation coupled with lack of close supervision.

Table 17: Correlation between Orientation/Induction and Employee Performance

		Orientation/ induction	Employee Performance
Orientation/induction	Pearson Correlation	0.000	0.843
	Sig. (2-tailed)	1	0.000
	N	39	39
Employee Performance	Pearson Correlation	0.843	0.000
	Sig. (2-tailed)	0.000	1
	N	39	39

Correlation is significant at the 0.000 level (2 – tailed).

The test was done to establish if a relationship exists between orientation/induction and employee performance and as seen above, the results revealed a very high positive Pearson correlation coefficient of 0.843. When compared with significance of 0.000, indicates a strong

correlation. This means that there is a significant relationship between orientation/induction and employee performance

4.6.4 Operation Factors, Hiring Procedures and Employee Performance

This objective aimed at assessing the effect of operation factors on employee performance of GGIM. The research presented the descriptive results under three dimensions: leadership style, reward and organization policy. The questionnaire and interview respondents` views were examined with these variables using both qualitative and quantitative analyses.

4.6.4.1 Descriptive Results on Leadership Style

Table 18: Indicates the Respondents` Opinions on Leadership Style in Percentage

Tested items	SA	A	UD	D	SD
leadership style					
I am encouraged to participate and involved in decision making which affects the organization and my job	11(28)	16(41)	2(5)	9(23)	1(3)
I am inspired with the vision of GGIM and empowered to accomplish team goals	11(28)	24(62)	1(3)	3(8)	
I am motivated by my supervisor to strive for higher goals	8(21)	22(56)	2(5)	4(10)	3(8)
I believe there is always recognition for good work, by my supervisor and management which makes me feel good and innovative	6(15)	17(44)	2(5)	8(21)	5(13)
Getting feedback from my supervisor on my level of performance which enables me to work hard towards achieving goals	13(33)	17(44)	3(8)	2(5)	4(10)

Source: Primary data (SPSS output extracts)

According to table 18 above, 69 % (28%+41%) respondents agreed that they are encouraged to participate and involve in decision making which affects the organization and their job, 26 % (23%+3%) disagreed with the statement, and 5% were undecided.

One of the teachers said that they are allowed to participate constructively in staff meetings and also given room for improvement.

The table further illustrates that 90% agreed that they are inspired with the vision of GGIM and empowered to accomplish team goals, but 8% disagreed with the statement. A high percentage of 77% (21%+56%) agreed that they are motivated by their supervisors to strive for higher goals while 18% (10%+8%) disagreed with the statement. The head teacher to the primary section responded that there was self motivation among his staff irrespective of low pay, no allowances and some teachers being harassed by some administrators during analysis meetings.

Of the respondents, 65% (21%+44%) believed that there was always recognition for good work by their supervisors and management which makes them feel good and motivated, while 34 % (21%+13%) disagreed with the statement. The supervisor sponsorship and orphanage said that in her department verbal appreciation is mostly used. The administrator added that the best employees are rewarded physically at the end of the term but this is only done in the primary school department.

On whether employees get feedback from supervisors, 77% (33%+44%) agreed that they get feedback from their supervisors on their level of performance which enables them to work hard towards achieving goals while 15% (5%+10%) disagreed with the statement.

Table 19: Shows a Correlation between Leadership Style and Employee Performance

		Leadership style	Employee Performance
Leadership style	Pearson Correlation	0.006	0.447
	Sig. (2-tailed)	1	0.006
	N	39	39
Employee Performance	Pearson Correlation	0.447	0.006
	Sig. (2-tailed)	0.006	1
	N	36	36

Correlation is significant at the 0.000 level (2 – tailed).

This test was done to establish if a relationship exists between leadership style and employee performance and as seen above, the results revealed a positive Pearson correlation coefficient of 0.447. When compared with significance of 0.006, indicates a strong correlation. This means that there is a significant relationship between orientation/induction and employee performance in Grace Global Impact Ministries.

