ORGANISATIONAL FACTORS AND JOB PERFORMANCE AMONG EMPLOYEES IN GLOBAL HEALTH UGANDA

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN MANAGEMENT STUDIES (HUMAN RESOURCE MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE , KAMPALA

FEBRUARY 2018

DECLARATION

I**, Leticia Iguma Nandago,** hereby declare that this work is original and has never been submitted before to any university or institution of learning for a degree or any other award.

Signed ……. Date ……..

APPROVAL

This is to certify that this study has been carried out under our supervision and has been submitted with our approval in partial fulfillment for the award of the degree of Masters in Management Studies (Human Resource Management) of Uganda Management Institute.

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DEDICATION

I dedicate this work to my Angel, my husband. Gabriel Iguma, thank you for believing in me. Thank you for standing by me through it all. For giving of your time, money, prayers and wisdom. For always encouraging me, for always reading through my work tirelessly and giving feedback. For always praying over me and my work.

Your love for me is overwhelming. Thank you. I love you!

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ABSTRACT

The job performance of the staff at Global Health Uganda seems to be dwindling to the worst. More data queries are registered and this is affecting the data produced by this research based organization. The aim of this study was to establish whether a relationship existed between organizational factors and job performance among employees in Global Health Uganda. A descriptive cross sectional study with a mixed method approach was undertaken focusing on fulltime employees of the organization. A structured questionnaire was used; 72 questionnaires were distributed and 65 valid questionnaires were returned, yielding a response rate of 90%. Reliability of the data was tested and correlation analysis was used on the relationship between the different organizational factors and job performance. This study revealed that organizational factors had a positive effect on job performance and there was a statistically significant relationship found. Staff welfare was found to be the dominant organizational factor that has an impact on job performance. Organizational factors have an effect on job performance in an organization and it may negatively or positively affect job performance. In a bid to accomplish organizational goals and objectives, it is important for management to identify the organizational factors that positively affect job performance and enhance them to improve on the overall performance of the organization.

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This study investigated the relationship between organizational factors and job performance among employees at Global Health Uganda. The study looked at work environment, staff welfare and quality of supervision as the organizational factors.

In this study, organizational factors were the independent variable and job performance the dependent variable. While organizational factors were measured in form of the three different dimensions of quality of supervision, staff welfare and work environment, job performance was measured by achievement of targets, quality of work and attendance.

This chapter covered the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions and hypotheses, the conceptual framework, significance and justification of the study as well as the scope of the study.

1.2 Background to the study

The background of the study was comprised of the Historical, Theoretical, Conceptual and Contextual backgrounds which explored the different areas of background to the study which was based on.

1.2.1 Historical Background

Organizational factors are the elements, circumstances or influences that contribute to the achieving of the goal of an organization. This may include organization design which involves the alignment of all elements (such as organizational structure, technology, rewards, organizational culture among others) in an organization in order to achieve the organizations goals and objectives. According to Daft (2010), organization design and management approaches have varied in

response to changes in the larger society. The first attempts date as far back as the 1900s and these were aimed at resolving the problems of human administration and organization that were being faced at the time that is labor shortages and other effects of the world wars in the 1990s. Consequently, a number of approaches to organization, structure and management were developed. These approaches can be categorized as classical, human relations, systems and contingency (Mullins, 2007). The classical approach was prominent from the 1910s to the 1940s; the human relations approach from the 1940s to the 1960s; the systems approach from the 1950s to the 1960s and the contingency approach from the 1970s to date (Tibamwenda 2010). The classical approach was developed during the industrial revolution a time when the factory system emerged. Production of work was now on a larger scale and therefore people had to think of how to design and manage work in a way that would increase productivity and also help organizations to attain maximum efficiency (Daft 2010). This approach mainly focused on the purpose, formal structure and hierarchy of management; technical requirements and general sets of principles of organizations (Mullins 2007). During the period of classical approach a number of theories were developed; the scientific management theory by Fredrick Winslow Taylor in 1911 and in 1919 Henri Fayol's theory of administration which had 14 principles of management to act as guidelines for managers (Champoux 2006).

1.2.2 Theoretical Background

A number of theories have been advanced to explain the theory of organization design. One such theory is that of Fredrick Herzberg's two factor theory. Frederick Herzberg considered by many to be a pioneer in motivation theory came up with two dimensions of employee satisfaction in the late 1950's after interviewing a group of employees to find out what made them satisfied and

dissatisfied on the job and therefore affecting their job performance. He theorized that employee satisfaction depends on two sets of issues: hygiene issues and motivators. Once the hygiene issues have been addressed, he said, the motivators create satisfaction among employees (Syptak, Marsland and Ulmer 1999).

Although hygiene issues are not the source of satisfaction, these issues must be dealt with first to create an environment in which employee satisfaction and motivation are even possible. According to Slanova and Kirmanen (2010) the basis of Herzberg's work is in the Maslow's Hierarchy of Needs, where he started with the idea that what causes the job satisfaction is the opposite of those things that cause job dissatisfaction. After conducting his survey, Herzberg found out that what makes people happy is what they do or the way they're utilized and what makes people unhappy is the way they're treated. It is through these findings that he created the theory of Motivators and Hygiene factors. In his view, both factors can motivate workers but they work for different reasons. While hygiene factors tend to cause only short-term satisfaction to the workers, the motivators most probably cause longer-term job satisfaction hence job performance among the workers.

In a bid to understand the relationship between organizational factors and job performance, the researcher used Herzberg's Two- factor theory of Motivation and Hygiene. This was the underlying theory in this study since it best relates to the variables being researched about.

1.2.3 Conceptual Background

Organizational factors have been defined as elements, circumstances or influences which contribute to production of a result. They are also the influence that affects the nature, magnitude, and/or timing of a consequence. Organizational factors contribute to the design of an organization. Stanford (2007; 1) defines organizational design as "the outcome of shaping and aligning all the

components of an enterprise towards the achievement of an agreed mission." According to Robbins (2001), organizational design is concerned with constructing and changing an organization's structure to achieve the organization's goals.

The study used the competing values framework (CVF) developed by Quinn & Rohrbaugh, (as cited in Gröndahl and Martinsson, 2011), which serves as a tool to analyze organizational factors, to provide a conceptual background for this study. The framework is based on four models which represent the unseen values for which people, programmes, policies and organizations live and die (Van Assen, Van Den Berg, & Pietersma, 2009). For purposes of this research organizational factors were defined as the elements, circumstances or influences that contribute to the achieving of the goal of an organization while job performance was defined as quantity and quality of work expected from each employee.

1.2.4 Contextual Background

Global Health Uganda (GHU) is a collaboration of health scientists from Universities in Uganda, America and England interested in child health and neurodevelopment research and provides a platform for collaborative research within Uganda. It is project based and currently with seven studies each running rigorously for specified time between three to five years and operates on funds from grants organizations such as National Institutes of Health (NIH), OAK foundation, Royal College of Pediatrics among others.

The collaboration was formed in 2003 when five researchers with minimal funding but driven by high interests in the same field of research came together to carry out studies in Malaria following reports of high incidences of malaria in Kabale district. From then on, more and more researchers have been inducted into the collaboration increasing its membership and activity base as well.

With the increase in research grants, there was a need to recruit research assistants and administrative staff for the day to day running of the collaboration. Thus more structure was introduced and the collaboration became a more organized platform extending its activities also to management of research grants for individuals wishing to carry out research especially in Malaria, child health, brain injury and neurodevelopment.

For ten years now, GHU has been operating with its base on Mawanda Road Kampala and due to the nature of research work done, most of the GHU offices are located in hospital wards with operations in Tororo regional hospital, Mulago hospital Kampala and Nalufenya Hospital in Jinja district as well. The staff numbers have grown from five (5) to eighty (80) full time staff, with about eight locum/part time staff coming in whenever there is a need. GHU has grown into an organized platform providing employment, grooming, mentoring and empowering upcoming scientists in research. The organization now has different departments such as Human resources, administration, IT, Operations and finance departments to ensure the smooth running of its operations.

GHU experiences problems with low performance of staff which is seen in the increased number of data queries at the quality control desks and the various complaints from the different supervisors about the decline in performance of many of their staff members. If nothing is done, it is likely to face a great decline in performance as a whole. This will affect the quality of data produced and will then affect the reputation of GHU as a research based organization since research is focused around data. It is with this background therefore that the researcher set out to investigate the relationship between organizational factors and job performance.

1.3 Statement of the problem

One of the objectives of GHU is to develop the capacity of young scientists in conducting research by creating an environment that seeks to mentor and groom young researchers (GHU, 2015). Over the years, GHU placed a considerable amount of effort in ensuring it recruits fresh graduates into the organization as a way of initiating them into the research world. GHU has also put considerable effort in enhancing the job performance of employees by aligning the staff members with supervisors who are their potential mentors, making improvements in staff remuneration, recognizing outstanding performers through annual performance awards among others.