4.6.4.2 Descriptive Results on Rewards

Table 20 indicates the respondent varied opinions on reward in GGIM

Table 20: Indicates the Respondents' Varied Opinions on Rewards in Percentage

Tested items	SA	A	UD	D	SD
Rewards					
There is fairness or equity in rewards like pay and allowance between workers	2(5)	10(26)	4(10)	13(33)	10(26)
My market worth is higher than the market value of my current job	7(18)	9(23)	10(26)	9(23)	3(8)
I and my team at work have never received any rewards as a group	12(31)	9(23)	4(10)	9(23)	5(13)
I have benefited from the trainings opportunities GGIM organizes and to me it is a reward	20(51)	14(36)	1(3)	2(5)	2(5)
GGIM rewards its employees according to their performance	2(5)	15(39)	4(10)	7(18)	11(28)

Source: Primary data (SPSS output extracts)

According to table 20 above, 31% (5%+26%) agreed that there is fairness and equality in rewards like pay and allowances; 59% (33%+26%) disagreed with the statement. Almost all the heads of departments responded that there was poor pay and lack of equity for persons clearly at the same level and this has deterred motivation.

On the other hand, 54% (31%+23%) agreed that their market worth is higher than the market value of their current job; while 36% (23%+13%) disagreed with the statement. This could be because most GGIM employees are over-qualified for the jobs they hold. Some of them had more than one degree.

A high percentage of 87% (51%+36%) agreed that they have never received any rewards as a group while only 10% (5%+5%) disagreed with the statement. 44% (5%+39%) agreed that GGIM rewards its employees according to their performance while 46% (18%+28%) disagreed with the statement. All the heads of department pointed out that in some jobs there is equity while in other jobs, mostly managerial positions, it depends on the negotiation between the directors at the entry point and papers do not matter and even the performance does not determine the pay.

Table 21: shows a correlation between reward and employee performance

		Reward	Employee Performance
Reward	Pearson Correlation	0.007	0.439
	Sig. (2-tailed)	1	0.007
	N	39	39
Employee Performance	Pearson Correlation	0.439	0.007
	Sig. (2-tailed)	0.007	1
	N	39	39

Correlation is significant at the 0.007 level (2 – tailed).

The test was done to establish if a relationship exists between reward and employee performance and as seen above, the results revealed a positive Pearson correlation coefficient of 0.439. When compared with significance of 0.007, indicates a strong correlation. This means that there is a significant relationship between reward and employee performance

4.6.4.3 Descriptive Result on Organization Policy and Employee Performance

Results in table 22 reveal the varied responses of staff on organization policy.

Table 22: Respondents’ Opinions on Organization Policy in Percentage

Tested items	SA	A	UD	D	SD
Organization Policy					
I believe some of the GGIM policies have changed me into a better employee than the way I came	12(31)	22(56)	3(8)	1(3)	1(3)
I believe some of the GGIM policies encroaches on my freedom as in enshrined the constitution of Uganda	13(33)	16(36)	2(5)	9(23)	1(3)
I believe some of GGIM policies have helped to develop me spiritually	18(49)	16(36)	5(15)	-	-

Source: Primary data (SPSS output extracts)

Table 22 reveals that out of 100% respondents only 6% disagreed that GGIM policies have changed them into better employees compared to way they joined while 87% (31%+56%) and 8% were undecided with the statement. However hard the policies are to abide by, many members confessed that they are far better than they came in. One teacher said that “Living in GGIM you live a full life (fully balanced) and growing every day in all areas i.e. mentally, spiritually and physically. The days I have spent in GGIM are so important in my life,” he emphasized.

On the other hand, as 69% (33%+36%) agreed that some GGIM policies encroach on their freedom, 26% (23%+3%) disagreed with the statement and 5% were undecided. Most people interviewed pointed out that they were not given choice and freedom of worship. Having a job is on condition that you become a Pentecostal and attend Sunday services and Wednesday fellowships. Failure to comply with the above, one stands a risk of losing the job.

There is also a policy of automatic deduction 10% off employee`s salary as tithe to the Church. The reason given was that when it is left as optional people will not give their tithes to the Church or they will take it elsewhere. That is why the management had to make it a policy according to management committee meeting minute number 3/4st / Feb/ 2010). This policy was also put in the appointment letter of every employee to sign before starting work.

Furthermore, 85% (49%+36%) believed that some of GGIM policies have helped them to develop spiritually only 15% were undecided and no one disagreed. This spiritual development perhaps could be a result of being forced to attend church. Whether it seems a force most employees were able to realize spiritual development in their lives.

Table 23: shows a correlation between organization policy and employee performance

		Organization policy	Employee Performance
Organization Policy	Pearson Correlation	0.005	0.438
	Sig. (2-tailed)	1	0.005
	N	39	39
Employee Performance	Pearson Correlation	0.438	0.005
	Sig. (2-tailed)	0.005	1
	N	39	39

Correlation is significant at the 0.000 level (2 – tailed).

The test was done to establish if a relationship exists between leadership stay and employee performance and as seen above, the results revealed a positive Pearson correlation coefficient of 0.438. When compared with significance of 0.005, indicates a strong correlation. This means that there is a significant relationship between orientation/induction and employee performance

4.7 Summary of the presentations, analysis and interpretation of results

The presented, analyzed and interpreted empirical results answered all the four research questions and substantiated the four hypotheses of the study the qualitative data finding were not far from the qualitative data, indicating that the findings were reliable and sincere.

Majority of employees in GGIM were between the ages of 20 and 30 years and were not married. Similarly the majority of GGIM employees had attained education level ranging from certificate

to post graduate diploma, job descriptions are given at the confirmation of the job, but they are not followed afterwards; for the managerial positions candidates are head-hunted and qualifications and skills are mostly not an issue, interviews are done but mostly for formality, the only way of advertising is through churches, selection is almost lacking since employees are handpicked, confirmation is done for all employee, induction and orientation is done but not adequate, salary and allowance for managerial positions depends on negotiation at the entry point for other positions the scale is already set.

CHAPTER FIVE

SUMMARY OF DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study examines the extent to which hiring procedures affect employee performance in Grace Global Impact Ministries in Uganda. The intentions of the study were well laid out in the section of the objectives, significance and justification in chapter one. The overall aim of the study was to map strategies for resolving the performance problem through a number of means including streamlining of the hiring procedures and operation factors. This chapter presents the summary and an objective by objective discussion of findings, conclusions and recommendations.

5.2 Summary

5.2.1 Job analysis and employee performance

Based on the coefficient $P = 0.378 > 0.05$ realized by the analysis of variance (ANOVA) at a (9.23) degree of freedom, the null hypothesis of this study was accepted, which implies that there is no significant relationship between job analysis and employee performance in GGIM. The model weakly linked the dependent variable and the independent variable, it suggested a weak correlation between the two variable ($R=0.792$). This suggested that improvement in job analysis causes slight improvement in employee performance.

5.2.2 Attracting candidates and employee performance

Based on the coefficient $P = 0.662 > 0.05$ realized by the analysis of variance (ANOVA) at a (9.23) degree of freedom. The null hypothesis of this study was accepted, which implies that there

is no significant relationship between attracting candidates and employee performance in GGIM. The R square = 0.850 this suggest that 9.5% of the variations in performance is explained by attracting candidates.

5.2.3 Checking applications and employee performance

Based on the coefficient ($P = 0.524 > 0.05$) realized by the analysis of variance (ANOVA) at a (9.23) degree of freedom, the null hypothesis of this study was accepted, which implies that there is no significant relationship between checking applications and employee performance in GGIM. Looking at the R-square = 0.922 this suggest that 9.22% of the poor performance of the employee is contributed by poor selection of employees.

5.2.4 Operation factors and employee performance

Based on the coefficient ($P = 0.365 > 0.05$) realized by the analysis of variance (ANOVA) at a (9.23) degree of freedom, null hypothesis of this study was accepted, which implies that there is no significance relationship between operation factors and employee performance in GGIM.

5.3 Discussions of Finding

The findings are discussed objective by objectives as follows

5.3.1 Job analysis and employee performance

The results showed that GGIM goes through defining requirements for employment as hiring procedures, that is, the management team meets and analyses the situation whether it requires hiring and then comes up with the job description and person specifications. However,

identifying the need for hiring, getting the right person and giving her or him the job descriptions has not substantially changed the performance of employees.

Generally it was clear from the study that despite the fact that employees get several trainings, there hasn't been a corresponding improvement in services provided by the people who receive the training. The quality of services offered does not reflect the training received, yet training should always lead to better staff performance.