In spite of all the above efforts, the Human Resource Report of December 2013 reported that there was a general decrease in the performance of the staff members as evidenced in the increased number of data queries received from the quality control desks which indicated that there is an increase in unclean data from the projects. There had also been growing instances whereby employees had become lax, not following protocol as usual, lost morale and had even become defiant in some cases.(HR report 2013)

The above are some of the indicators that the measures put in place to enhance job performance in the past years still had some gaps. Hence the need to carry out this study in order to investigate whether the questionable job performance is influenced by the organizational factors.

1.4 Purpose of the study

The study attempted to establish the relationship between organizational factors and job performance among employees in Global Health Uganda.

1.5 Objectives of the study

The study aimed to achieve the following objectives;

a) To find out the effect of quality of supervision and job performance in GHU.

b) To examine the effect of staff welfare on job performance in GHU.

c) To examine the effect of work environment on job performance in GHU.

1.6 Research Questions

The study aimed to answer the following research questions;

a) What is the effect of quality of supervision on job performance in Global Health Uganda?

b) What is the effect of staff welfare on job performance in Global Health Uganda?

c) What effect does work environment have on job performance in Global Health Uganda?

1.7 Research Hypothesis

The study aimed to verify the following hypotheses;

a) Quality of supervision significantly affects job performance in Global Health Uganda.

b) Staff welfare affects job performance in Global health Uganda.

c) Work environment affects job performance in Global health Uganda.

1.8 Conceptual Framework

The following is a diagrammatic expression of the possible relationship between Organizational factors and Job Performance. It was envisaged that Organizational factors have an influence on Job Performance.

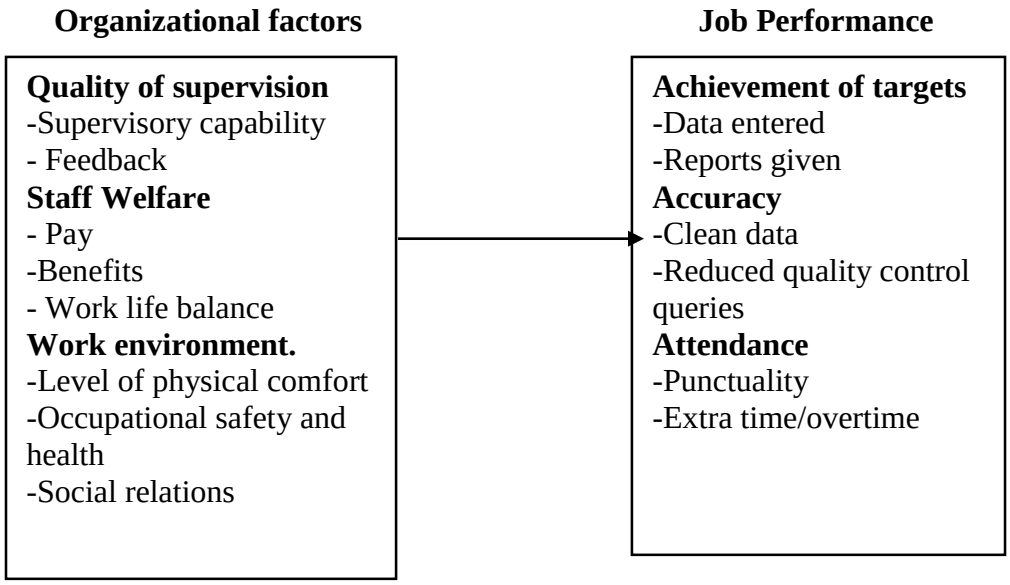

Figure 1: Conceptual framework indicating a hypothesized relationship between Organizational factors and job performance

Source: Adapted from Quinn and Faerman (2007) and modified by the researcher.

The figure was meant to show the relationship between organizational factors and job performance. It was assumed that when staff welfare is well taken care of in terms of pay, benefits and work life balance, then the job performance will improve in terms of completion of tasks, quality of work and attendance. For example in GHU, the staff members have their salary stated in dollars which should ideally be an incentive to make them work hard and perform well at their jobs, this has not necessarily been the case. However, it was also seen that for times when pay was increased, the employee may take more time in extra circular activities that are funded by the

increased pay and they may therefore stop being punctual due to the fact that they spend most of the evenings and nights 'enjoying' their increased pay.

The framework also shows that with good quality of supervision, employees will perform better. However this may not be the case. Some employees can potentially perform well even with no supervision. The framework is therefore meant to show potentially how the two variables affect each other.

1.9 Scope of the study

The study was carried out at the Global Health Uganda head office on Mawanda Road, Kampala and at three other sites in Jinja, Tororo and Mulago in order to have findings that were more generalizable and representative of the entire staff population.

The study was intended to critically analyse the impact of the organisational factors on job performance and attempt to examine the relationship between organizational factors and job performance among employees in GHU due to the rising decline in performance of the staff members.

The focus was on the period from January 2012 to December 2016. This was because this was the period when the Human resource department was structuralised meaning documentation of things happening was intensified by the new department. In addition to that, there was increased recruitment of new staff members as many projects begun during this period. Also the length of the projects that started then gave enough time for the necessary observations to be made.

1.10 Justification of the study

For any organization to survive there should be optimal performance which is determined by the performance of the employees. It is therefore crucial that the relationship between organizational factors and job performance be investigated.

It was anticipated that this study would give senior management of GHU a deeper understanding of organizational factors and be important to define the best possible options for management in terms of policy making and to recognize where some specific things need to be improved or even changed in order to subsequently enhance job performance.

1.11 Significance of the Study

The findings from this study will help document on the impact organisational factors have on job performance especially in project based research organisations which has previously not been highly researched. It will also be very important in the effective performance of the organisation's human assets and hopefully enlighten the organisations management on issues that do affect job performance of the employees with possible alternatives for better management. The findings will also help the reader gain deeper understanding of the relationship between organisational factors and job performance.

1.12 Operational definition of terms and concepts

Organizational factors: The elements, circumstances or influences which contribute to production of a result.

Organizational design: The outcome of shaping and aligning all the components of an enterprise towards the achievement of an agreed mission.

Job performance: Quantity and quality of work expected from each employee. Behaviors that employees do in their jobs that are relevant to the goals of the organization.

Staff welfare: Facilities that are essential for the well-being of employees.

Work environment: Physical geographical location as well as the immediate surroundings of the workplace and other factors relating to the place of employment.

Supervision: The act of watching a person or activity and making certain that everything is done correctly and safely.

Accuracy: The lack of error or closeness to truth or fact.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter, an attempt was made to review secondary literature, written and or published by scholars on organizational factors and job performance. Secondary and primary sources of literature were used to gather this information. This chapter therefore presented literature guided by the research objectives and questions by reviewing dimensions under the competing values framework and the Herzberg's two factor theory respectively to underpin the main areas of organizational factors and job performance.

2.2 Theoretical Review

The researcher reviewed a theory that has the closest connection to the aspects and variables of the study that was going to be carried out. The researcher focused on the Two Factor Theory by Fredrick Herzberg for the theoretical review. This theory was chosen because it relates to how organizational factors may have an influence on the job performance at the workplace.

2.2.1 Two Factor Theory

The Herzberg two factor theory is also known as the motivation and hygiene theory. It was developed by a psychologist called Frederick Herzberg in 1957. This theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction Herzberg, F (2005). Frederick Herzberg, who theorized that job satisfaction and job dissatisfaction act independently of each other. According to Herzberg, intrinsic motivators and extrinsic motivators have an inverse relationship. This is to say that intrinsic motivators tend to

inspire motivation when they are present, while extrinsic motivators tend to reduce motivation when they are absent.

According to Armstrong (2009) the Two-factor model of satisfiers 'Motivators' and disatisfiers 'Hygiene issues' was developed by Herzberg, Mausnes, Peterson, & Capwell (1957) following an investigation into the sources of job satisfaction and dissatisfaction of accountants and engineers. With this theory, it was assumed that people had the capacity to report accurately the conditions that made them satisfied and dissatisfied with their jobs. It was found that the accounts of 'good' periods most frequently concerned the content of the job, particularly achievement, recognition, advancement, responsibility, and the work itself. On the other hand, accounts of 'bad' periods most frequently concerned the context of the job. Company policy and administration, supervision, salary and working conditions more frequently appeared in these accounts than in those told about 'good' periods (Armstrong, 2009).