It is worth noting that there was an improvement in both hand writing and pronunciation of words among both teachers and children in the primary section due to the training which was facilitated by the Fields of Life School supervisor.

The researcher, however, wondered if it was enough to look at the results in terms of handwriting and pronunciation of words or also to analyze how the staff have benefited through the training they received to perform better at work.

5.3.2 Attracting candidates and employee performance

The findings revealed that the only way GGIM attracts candidates is by advertising within the organization and in the churches. When no one can be promoted to fill the position within the organization, then employees tell their colleagues outside the organization. The advertisement is, therefore, done at a narrow base whereby competitive people are not reached. However, other avenues of advertising outside the organization can be exploited such as the media.

The study revealed that the ways of attracting candidates are not evaluated to see whether they are giving the organization the best results. This implies that advertising only within the organization doesn't give GGIM the best work force.

The research revealed that since most of the employees are hand-picked, selection is almost lacking because the team knows whom they want and this in the end leads to poor performance since employees know that they have personal attachments to the people within the organization and sometimes even to their supervisors. As the saying states, "What it takes to get, it takes to keep." People value and keep only what they struggled to get.

5.3.3 Checking application and employee performance

The findings revealed that applications are not checked after the interviews to detect any misinformed information usually employees give when they don't have enough requirements for the job. Orientation and induction is done but not adequate, employees find it hard to cope up with the organization culture, work stress, and inquiries in case of any problem. GGIM is likely to pay dearly in terms of wastages and mistakes which are committed by the disoriented employee.

5.3.4 Operation factors and employee performance

It was revealed that some operation factors like rewards affect the way employees perform. When employees receive rewards to be equitable, they develop a feeling of attachment to the organization and work hard to see that they achieve the best for the organization. However, the reverse is true, poor performance could be a sign of dissatisfaction.

5.4 Conclusions

From the above findings of the study, the researcher was able to draw the following conclusions in accordance with the stated objectives.

5.4.1 Defining requirements and employee performance

The presented, analyzed and interpreted results have all led to one conclusion, namely, that defining requirements negatively affects performance. This implies that improving upon defining requirements will certainly enhance performance. If nothing is done to the identified weaknesses in the hiring procedures, then the performance problem is likely to persist. While planning hiring, there must be a confirmed gap and then job descriptions and person specification should be clearly stated out to make the work of the interview panel clear and easy. Any manager or policy maker in viable defining requirements should know something about human resource planning and employee performance.

5.4.2 Attracting candidates and employee performance

The findings revealed that GGIM has only one method of attracting employees and this is internal advertising. The findings also showed that attracting candidates negatively affects employee performance. While planning hiring, internal hiring programs should be carefully integrated with external hiring programs and both should be given the same attention.

The findings also revealed that selection as a procedure almost doesn't exist since most of the employees are hand-picked if within the organization no one is ready to take up the job. If competitive employees are to be recruited, right procedures of attracting candidates need to be

set in place to attract a variety of candidates among whom the best will be selected. If managers and policy makers are convinced of the usefulness of selecting among a variety, the persisting rise of employing poor performers will drastically reduce.

5.4.3. Checking applications and employee performance

The findings revealed that applications are not checked after the interviews to detect any misinformed information usually employees give when they don't have enough requirements for the job. Orientation and induction is done but not adequate, checking applications should be done in order to avoid employing people who are not qualified for the jobs they apply for. Managers and supervisors should make sure that all newly employed people are given orientation and induction if wastage and mistakes caused by oriented employees are to be minimized.

5.4.4 Operation factors and employee performance

Arising from objective four, the interaction of operation factors with the hiring procedures was found to have a negative effect on employee performance. The findings showed that when the operation factors interacted with each independent variable, there is variance in performance. This implies that the effect of the moderating variable on hiring and performance cannot be underestimated. It should be noted that even when the job will be analyzed well, attracting a variety of competitive employees, and selecting them well for the right jobs, but without effective orientation and induction, there will be no feedback from everyone involved (Cascio, 2006). The required level of performance may be attained if the right rewards are administered coupled with balanced leadership styles.