Unlike Herzberg, Price and Mueller suggest that the time an employee works at an organization influences job satisfaction and that employees that are longer employed in an organization generally have a higher level of satisfaction hence high job performance This has been attributed to the fact that the longer serving employees have more control over their job and probably more friends in the organization according to Agho et al., 1993 as cited in (Priem, 2010). Unfortunately this model unlike other models of job satisfaction does not include demographic variables such as gender and age and yet Bellou, 2010 as cited in (Priem, 2010) showed that such variables have an influence on employee satisfaction thereby affecting their job performance For instance the younger employees will be more satisfied with their job when there are opportunities for them to grow.

2.3 Job performance

Performance of employee is calculated against the performance standard by the organization, (Hubbard, 2009). Good performance means how the employee performed in the task assigned to him. (Kenney et al, 1992). Performance is a main multidimensional build aimed to get results and has a strong link to planned objectives of an organization (Mwita, 2000). The work of employee is made up by his achievement of the mission of the organization that shows the limits of performance (Cascio, 2006). The achievement of objectives of organization has been designed based on employee performance (Richardo, 2001). An employee's achievement when he gains the goals of organization at workplace is called performance (Cascio, 2006).Different researchers have Identified different thoughts, attitudes and beliefs of performance as it helps in measurement of input and output effectiveness measures that guide transactional relationship (Stannack, 1996).

Job performance which somewhat relies on employee satisfaction depends on two sets of issues: "hygiene" issues and "motivators" (Syptak, Marsland & Ulmer, 1999). He asserts that although hygiene issues are not the source of satisfaction, they must be dealt with first to create an environment in which employee satisfaction and motivation are even possible. The hygiene issues (disatisfiers) include company and administrative policies, supervision, salary, interpersonal relations and working conditions while the motivators (satisfiers) include work itself, achievement, recognition, responsibility and advancement.

Various issues leading to job performance are common in organizations and within GHU for instance, the Human resources department has identified most prominent issues as quality of supervision, staff welfare, work environment and even issues with salary and other material

benefits that may exist. These issues combined will be represented as organizational design in this study.

2.4 Organizational factors

Organizational factors are the elements, circumstances or influences which contribute to production of a result. In this case, quality of supervision, staff welfare and work environment will be considered for exploration. Many organizations are facing job performance problems which could be traced to the organizational factors. Some of these organizations focus on a few elements of subsystems of the organization and yet all must be tackled holistically. Some studies have been done on organizational factors in relation to other variables other than job performance. For example Organizational factors in relation to staff turnover.

2.4.1 Quality of supervision and job performance

Leaders play an important role in an organization; in fact, leaders are one of the most crucial parts of an organization. In a study conducted in the Gallup Organization as cited by

(Buckingham & Coffman, 2005 P.25), a very important discovery was made ... "the manager - not pay, benefits, perks, or a charismatic corporate leader - was the critical player in building a strong workplace. The manager was the key" (p. 25). Ultimately, employees may join organizations for many reasons - great benefits; perfect hours, great pay, etc. However, the length of time the employee stays and how productive she is while she's there is determined by her relationship with her immediate supervisors. If the supervisor sets clear expectations, knows the employees, trusts them, and invests in them, the employees can forgive the lack of incentives. But if the relationship between supervisor and employee is broken, no amount of perks or benefits will encourage the employee to stay. "It is better to work for a great manager in an old-fashioned company than for a

terrible manager in a company offering an enlightened and employee-focused culture" (Buckingham, & Coffman, 2005 p. 28).

Supervision is the activity carried out by supervisors to oversee the productivity and progress of employees who report directly to them; for example middle managers supervise first-level supervisors, chief executives supervise middle managers, and so on. Supervision is a management activity and supervisors have a management role in the organization. And it is true that no organization can function well if its supervisory force does not function. It is the supervisor's job to be in the middle. As Kadushin (1992) puts it that a supervisor has responsibility, function and respect in both his/her relationships, upward to management and downward to the workgroup. Supervision is concerned with the promotion and maintenance of good standards of work, maintenance of good working relationship, and co-ordination of practice with policies of administration, the assurance of an efficient and smooth running workplace (Drucker, 1998). Drucker further argues that the proper role of the supervisor is not supervision. It is knowledge, information, placing, training, teaching, standard-setting and guiding.

2.4.1.1 Supervisory capability

The essential managerial aspect of supervisors' work is their responsibility for monitoring and improving the work of others; their managerial effectiveness is determined by their capability to improve the work of others. (Katz, 2009). In this way, supervisors are expected to develop relationships and environments that enable people to work together and respond to change. Hollyforde and Whiddett (2002b) advance that such joint performance involves having common goals, common values, the right structures and continuing training and development aimed at improving employee performance.

A relatively strong and consistent inverse relationship has been found between supervisory capabilities and job performance. Research by Allen and Keaveny (1985) found that relative to performers, non-performers held significantly more favorable attitudes about the competence of their supervisors (specifically, believed that their supervisors were 'competent in doing their job'). Although some of the research about supervisory qualification s is somewhat dated, given recent changes in the nature of the supervisory role (in particular, requirements for supervisors to serve less as monitors and more as coaches and mentors) (Bacharach and Bamberger, (2004), it is perceived that supervisory capability has an increasing impact on employee performance.

In certain work contexts, it is believed that a supervisor's ability to a high degree of monitoring and formalization may improve employee performance though, for example, reduced risks of work injuries and therefore reduce absenteeism. However, Tepper, (2000) argues that in other contexts, employees may view similar technologies (monitoring and formalization) as instruments of excessive managerial control and rebel against them by lowering their performance, or making intended mistakes. Similarly, Stoner et al (2002b) argue that employees' evaluations of their own ability will also influence their supervision style preference. The argument is that employees who feel highly skilled and capable may resent an overly supervisory manager, whose directives will be seen as counterproductive rather than helpful. On the other hand, employees who feel less skilled may prefer a more directive supervisor, who will be seen as enabling them carry out their tasks properly and improve their performance. These conflicting situations may also be practical in the health sector work environment.

2.4.1.2 Feedback in communication

To check the effectiveness of communication, a person must have feedback. One can never be sure whether or not a message has been effectively encoded, transmitted, decoded and understood until it is confirmed by feedback. Feedback refers to the quality of vertical communication by management, particularly between supervisors and employees about their performance (Brunetto & Wharton, 2004b). Similarly, feedback indicates whether individual organizational change has taken place as a result of communication. The factors that enhance personal feedback include the extent to which management (particularly supervisors) are open to ideas and prepared to listen to employees' concerns.

The importance of feedback as a tool for enhancing performance in organizations can hardly be overestimated. Research has consistently shown that feedback has strong positive effects on the performance of both individuals (Larson, 1989). The primary role of feedback is in behavior regulation, where it helps employees to keep work-related activities directed toward desired goals (Hyland, 1988). Indeed, feedback is so essential to this regulatory function that without it goal setting is likely to have little if any sustained impact upon performance (Erez, 1977) additionally, feedback can also influence employees' acceptance of and commitment to their performance goals (Campion & Lord, 1982).

2.4.2 Staff welfare and job performance

Staff welfare can be defined as the facilities that are essential for the well-being of employees. (www.healthyworkinglives.com) These may include pay, safety, housekeeping, benefits, policies, welfare facilities like washrooms, changing rooms, drinking water, work life balance and many others. These facilities can be taken as the factors responsible for staff wellbeing. The provision

of adequate welfare arrangements is important both in terms of complying with the law, and keeping the workforce happy.

2.4.2.1 Pay

Bennet and Graham (1998:199) defined salary as "a fixed periodical payment to a non-manual employee. They said payment is expressed in annual terms, implying a relatively permanent employment relationship. Salaries from the employers' point of view have the overriding aim of attracting and retaining the employees and ensuring equity in abid to increase productivity.

Pay which refers to salary and wages forms the biggest component of the staff welfare. It is also the most common factor of comparison among employees and includes basic wage. There is a general thinking that money is the main reason people perform well at their jobs, but this is not the case. Though it may be a key factor in determining job performance.

Though employees may underperform because of money, there could be underlying causes e.g. boredom with the job. Money alone will not keep people performing and in employment (Branch, 1998). From the employees' point of view, however, and as a social being, money is for the fulfillment of wants, drives and needs, which can be social, economic, political, psychological or otherwise.

2.4.2.2 Benefits

A benefit is a supplementary compensation or indirect pay provided to employees during their years of service in the organization with the sole purpose of increasing job performance of the employee. Benefits can demonstrate to employees that an organization is supportive and fair and there is evidence to suggest that stable benefits are the top of the list of reasons why employees chose to perform well and stay with their employer or join the organization in the first place

(Dibble & Tompkins, 1999). However, it is often that many employees do not realize the 'true value' of the benefits they receive (Meyer, 2003). Thus the link between benefits and job performance may not always be strong and therefore the need for adequate communication with employees about benefits is important towards job performance.