5.5 Recommendations

Based on the previous conclusions, managers and policy makers could utilize the results of the study to highlight the challenges and opportunities related to employee performance and identify the internal strength and weaknesses to improve upon employee performance and the factors affecting it. The following recommendations are therefore consistent with the objectives and are a step towards improving employee performance.

- **Defining requirements and employee performance**

Numbers and categories of people required for hiring should be specified in the hiring programme which is derived from the human resource plan. Both the person specification and job description should be clearly laid down.

Defining requirements should also be done for already existing jobs so that each employee knows his or her job descriptions, their boundaries and their expectations as this will help them to be more effective.

- **Attracting candidates and employee performance**

Managers and policy makers should make sure that competitive employees are attracted to apply whenever a job / jobs are advertised. In the process of acquiring the best employees and the right supervisors with the knowledge of what the need is, better results will be automatic. This could be done by advertising both within and outside the organization. The advertisement should also show the salary and other allowances to attract more people to apply.

The administration should also make sure that the selection team selects without bias and nepotism. Candidates should be selected in accordance with their performance in the interviews. It is also advised for the interviews to be more than one type as this helps to gauge the reasoning capacity, speed and the social behaviours of an individual.

The hiring procedures should make a policy that cuts across all departments of GGIM if the general objectives and the mission of the organization are to be achieved. It is advisable for mostly the managerial positions to be passed through the right procedures because they are going to do the supervision on the ground. A person cannot supervise what he or she has no knowledge of.

- **Checking applications and employee performance.**

The administration should make sure that all applications are checked before confirming candidates for employment. This can be done by direct calling the universities, institutions and former employees. The supervisors should make sure that before starting supervisions newly employed employees should undergo orientation and induction to avoid wastage and mistakes which are likely to be done in the early stages of employment.

- **Operation factors and employee performance**

The leadership styles should be balanced so that people are given room to point out the issues which affect them at work and also contribute to the development of the organization in decision making.

GGIM and the workers should advocate and encourage positive changes whenever reviews of workers remuneration are done. For example, the level of remuneration of workers should be reasonable, commensurate with the work done and responsibilities taken and comparable to equivalent jobs across various departments. Secondly, allowances should be provided to workers who provide extra services and overtime for example, upper class teachers.

5.5 Areas of further research

The following areas should be considered for further research:

Impact of increased workload brought about by the shortage of human resources on productivity in GGIM. During the research it was found out that some teachers were too over loaded and the management demands were too high.

There is also a need for job analysis and evaluation of the existing jobs.

Factors which contribute to labour turnover in GGIM: It was found out that there is high labour turnover among teachers almost each year. The primary section and the orphanage recruit new staff almost each year. It is important to establish how labour turnover contributes to staff performance.

Contribution of employee remuneration and employee performance at GGIM: a study to establish how remuneration can contribute to performance of employees at GGIM.

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APPENDIX a QUESTIONNAIRE

Dear respondent,

This questionnaire intends to examine hiring procedures and employee performance of Grace Global Impact Ministries in Uganda.

You are kindly requested to answer the questions sincerely and accurately. This study is purely an academic and therefore all information gathered will be used for academic purposes and will be treated with utmost confidentiality. I will be grateful if relevant information is provided.

Thank you very much for your cooperation and time.

Mulaaza Rebecca

Student

SECTION A: BACKGROUND INFORMATION

NO	From number 1-6, please tick the box that is appropriate for you.			
1	Sex	1) Male <input type="checkbox"/>	2) Female <input type="checkbox"/>	
2	Age bracket	1) 20-30, <input type="checkbox"/>	2) 31-35, <input type="checkbox"/>	3) 36-40, <input type="checkbox"/>
		4) 41-50, <input type="checkbox"/>	5) 60 above <input type="checkbox"/>	
3	Academic qualifications	1) Primary <input type="checkbox"/>	2) Certificate <input type="checkbox"/>	3) Diploma <input type="checkbox"/>
		4) Degree <input type="checkbox"/>	5) PGD <input type="checkbox"/>	6) Masters <input type="checkbox"/>
4	Category of staff	1) Administrative <input type="checkbox"/>	2) Head teacher <input type="checkbox"/>	Others <input type="checkbox"/>
		3) Teacher <input type="checkbox"/>	4) Support staff <input type="checkbox"/>	
5	Numbers of years in service	1) 1-3 <input type="checkbox"/>	2) 4-6 <input type="checkbox"/>	3) 6-8 <input type="checkbox"/>
		4) 9-11 <input type="checkbox"/>	5) 12-13 <input type="checkbox"/>	6) 14 above <input type="checkbox"/>
6	Appointment status	1) Probation <input type="checkbox"/>	2) Confirmed <input type="checkbox"/>	
		3) Contract <input type="checkbox"/>	4) Part-time <input type="checkbox"/>	

SECTION: B, C, D AND E

Section B – E are structured questions, you are requested to tick (column) of the scale 1-5 which you feel according to your opinion is the most suitable answer for a particular number.

1	2	3	4	5
Strongly Agree (SA)	Agree(A)	Undecided / not sure (NS)	Disagree (D)	Strongly disagree (SD)

SECTION B:

TO determine the relationship between defining requirement and employee performance

NO	Job Description	1 SA	2 A	3 NS	4 D	5 SD
1.	Job description was given to me when I joined GGIM to guide me on my duties					
2.	Job description defines clearly my duties which enable me to perform work effectively					
3	Job description has made my work very organized and interesting					
4	Job description forms the basis for my performance measurement					
5	The job description given to me is being followed, the work I do is based on what is my JD only					
	Person Specification					
6	I believe GGIM considers person specification when determining job positions					
7	My job is too complicated and I have little knowledge on how to do it better					
8	Staff are encouraged to attend short courses and training to enhance the skills and improve on performance					
9	GGIM staff are committed to develop their career in the same professions					

10	My immediate supervisor helps me develop self – determination in my job					
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SECTION C:

To establish the effect of attracting candidates on the employee performance

	Advertisement	1	2	3	4	5
		SA	A	NS	D	SD
11	I believe all vacancies are advertised at GGIM					
12	Lack of proper hiring procedures negatively affects staff quality					
13	Hiring procedures & guidelines are handled in a transparent way					
	Interview					
14	I was interviewed before I joined GGIM					
15	Am sure at GGIM the interviews serve the right purpose and are not for formality					
16	I believe the stages of interviews candidates undergo helps GGIM get quality employees					

SECTION D:

To find out the effect of checking application on employee performance

	Qualifications and offers					
17	Confirmation of staff in GGIM is done timely					
18	I was given an appointment letter					
19	I believe all staff sign contracts with GGIM					
20	Orientation / Induction					
21	I was given orientation and induction when I joined GGIM					

22	Most staff are aware of and understand the GGIM mission					
23	My fellow staff got to know their expected roles during induction					
24	Gaps identified during induction are addressed by supervisors					

SECTION E: OPERATION FACTORS

To assess the effect of operation factors on employee performance

	Leadership Style	1	2	3	4	5
		SA	A	NS	D	SD
25	I am encouraged to participate and involved in decision making which affects the organization and my job					
26	I am inspired with the vision of GGIM and empowered to accomplish team goals					
27	I am motivated by my supervisor to strive for higher goals					
28	I believe there is always recognition for good work, by my supervisor and management which makes me feel good and innovative					
29	Getting feedback from my supervisor on my level of performance enables me to work hard towards achieving goals					
Rewards						
30	There is fairness or equity in rewards like pay and allowance between workers					
31	My market worth is higher than the market value of my current job					
32	I and my team at work have never received any rewards as a group					
33	I have benefited from the trainings opportunities GGIM organizes and to me it is a reward					

34	GGIM rewards its employees according to their performance					
Organization policy						
35	I believe some of the GGIM policies have changed me to a better employee than the way I came					
36	I believe some of the GGIM policies encroaches on my freedom as in enshrined the constitution of Uganda					
37	I believe some of GGIM policies have helped to develop me spiritually					
SECTION E: PERFORMANCE						
schemes of work and lesson plans						
38	I believe all the teachers make their schemes of work and lesson plans					
39	My lesson plan is confirmed before I start teaching					
40	My supervisors do follow ups on the schemes of work and lesson plans					
Classroom environment						
41	My class is always clean before I start teaching and I make sure I live it clean					
42	The learning aids are always clean and the seats of my pupils are arrange properly					
43	I open the classroom windows and door at all times					
Academic Performance						
44	I believe most of the learners who sit for PLE and UCE pass in grade A					
45	I believe all the teachers have enough qualifications and experience to produce to the standards					
45	GGIM products can compete country wide in the field					
46	I believe GGIM employees are one of the best performing employees I have worked with before					
47	I believe the number of academic failures is higher than					

	the number of passes					
	Children`s hygiene					
48	I check my pupils daily when they are out for break and lunch					
49	I make sure children`s hair is combed daily and I remind them to tell their parents to keep their hair short					
50	I make sure that children wash their hands after using the latrine					