Employee benefits which include among others health, dental, leave, and retirement/pension are constantly evolving as the workforce itself evolves and as people identify new priorities as being important e.g. the growing interest in childcare. Though benefits do not feature prominently as a major area of human resource innovation, they are the subject of considerable concern among employees and workers hence, a few key observations are worth making with respect to job performance. Some organizations have become more creative in the types of benefits they offer their employees and such initiatives are focused on allowing employees to strike a better balance between their working and non- working lives e.g. earned time off, onsite child care, paid paternity and maternity leave, sabbaticals, tuition reimbursement, (Meyer, 2003).

2.4.2.3 Work life balance

Felstead, Jewson, Phizacklea, and Waters, (2002) define work life balance as the relationship between the institutional and cultural times and spaces of work and non-work in societies where income is predominantly generated and distributed through labor markets. Work life balance programs cover a variety of interventions for example dependent care, childcare subsidies, counselling and referral and flexible working hours (Withers, 2001). Work life balance recognizes that employees have important family and extraprofessional obligations that compete with their professional commitments, benefits that may be grouped under this concept therefore allow people to strike a balance between obligations at the work place and obligations at home.

The concept of work life balance is an area of growing interest. Duxbury and Higgins, (2001) note that jobs have become more stressful and less satisfying and employees generally exhibit less commitment to their employers and higher absence rates from work. They add that high levels of role overload and work to family interference play a significant role in frustrating job performance in organizations. Duxbury and Higgins (2001), argue that employers can help create a more supportive work environment by;

1. Working with employees to identify and implement the types of support they say they need and better inform them about policies that may be currently available to them.
2. Encouraging employees to use the supports that are readily available and ensure that employees who could make use of such assistance do not feel that their career prospects would be jeopardized by doing so (Duxbury & Higgins, 2001).

2.4.3 Work environment and job performance

Work environment represents the totality of circumstances at work. It includes the physical environment such as the building and its interior, lighting, noise level and also cultural and social conditions (Pattanayak, Gupta & Niranjana, 2002). Armstrong (2003) agrees with the above statement when he says that the degree of satisfaction obtained by employees at work depends largely upon their own needs and expectations and the working environment which subsequently impacts on the overall organizations performance. This implies that when the work environment is satisfactory, there is likely to be high productivity levels. Work environment may extend to factors like ventilation, temperature, lighting, cleanliness and waste disposal, room dimensions and space, workstations and seating. These factors will create the environment for the staff to work in and this may affect their job performance either positively or negatively.

2.4.3.1 Level of physical comfort

Level of physical comfort at a work place includes how comfortable a person is in order to do the tasks assigned to them. Physical hazards at the work place include dust, poor lighting, noise, heat, poor ventilation uneven floors, dangerous tools and unsafe structures (Bhambra, 1999; WHO, 1994). First time and very young workers are vulnerable to occupational hazards (Bhambra, 1999).

Carasco(1993), in his study to establish the effects of heat, noise, poor lighting, poor ventilation and dusty conditions on workers in four industries in Uganda found out that workers exposed to the above conditions reported eye problems, headache, body pains, backache and respiratory problems. Workers exposed to very hot conditions suffered excess heat pulsation, which turned out to be detrimental to health and significantly affected the performance rates of such workers (Martinett et al, 1999). He is supported by Glanville, Schilling and wood, (1979) who add that exposure to a lot of heat may cause heat exhaustion and cramps which may result into severe health complications. Similarly, Aswathappa (2003) observes that ill health of employees result into reduced productivity, higher unsafe acts and increased absenteeism subsequently affecting the organizational performance. The study by (Carasco 1993) however, is based on industries where the working conditions are quite different from those of the researcher's area of interest. The noise, heat dust and other working conditions may not be similar to the noise or other hazardous physical conditions in a service organization like GHU.

When people work in a supportive environment, they strive to produce results. Such an environment is called a positive work climate. What exactly is work climate, and how is it

important for improving performance? Work climate is the "weather of the workplace." Just as weather conditions can affect your daily activities, work climate influences your behavior at work.

A good work climate can improve an individual's work habits, while a poor climate can erode good work habits. Most importantly, a positive work climate leads to and sustains staff motivation and high performance (Litwin and Stringer, 1968). A positive work climate stimulates staff motivation because it provides conditions under which people can pursue their own goals while striving toward organizational objectives (Bennis and Schein 1966).

Canadian staff nurses found that a positive work climate increased their sense of empowerment and job commitment, which, in turn, improved their care of patients. A positive work climate was also responsible for students' and teachers' success in British schools. And in a study of corporations, climate accounted for nearly a third of strong financial results—profits, efficiency, and revenue growth (Iqbal, 2008). When you pay attention to the work climate, you too can improve your staff's performance.

2.4.3.2 Occupational safety and health

Safety and health is a fundamental human right in that everyone has a right to a safe and healthy working environment (The Constitution of the Republic of Uganda, 1995). It is also a statutory requirement for employers to provide for the Right of persons to work under satisfactory, safe and healthy conditions (Occupational Safety and Healthy Act, 2006). There is the need to provide the enabling environment for the performance of the job. In recent times, the issue of safety at work and occupational hazards in relation to employees' performance has become a critical one. It is a fact that profit maximization serves as the core objective for setting up business organizations

(Bamiduro, 2006); however, in achieving this objective, there is the need to consider the welfare and safety of workers in the organization. Considering the welfare and safety of employees in order to boost productivity and profitability, hazard must be minimized or prevented because it serves as a negative catalyst for declined productivity which in turn affects organizational profitability.

Ofoegbu, (2013) in his study to establish the effects of occupational exposure on ultimate organizational performance found out that constant exposure of employees to occupational hazards negatively impact on employees' productivity and this implies that 1% increase in them will cause a significant reduction in the productivity levels of employees which directly affects the organization's performance. In addition, in order to increase productivity, organizations should constantly give necessary training to their employees in order to reduce to the barest minimum the effect of occupational hazards in the organization. The result equally confirms that there is a direct relationship between productivity and health and safety at work.

2.4.3.3 Social relations

The type of culture also known as the group culture is based on cohesion and morale, with an emphasis on human resource and training. People are seen not as isolated individuals, but as cooperating members of a common social system with a common stake in what happens (Allen & Wilburn, 2002). In agreement to this, An, Yom and Ruggiero (2010), stress that such a culture emphasizes outcomes of cohesion and morale which are gained through training and development of human resources. Yu and Wu (2009) on the other hand suggest that this culture type is full of shared values and common goals, an atmosphere of collectivity and mutual help, and an emphasis on empowerment and employee evolvement. This they state can be developed under certain

conditions such as a relatively long history and stable membership, absence of institutional alternatives and thick interactions among members.

Mental health is another factor that can be supported by the work social relations. The topic of mental health and wellbeing is moving up the agenda for employers, as growing research demonstrates the importance of mental health and wellbeing in relation to our physical health, resilience, social inclusion and productivity. It is becoming common that is an employee has some mental health challenges, they may not perform to the best of their ability. Some of these mental health challenges can be reduced by continued and healthy social relations at the workplace. For example if the employee has healthy social relations with their colleagues, it is rare that such a staff will have challenges like depression.

2.5 Summary of the literature review

Most people work to earn a living – to make money. But they also work because of the other satisfactions it brings, such as doing something worthwhile, a sense of achievement, prestige, recognition, the opportunity to use and develop abilities, the scope to exercise power, and companionship (Armstrong, 2009). Basing on the review of literature, it is clear that organizational factors do have an influence on job performance and that the latter may be positively or negatively influenced. The researcher found little evidence of similar studies in research organizations and it is on this premise that the researcher went on to investigate the relationship between organizational factors (focusing on quality of supervision, staff welfare and work environment) and job performance (achievement of targets, accuracy and attendance).

CHAPTER THREE
METHODOLOGY

3.1 Introduction

The purpose of this chapter is to explain the methodology that was used in the study. This chapter explains the approaches used to gain information on the research problem. It includes the research design, study population, determination of sample size, sampling techniques and procedure, data collection methods and instruments, procedure of data collection methods and instruments, validity and reliability, data collection procedures, data analysis and measurement of variables and the ethical considerations in the study.

3.2 Research Design

Research designs are procedures for collecting, analyzing, and reporting research in quantitative and qualitative research (Creswell, 2012). A descriptive cross sectional study with a mixed method approach was undertaken focusing on fulltime employees of the organization. The researcher used both qualitative and quantitative approaches. A quantitative approach to provide precision, comparability and objectivity while on the other hand the qualitative approach to provide detail, descriptiveness and uniqueness (Quick & Nelson, 2009). The combination of two techniques increased the quality of research by enabling the researcher to best understand the research problem and the results from each technique reinforced each other for consistency.

3.3 Study Population

The study population comprised employees of GHU at all the different sites who have been in active employment during the period January 2012 to October 2016. Employees are understood as persons employed for salary. A total of 65 participants of various calibers. These included management staff (Top and Middle management), study coordinators and operational staff like

data entrants, nurses, medical doctors and laboratory technicians among others. These employees are at different sites of GHU. Some are in Mulago hospital Kampala, the GHU head office on Mawanda road Kampala, nalufenya hospital in Jinja district and Tororo hospital in Tororo eastern Uganda.

3.4 Sample size and Selection procedure

The sample size was of sixty five (65) respondents who were be selected from the different projects of the collaboration. The number of respondents was selected form the overall organization's population of seventy two (72).

Table 3.4: Sample selection

Staff category	**Target population**	**Sample size**	**Sampling technique**
Top and Middle Management(Study coordinators)	9	9	Purposive sampling
Operational staff (data entrants, nurses, medical doctors etc.)	63	56	Purposive sampling
Total	**72**	**65**	

Table 3.4 shows the breakdown of the possible participants in this research. The top and middle management which included heads of departments, the study coordinators who are supervisors to a big number of the staff members and lastly the operational staff who are entirely responsible for the day to day activities of the different studies in GHU. These are responsible for the operational function of the organization.

3.5 Sampling Techniques and Procedures

The researcher used purposive sampling so that every respondent in the targeted population had an equal chance of being selected making the selection fair and without bias. The entire population of the staff in GHU was considered. The top and middle management and operational staff were all represented in the sampling. All the top and middle management staff participated in the research. Among the operational staff, seven people out of the sixty three (63) were not able to participate. The form of participation for staff members was by way of responding to the questionnaires that were administered by the two independent research assistants that were hired and trained by the researcher. A memo was sent out to the staff from senior management to informing them that permission had been granted to the researcher to go ahead and distribute the questionnaires through the two research assistants and the staff were requested to offer support to the research assistants. However, it was emphasised that participation in the research was not compulsory. Most of the staff members were comfortable to fill in the questionnaires during their team/department meetings and this actually shortened the period for data collection since many questionnaires were filled in at the same time during these various meetings. After collecting all the answered questionnaires, the research assistants numbered each questionnaire and captured the corresponding data in a database designed using SPSS. Questionnaires were numbered to make retrieval of forms easy, in case there were corrections to be made during data analysis.

3.6 Data collection methods

Both qualitative and quantitative data was collected. The main source of data in this research was primary data which was gathered using the self-administered questionnaire which was used to gather data from the staff members about the specific organizational factors and job performance. The researcher also collected secondary data by doing document review of some major documents

from the human resource department at GHU. Some of the documents reviewed included performance appraisal reports which gave an over view of the staff performance for the specified research period. Also the employee satisfaction survey reports were reviewed to get a feel of what the staff members thought about certain areas regarding their work and organization in general.

3.6.1 Self-administered Questionnaire method

The above method was used to gather staff views since they could all read and understand the basic issues related to the topic under study. The questionnaire was also be filled in at leisure and at ones convenience in addition to being bias free since the researcher was not be present. This method was chosen because it is perceived by respondents as more anonymous and allows respondents opportunity to work at their own pace. The questionnaire is the most suitable method for such a big group from which large amounts of information had to be collected in a short time as recommended by Amin (2005). The same questionnaire was given to all categories of staff members. Top and middle management responded to the same questionnaire as the operational staff.

3.6.2 Document Review

The researcher also got information from secondary sources such as the human resource department reports and manuals, reports from heads of departments, annual employee satisfaction survey reports and performance appraisal reports. Also records from the management meetings and senior management retreats were of importance.

These documents were accessed from the human resource manager's office and each document was logged before being taken out. The documents were also to be reviewed only on company grounds and not taken away from the company grounds. The researcher was given space in the

company boardroom so as to review the documents from there. This was to ensure safe custody of these documents as well as maintaining confidentiality.

3.7 Data collection Instruments

Suitable data collection instruments were used to obtain information from the respondents. The self-administered questionnaire is the instrument that was used to collect data. The questionnaires were given out to staff and the staff were requested to fill them in at their own convenience. The questionnaire was a four paged document comprising of section A to F. Section A was asking about biographical information, section B assessing quality of supervision, section C assessing staff welfare, section D assessing work environment, section E assessing job performance and section F was additional information that the researcher felt would add more to the wealth of data being collected for the research.

3.7.1 Questionnaire

Self-administered questionnaires were used to collect qualitative data from the middle management and operational staff. Questionnaires were used for this category of respondents because they were too many to be interviewed and since they are literate, they were able to complete the questionnaire independently.

According to Kothari (2004), structured questionnaires are easy to administer and relatively inexpensive to analyze. Muijs (2011) argues that the questionnaire facilitates obtaining more candid responses since it guarantees respondents' anonymity and that the use of standardized questions also allows easy comparability between respondents.

The questionnaire composed of six sections. Section A; Biographical information, Section B; Quality of supervision, Section C; Staff welfare, Section D; Work environment, Section E; Job performance, Section F; Additional information.

3.7.2 Document review checklist

A document review checklist was used to ensure information from the available documents was collected systematically without being derailed form the original plan. Some of the documents looked at included; performance appraisal reports, staff exit interview forms, organization policies and some HR department reports. The checklist also ensured that there was no multiple checking of documents. All the documents that were collected from the human resource manager's office were logged daily and this also helped to ensure that there was no multiple review of documents. Key areas were also highlighted form each of the documents which made it easier for the researcher at the point where the document review was to be summarized.

3.8 Validity and Reliability

The researcher ensured that the tools used were tested for their validity and reliability. This was to ensure that the results got are of good standing and can be used worldwide. Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999) while reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Therefore the researcher did a pilot test on a few staff members from another organisation to ensure that the validity and reliability of the data collection instruments were ascertained.

3.8.1 Validity

Validity determines whether the instrument truly measures that which it was intended to measure. Amin (2005) defines validity as the appropriateness of the instruments to measure a variable and come up with intended results. Although many of the questions included in the questionnaire were picked from already published sources, a few were either modified or generated by the researcher. It was therefore important to test the validity of the final tool used. To ascertain the validity of the research instruments, a peer review of the instruments was done. The researcher used the questionnaire for a pilot study in another organisation so as to test that the data collection instrument was actually helping to collect the right data that was required to carry out this research. The researcher did the pilot study a month before the actual research was carried out in GHU. The pilot study was done at Wizarts Media Limited in Ntinda. A quick statistical analysis was done from the pilot study and this indicated that indeed the data collection instrument was valid.

3.8.2 Reliability

Reliability relates to the extent to which the instrument consistently measures whatever it is measuring (Amin, 2005). Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Guyatt, Walter & Norman, 1987). The researcher used instruments that have been tried, tested and used before in similar studies. However the researcher went ahead to use these instruments in a pilot study to check the reliability. The pilot study was done a month before the actual research was started at GHU. The researcher piloted this instrument using some staff members from Wizarts Media Limited in Ntinda. At the end of the statistical analysis from the pilot study, it was concluded that the instrument was reliable to be used in the research to collect the required data.

3.9 Data collection procedure

The researcher ensured good ethical practice by acquiring an authorization letter from Uganda management institute introducing her to the management of GHU, she then sought approval from the senior management of the organization to conduct research by seeking permission to access the staff members. A memo was then sent to all staff members of GHU informing them of the upcoming research that would require their participation. However, senior management clearly stated that participation in this research was not compulsory and it was strictly confidential. None of the responses would be used against any of the staff members. The self-administered questionnaires were administered to the employees at their different work stations. The questionnaires were distributed by two independent research assistants that were hired and trained by the researcher to assist in collecting of data for the research. The questionnaires were distributed mainly during the different team/ department meetings where the staff were given ample time to study the questionnaire and then respond to it. The research assistants were also on site to answer any questions that the staff members had about the research study or the questionnaire. After collecting all the answered questionnaires, the research assistants numbered each questionnaire and captured the corresponding data in a database designed using SPSS. Questionnaires were numbered to make retrieval of forms easy, in case there were corrections to be made during data analysis.

3.10 Data analysis

Qualitative data was critically examined to show chronological flow and see precisely which events lead to which consequences and then derive explanations. Data from questionnaires was presented in such a way that it gives meaningful interpretation of the study. After collecting all the answered questionnaires, the research assistants numbered each questionnaire and captured the

corresponding data in a database designed using SPSS. The transcripts were systematically analysed to create an in-depth understanding of the factors identified in the quantitative data.