	Customer retention					
51	I believe there is little complaints from GGIM clients about poor customer care					
52	Fellow staff understand the individual needs of their customers /clients					
53	Percentage of customers satisfied with quality and timeliness of service is high					
54	GGIM loses students every year					
5	Employees give accountability to client regularly					

SECTION F:

Read the statement below and tick the most suitable answer according to your opinion in the column of question 1.

1	2	3	4	5	6									
Excellent	Very Good	Good	Fair	Poor	Very Poor									
1	How do you rate the performance of GGIM Staff					1	2	3	4	5	6			
2	Outline at least 4 reasons to support your answer you ticked in number 1 above													
(i)														
(ii)														
(iii)														
(iv)														

APPENDIX b: INTERVIEW GUIDE FOR ADMINISTRATIVE STAFF

Hiring and performance

1. How do you recruit staff in your department?
2. How do you measure the performance of the staff in your department?
3. How do you rate the performance of staff under your supervision? If it is very good/good/fair/poor, what makes their performance very good/good/fair/poor?
4. If the performance is fair or poor, what do you think could be the cause of poor performance by the staff?
5. Do you think the staffs in your department were recruited through the right procedures?
6. What are some of the hiring procedures that GGIM follow when acquiring its employees?
7. What other factors do you think affect the performance of GGIM staff besides hiring?
8. In your department, do you think staff have job descriptions to guide their work?
9. How does GGIM recognize the achievement of staff on a task well accomplished?
10. As a department what is normally done to poor performers if any?
11. Does GGIM define the jobs available and then draw up a job description and person specification?
12. In your department do you do orientation and socialization of new employees?

**APPENDIX c: INTERVIEW GUIDE TO TEACHERS AND SUPPORT STAFF ON:
HIRING AND PERFORMANCE**

1. Was your job advertised?
2. Did you do interviews?
3. Mention factors which hinder you from performing your job well
4. Do you have a clear defined job description that guides you on what to do, how to do it and when to do it?
5. GGIM encourages staff to study in order to improve on their performance. What do you think about it?
6. If you have done a good job as individual or as a team does your supervisor recognize it, what does he or she do about it?
7. As a group or union do you think your views reach management and they act upon your contribution to the well – being of the organization or yourself?
8. Were you given orientation/Induction when you entered GGIM?
9. What are the weak points of GGIM hiring procedures?
10. What do you think should be done by management in order to improve your performance?

APPENDIX d: Estimating Sample Size Determining Sample Size from a given population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1400	297
20	19	240	148	1500	302
25	24	250	152	1600	306
30	28	260	155	1700	310
35	32	270	159	1800	313
40	36	280	162	1900	317
45	40	290	165	2000	320
50	44	300	169	2200	322
55	48	320	175	2400	327
60	52	340	181	2600	331
65	56	360	186	2800	335
70	59	380	191	3000	338
75	63	400	196	3500	341
80	66	420	201	4000	346
85	70	440	205	4500	351
90	73	460	210	5000	354
95	76	460	214	6000	357
100	76	480	217	7000	361
110	80	500	226	8000	364
120	86	550	234	9000	367
130	92	600	242	10000	368
140	97	650	248	15000	370
150	103	700	254	20000	375
160	108	750	260	25000	377
170	113	800	265	30000	379
180	118	850	269	40000	380
190	123	900	274	50000	381
200	127	950	278	60000	382
210	132	1000	285	100000	384

Note: N is population size; S is sample size

Source R.V Krejcie and D.Morgan Amin(2005) Determining sample size for research activities, Educational and Psychological Measurement, 30, p.608.