3.11 Measurement of Variables

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study (Creswell, 2012). Muijs (2011) defines variables as any characteristic of the unit a researcher is interested in and wants to collect and they differ between units. According to Kothari (2004), measurement refers to the process of assigning numbers to objects or observations, the level of measurement being a function of the rules under which the numbers are assigned. The variables of measurement being a function of the rules under which the numbers are assigned. The variables under background characteristics of respondents were measured on a nominal scale so as to provide a convenient way of keeping track of them. The variables under the DV and IV were measured on an ordinal scale since the categories were ranked in order of the value of the variable being measured. Specifically, the ordinal scale utilized a 5 point Linkert scale rated from 1 (strongly agree) to 5 (strongly disagree).

3.12 Ethical considerations in research

Ethical principles of respect of persons, justice, integrity, responsibility and beneficence were upheld in the conduct of this research. Maximum confidentiality was ensured in that respondents were not required to indicate their names or positions on the questionnaires. Respondents were assured that their decision to participate or not to participate would not affect their rights or position in the organisation. The researcher securely kept all completed questionnaires and research related documents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter comprises of the presentation, analysis and interpretation of findings based on specific objectives of the study, primary data collected from the questionnaires was analyzed using SPSS; a statistical software package to come up with the frequency distribution of the sample characteristics , multiple response analysis, descriptive statistics, , correlation, regression analysis and analysis of variance (ANOVA).

4.2 Response Rate

Response rate/completion rate refers the number of people who answered the survey divided by the number of people in the sample and expressed as a percentage. The researcher distributed a total of 72 questionnaires to the staff of GHU of which 65 questionnaires were filled thereby constituting a response of 90%.

Table 4.2: Response rate

Instrument	Planned sample	Actual	Percentage
Questionnaires	72	65	90%

Source: *Primary Data*

The researcher distributed 72 questionnaires and out of the 72 questionnaires that were distributed, 65 were returned well filled and valid for data analysis. The researcher did not get any invalid questionnaires during the data collection. This was mainly attributed to the availability and training of the research assistants. The response rate was therefore calculated to be 90% which is a good response rate.

4.3 Sample Characteristics

The sample or demographic characteristics of the sample under study are presented below namely; Gender, Age, Highest level of formal education attained, Was GHU your first full time job after school, Number of co-workers supervised, Number of years spent working for GHU and Where do you spend most of your time at work? The different characteristics were chosen specifically because the responses to these characteristics helped to gather data that was used to analyze the various variables in this study. For example where you spend most of your time at work would help in analyzing the work environment under organizational factors.

4.3.1 Frequency Distribution of Respondents by Gender

The table below shows the distribution of the respondents in terms of their gender; male and female. How many females and males participated in the study? This also shows the average distribution of gender in the organization under study. Furthermore, the analysis from certain variables maybe be explained basing on the distribution of gender as shown in the table below.

Table 4.3.1: Frequency Distribution of Respondents by Gender

		Frequency	Valid Percent
Valid	**Male**	29	44.6
	Female	36	55.4
	Total	**65**	**100.0**

Source: *Primary Data*

The results in table 4.3.1 above indicate that majority of the respondents were female representing 55.4% of the total sample and 44.6% of the interviewed respondents were male. 36 females participated in the study and 29 males participated in the study. More females participated in the

study most likely due to the fact that the organization has more female staff members compared to males.

4.3.2 Frequency Distribution of Respondents by age

Table 4.3.2 below shows the ages of all the respondents in the study. This represents the ages for the people who participated in the study. The age considered was 20years as the youngest and above 41 years as the oldest.

Table 4.3.2: Frequency Distribution of Respondents by age

		Frequency	Valid Percent
Valid	**20-25 years**	15	23.1
	26-30 years	24	36.9
	31-35 years	12	18.5
	36-40 years	7	10.8
	above 41 years	7	10.8
	Total	**65**	**100.0**

Source: *Primary Data*

As the results in Table 4.3.2 indicate, the majority of the respondents (36.9%) were between 26-30 years of age, followed by those between 20-25 years at 23.1% , those between 31-35 years were 18.5% of the total number of respondents and 10.8 % of the respondents were between 36 to above 41 years. Hence it is noted that the largest number of people who participated in the study were between 26 to 30years. This probably goes to show that the biggest number of staff at GHU are between that age group. This also may show that the people in this age group are more zealous towards research since they are mainly fresh out of school while the rest may not be as much interested.

4.3.3 Frequency Distribution of Respondents by highest level of formal education completed

Table 4.3.3 below shows the highest level of education for all the respondents that participated in the study. This is broken down in the various levels; certificate, diploma, bachelor's degree and post graduate degree considering that the staff members have different entry levels into the organization according to the jobs that they do.

Table 4.3.3: frequency distribution by highest level of education completed

		Frequency	**Valid Percent**
Valid	**Certificate**	6	9.2
	Diploma	12	18.5
	Bachelor's degree	34	52.3
	Postgraduate degree	13	20.0
	Total	**65**	**100.0**

Source: *Primary Data*

The above results indicate that majority of respondents (52.3%) acquired a Bachelors' degree, those with a postgraduate degree comprised 20% followed by 18.5% of the respondents with a diploma and only 9.2% had obtained a certificate. Therefore, it shows us that the biggest number of staff have at least attained a bachelor's degree. This response rate may have been influenced by the fact that the staff with degrees are keen on participating in research since most of them have done it during their bachelor's degree course.

4.3.4 Frequency Distribution for "Was GHU Your First Full Time Job after School?"

Table 4.3.4 shows how many people have GHU as their first full time job after school which means having GHU as their main job. It also shows how many people do not have GHU as their first full time job after school.

Table 4.3.4: Frequency Distribution for "Was GHU Your First Full Time Job after School?"

		Frequency	Valid Percent
Valid	**Yes**	27	41.5
	No	38	58.5
	Total	**65**	**100.0**

Source: *Primary Data*

Majority of respondents (58.5%) reported that GHU was not their first fulltime job after school while the remaining 41.5% had their first full time employment at GHU. Therefore, this means that a big percentage of the staff have had experiences of other workplaces before coming to GHU.

4.3.5 Frequency Distribution by number of co workers supervised

Table 4.3.5 is meant to show the distribution of supervision among the staff of GHU. This shows how many people are actually in positions that require them to supervise other staff members. It also shows the distribution how many people are supervised by one person in the organization.

Table 4.3.5: Frequency Distribution by number of coworkers supervised

		Frequency	Valid Percent
Valid	**None**	41	63.1
	1-5	18	27.7
	6-10	2	3.1
	above 10	4	6.2
	Total	**65**	**100.0**

Source: *Primary Data*

According to the results above 63.1% of the respondents had no coworkers to supervise while 27.7% of the respondents were supervising between 1-5 coworkers, 6.2% of the respondents were supervising above 10 coworkers and only 3.1% of the respondents supervised between 6-10 coworkers. This means that many of the staff are actually supervised and have no people to supervise. This also means that probably supervisors have many people they need to supervise.

4.3.6 Frequency Distribution by Number of Years Spent Working with GHU

Table 4.3.6 shows the distribution of years of service among the staff at GHU. It shows how many years the various participants have spent working with GHU. It also shows that some have spent less than a year and some go as far as more than six years.

Table 4.3.6: Frequency Distribution by Number of Years Spent Working with GHU

		Frequency	Valid Percent
Valid	**less than 1 year**	14	21.5
	1-2 years	20	30.8
	3-4 years	18	27.7
	5-6 years	6	9.2
	more than 6 years	7	10.8
	Total	**65**	**100.0**

Source: *Primary Data*

Respondents who had spent between 1-2 years working with GHU were the majority making up 30.8% of the total number of respondents followed by those who had spent between 3-4 years on the job at 27.7%, while those who had spent less than one year with GHU were 21.5% and only 10.8% and 9.2% had spent between more than 6 years and 5-6 years respectively.

4.3.7 Frequency Distribution For "Where Do You Spend Most of Your Time at Work?"

Table 4.3.7 shows the distribution of how much time the staff actually spend in their different work stations. Some participants spend most of their time in office, some in the field while others spend most of their time in the various clinics run by GHU.

Table 4.3.7: Frequency Distribution For "Where Do You Spend Most of Your Time at Work

		Frequency	Valid Percent
Valid	**Office**	40	61.5
	Field	10	15.4
	Clinic	15	23.1
	Total	**65**	**100.0**

Source: *Primary Data*

The results above indicate that majority of the respondents 61.5% spend most of the time at work in the offices, 23.1% spend most of the time at work in the clinics while only 15.4% of the respondents spend most of the time at work in the field. This therefore means that most staff are based in the office setting and some in the clinic setting closely followed by those who spend time in the field.

4.4 Quality of supervision and Job performance.

Quality of supervision consists of both supervisory capability and feedback. These two aspects have an effect on job performance.

4.4.1 Multiple Response Analysis for Quality of Supervision.

Table 4.4.1 shows the analysis for quality of supervision which is broken down into first the supervisor's capability and what effect it has on the staff member's job performance and second the feedback received by the staff member in regard to their job performance and how this feedback affects their job performance.

Table 4.4.1: Multiple Response Analysis for Quality of Supervision.

		Responses	
		Frequency	**Percent**
Quality Of Supervision	**Supervisory Capacity**	19	90.5%
	Feedback	2	9.5%
Total		**21**	**100.0%**

Source: *Primary Data*

Supervisory capability is the main contributor to quality of supervision as reported by 100% of the respondents and feedback was the least contributor to quality of supervision going by only 10.5% number of responses. This implies that according to the staff, the capability of their supervisor will contribute a lot to their job performance.

4.4.2 Multiple Response Analysis for Work Environment.

Table 4.4.2 shows the analysis for work environment which is broken down into level of psychical comfort, occupational safety and health and social relations.

Table 4.4.2: Multiple Response Analysis for Work Environment.

	Responses	
	N	**Percent**

Work Environment	**Level Of Physical Comfort**	4	9.5%
	Occupational Safety & Health	24	57.1%
	Social Relations	14	33.3%
Total		**42**	**100.0%**
a. Dichotomy group tabulated at value 1			

Source: *Primary Data*

According to the results above, occupation safety and healthy was a significant factor in attaining a better working environment as reported by 82.8% of the respondents, this was followed by social relations as reported by 48.3% of the respondents and the level of physical comfort was a less significant contributor to a better work environment going by only 13.8% of the responses. This implies that the staff feel the most important aspect of their work environment is the occupation safety and health.

4.4.3 Multiple Response Analysis for Staff Welfare

Table 4.4.3 below show the analysis for staff welfare as broken down into pay, benefits and work life balance.

Table 4.4.3: Multiple Response Analysis for Staff Welfare

		Responses	
		Frequency	**Percent**
Staff Welfare[a]	**Pay**	**6**	**16.2%**
	Benefits	**9**	**24.3%**
	Work Life Balance	**22**	**59.5%**
Total		**37**	**100.0%**

Source: *Primary Data*

The table above shows that work life balance is highly important if staff welfare is to be improved according to 84.6.0% of the respondents followed by staff benefits (34.6%) and pay (23.1%). This

implies that according to more than half the staff, work life balance contributes a lot to their welfare.

4.4.4 Multiple Response Analysis for Job Performance.

Table 4.4.4 below shows the analysis of job performance as broken down into achievement of targets, accuracy and attendance by the staff members of GHU.

Table 4.4.4: Multiple Response Analysis for Job Performance.

		Responses	
		N	**Percent**
Job Performance[a]	**Achievement Of Targets**	24	40.0%
	Accuracy	20	33.3%
	Attendance	16	26.7%
Total		**60**	**100.0%**

Source: *Primary Data*

The results in the above table indicate that achievement of targets is the greatest contributor or indicator of job performance according to 61.5% of the respondents, 51.3% of the respondents reported that accuracy was almost as much important and only 41.0% of the respondents believed that attendance is in line with job performance.

4.5 Descriptive Statistics for the mean and standard deviation of all variables.

In this section we shall present the descriptive statistics detailing the mean and standard deviation of all variables namely; quality of performance, staff welfare, work environment and job performance.

The “N” statistic represents the total number of observations (50) in the sample which is more likely to provide more precise estimates of the process parameters, such as the mean and standard deviation.

Table 4.5: Descriptive Statistics for the mean and standard deviation of all variables.

	N	Minimum	Maximum	Mean	Std. Deviation
Quality Of Supervision	65	1	4	1.93	.672
Staff Welfare	65	1	5	2.73	.876
Work Environment	65	1	3	2.03	.550
Job Performance	65	1	5	2.81	1.057
Valid N (listwise)	65				

Source: *Primary Data*

The minimum statistic for job performance, staff welfare, quality of supervision and work environment is "1" which represents "strongly agree" on our 5 Point Likert Scale and the Maximum Statistic for staff welfare and job performance is "5" representing "strongly disagree" on the 5 point Likert scale while "4" representing "Disagree" was the Maximum Statistic for quality of supervision. Finally "3" which represents undecided was the maximum statistic for both work environment and job performance.

Staff welfare, work environment and job performance had the highest Mean scores of 2.73, 2.03 and 2.81 respectively meaning that these two factors were generally perceived as "important" to the respondents. These statistics indicate that staff welfare is considered a big contributor to the job performance of the staff at GHU as shown by the results in table 4.6 above.

The standard deviation statistic for quality of supervision, staff welfare and work environment is less than 1 meaning that the mean statistic represents a fair representation of the results of the study.

4.6 Pearson's Correlation

Pearson correlation coefficient was used to determine the degree and direction of relatedness between variables i.e. Job Performance, Staff Welfare, Quality of Supervision and Work Environment. The possible values of the correlation coefficient range from -1.00 to +1.00, and the closer the number is to an absolute value of 1.00, the greater the degree of relatedness, the Pearson correlation coefficient can be tested for statistical significance using the conventional probability criterion of 0.01, two variables may be either strongly related, weakly related or unrelated/no correlation.

The ***r*** value for the correlation between each variable and itself for example staff welfare with staff welfare is equal to 1. This is because there is perfect correlation between a variable and it' self is perfect. The asterisks (***) are placed next to the ***r*** values for which the probability is less than or equal to 0.01 to flag these as statistically significant correlations.

Table 4.6: Pearson's correlation

		Quality Of Supervision	Staff Welfare	Work Environment	JOB Performance
Quality Of Supervision	**Pearson Correlation**	1			
	Sig. (2-tailed)				
	N	65			
Staff Welfare	**Pearson Correlation**	.483**	1		
	Sig. (2-tailed)	.000			
	N	65	65		
Work Environment	**Pearson Correlation**	.370**	.344**	1	
	Sig. (2-tailed)	.002	.005		
	N	65	65	65	

JOB Performance	**Pearson Correlation**	.460**	.923**	.326**	1
	Sig. (2-tailed)	.000	.000	.009	
	N	63	63	63	63
****. Correlation is significant at the 0.01 level (2-tailed).**					

Source: *Primary Data*

4.6.1 Relationship between Job Performance and Work Environment;

There is a statistically significant relationship between job performance and work environment at a 5% level of significance with (***p =.000)*** indicating a positive correlation (***r=.326)*** between these two variables meaning that an increase in work environment results into an increase in job performance. This therefore implies that there is a positive correlation between work environment and job performance.

4.6.2 Relationship between job performance and Quality of supervision;

The above table indicates that there is a positive correlation ***(r=.460)*** between job performance and quality of supervision with ***(p=.000)*** at 1% level of significance which means that an increase in the quality of supervision will lead to an increase in job performance. This therefore implies that there is a positive correlation between quality of supervision and job performance.

4.6.3 Relationship between job performance and staff welfare

There is a strong positive relationship ***(r=.923)*** between job performance and staff welfare with ***(p=.000)*** at a 1% level of significance whereby an increase in staff welfare leads to an increase in job performance. This therefore implies that there is a strong positive relationship between staff welfare and job performance at GHU. This also shows us that the staff welfare seems to have a stronger relationship to job performance as compared to quality of supervision and work environment.

4.7 Regression Analysis

In this section we explain the variation in job performance brought about by changes in the independent variables i.e. staff welfare, quality of supervision and work environment. This analysis shows us how any change in the independent variables namely staff welfare, quality of supervision and work environment will cause a variation in the job performance of the staff members at GHU. This will be shown in the model summary/regression statistics as represented in table 4.7 below.

Model Summary/ Regression Statistics

Table 4.7: Regression Statistics-Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.911[a]	.829	.821	.442
a. Predictors: (Constant), D_SW, D_WE, D_QOS				

Source: *Primary Data*

Where;

D_: Is the First Difference

QOS: Is Quality Of Supervision

WE: Is Work Environment

SW: Is Staff Welfare

The multiple correlation coefficient "R" is .911 indicating a positive correlation between dependent and independent variables. The "adjusted R Square" of .820% indicates that 82% of the variance in job performance is explained by variations in the quality of supervision, staff welfare and work environment.

Table 4.7.1: Coefficients for the Regression Model

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	.049	.209		.237	.813
	D_WE	1.089	.215	.024	.413	.004
	D_SW	2.852	.200	.894	14.237	.000
	QOS	1.029	.105	.017	.273	.006
a. Dependent Variable: JP						

Source: *Primary Data*

Where;

D_: Is the First Difference

QOS: Is Quality Of Supervision

WE: Is Work Environment

SW: Is Staff Welfare

The results in the table indicate that staff welfare, work environment and quality of supervision are statistically significant predictors of changes in job performance at GHU at a 5% level of significance with (***p***=.000, .004 and .006 respectively)

There is a positive relationship between staff welfare and job performance implying that on average, an additional unit of staff welfare increases job performance by 2.8 units. An increase in job performance can be supported by salary increment, increase in employee benefits and improvement in the level of physical comfort at the workplace among others. Every additional unit to each of the variables listed above will definitely cause a positive increase in the job performance.

There is a positive relationship between work environment and job performance meaning that on average, any additional unit/improvement in the work environment will increase job performance by 1.089 units.

Finally, there is also a positive relationship between quality of supervision and job performance, implying that an additional unit the quality of supervision will increase job performance by 1.029 units.

4.8 ANOVA

The Analysis of Variance (ANOVA) was carried out to establish the variance in responses given or reported by respondents depending on the sample characteristics in relation to the variables under study.

4.8.1 ANOVA Results for Gender

Table 4.8.1 below shows the ANOVA results for gender as distributed according to quality of supervision, staff welfare, work environment and job performance respectively.

Table 4.8.1: ANOVA Results for Gender

		N	Mean	F	Sig.
Quality of Supervision	Male	29	1.85	.766	.385
	Female	36	2.00		
	Total	65	1.93		
Staff Welfare	Male	29	2.37	9.715	.003
	Female	36	3.01		
	Total	65	2.73		
Work Environment	Male	29	1.95	1.343	.251
	Female	36	2.10		
	Total	65	2.03		
Job Performance	Male	29	2.30	14.737	.000
	Female	36	3.22		
	Total	65	2.81		

Source: *Primary Data*

The results above indicate that female respondents believed that staff welfare at GHU was fair, adequate and balanced with mean value of 3.01. However male respondents might have sighted some loopholes in the GHU staff welfare with a mean value of only 2.37. Overall results indicate that there were significant differences between male and female respondents regarding staff welfare at GHU (Sig=.003) at 5 % level of significance.

Female respondents reported that they performed their jobs satisfactorily with mean equal to 3.22 more than their male counterparts with mean value of 2.30, this implies that there were significant differences between male and female respondents regarding job performance with (Sig=.000) at 5 % level of significance.

The findings reveal that there were no significant differences across the respondent's gender for both quality of supervision and work environment

4.8.2 ANOVA Results for Age Groups.

Table 4.8.2 below shows the ANOVA results for the different age groups that are represented among the staff members of GHU. The age groups are evenly distributed as indicated below in order to cater for and represent all the staff members of GHU.

Table 4.8.2: ANOVA Results for Age Groups.

		N	Mean	F	Sig
Quality of Supervision	20-25 years	15	1.83	.594	.669
	26-30 years	24	2.03		
	31-35 years	12	1.82		
	36-40 years	7	2.15		
	above 41 years	7	1.76		
	Total	65	1.93		
Staff Welfare	20-25 years	15	2.39	.818	.519
	26-30 years	24	2.85		
	31-35 years	12	2.68		
	36-40 years	7	2.94		

	above 41 years	7	2.89		
	Total	65	2.73		
Work Environment	20-25 years	15	2.00	4.400	.003
	26-30 years	24	2.13		
	31-35 years	12	1.60		
	36-40 years	7	2.56		
	above 41 years	7	2.00		
	Total	65	2.03		
Job Performance	20-25 years	15	2.64	.562	.691
	26-30 years	24	2.78		
	31-35 years	12	2.65		
	36-40 years	7	3.10		
	above 41 years	7	3.24		
	Total	65	2.81		

Source: *Primary Data*

The findings reveal that there were no significant differences across the respondent's age groups apart from only work environment with (sig=.003) at a 5% level of significance.

Respondents aged between 36-40 years, 26-30 years,20-25 years and above 41 years believed that GHU provided them with a favorable work environment with high mean values of 2.56, 2.13, 2.00 and 2.00 respectively. However respondents aged between 31-35 years believed that the work environment at GHU was not all that favorable.

This can be attributed to the fact that's this group of people are probably the ones that have worked with GHU for quite some time and may want to see a change in their work environment. This may mean that they are bored with the environment they have been seeing for the various years they have worked with the organization.

This was also highlighted in some of the department reports where some of the staff members had reported a sense of bored to their supervisors in relation to their work environment. Some of the

staff had asked for simple additions to their workstations like flower pots and colorful materials on the walls.

4.8.3 ANOVA Results For Highest Level Of Formal Education Completed.

Table 4.8.3 below shows the ANOVA results for highest level of formal education completed by the staff of GHU who participated in the research. The levels include certificate, diploma, bachelor's degree and post graduate degree as indicated below.

Table 4.8.3: ANOVA Results For Highest Level Of Formal Education Completed.

		N	Mean	F	Sig
Quality of Supervision	Certificate	6	1.56	2.334	.083
	Diploma	12	1.70		
	bachelor's degree	34	1.95		
	postgraduate degree	13	2.27		
	Total	65	1.93		
Staff Welfare	Certificate	6	2.33	1.903	.138
	Diploma	12	2.53		
	bachelor's degree	34	2.69		
	postgraduate degree	13	3.19		
	Total	65	2.73		
Work Environment	Certificate	6	2.09	.194	.900
	Diploma	12	2.08		
	bachelor's degree	34	1.98		
	postgraduate degree	13	2.09		
	Total	65	2.03		
Job Performance	Certificate	6	2.50	2.377	.079
	Diploma	12	2.82		
	bachelor's degree	34	2.61		
	postgraduate degree	13	3.46		
	Total	65	2.81		

Source: *Primary Data*

The findings reveal that there were no significant differences across the respondent's highest level of formal education completed for all variables going my p values of 0.83, .138, .900, .079 for quality of supervision, staff welfare, work environment and job performance respectively

4.8.4. ANOVA Results for number of co- workers supervised

Table 4.8.4 below shoes the ANOVA results for the number of co-workers supervised. These are distributed in four categories; none, 1-5, 6-10 and above 10. The results are as shown in the table below.

Table 4.8.4: ANOVA Results for number of co- workers supervised

		N	Mean	F	Sig
Quality of Supervision	None	41	1.79	3.966	.012
	1-5	18	2.09		
	6-10	2	1.67		
	above 10	4	2.83		
	Total	65	1.93		
Staff Welfare	None	41	2.47	4.859	.004
	1-5	18	3.30		
	6-10	2	2.22		
	above 10	4	3.00		
	Total	65	2.73		
Work Environment	None	41	1.98	1.648	.188
	1-5	18	2.18		
	6-10	2	1.44		
	above 10	4	2.28		
	Total	65	2.03		
Job Performance	None	41	2.52	6.596	.001
	1-5	18	3.52		
	6-10	2	1.33		
	above 10	4	3.25		
	Total	65	2.81		

Source: *Primary Data*

There were significant differences across the respondent's "number of co-workers supervised" for quality of supervision, staff welfare and job performance going my p values of .012, .004, .001 respectively.

Respondents who supervised between 1-5 co-workers and above 10 co-workers believed that there was a high quality of supervision at GHU with mean values of 2.09 and 2.83 respectively, however those who supervised no co-workers and those who supervised 6-10 co-workers did not think that the quality of supervision was that high with mean values of only 1.79 and 1.69 respectively.

Respondents who supervised 1-5, above 10 and none coworkers believed that staff welfare at GHU was fair, adequate and balanced with mean values of 3.30, 3.00 and 2.47 respectively. However respondents who supervised between 6-10 coworkers were not very satisfied with the GHU staff welfare with a mean value of only 2.22

Respondents who supervised 1-5, above 10 and none coworkers reported that they performed their jobs adequately with mean values of 3.52, 3.25 and 2.52 respectively compared to those who supervised 6-10 co-workers with a mean value of 1.33.

4.8.5. ANOVA Results for "Where do you spend most of your time at work"

Table 4.8.5 below shows the ANOVA results for where do you spend most of your time at work. This is broken down into office, field, and clinic. These are the different workstations that the staff members at GHU are given according to their specific jobs. Some spend time in the office for

example the administrative staff, some in the field like the home visitors while others in the clinic like the doctors and nurses.

Table 4.8.5: ANOVA Results For "Where do you spend most of your time at work"

		N	Mean	F	Sig
Quality of Supervision	Office	40	1.99	.328	.722
	Field	10	1.87		
	Clinic	15	1.83		
	Total	65	1.93		
Staff Welfare	Office	40	2.72	.716	.493
	Field	10	2.99		
	Clinic	15	2.56		
	Total	65	2.73		
Work Environment	Office	40	2.00	1.646	.201
	Field	10	1.86		
	Clinic	15	2.24		
	Total	65	2.03		
Job Performance	Office	40	2.85	.394	.676
	Field	10	2.53		
	Clinic	15	2.88		
	Total	65	2.81		

Source: *Primary Data*

The findings reveal that there were no significant differences depending on where respondents spend most of their time at work for all variables going my p values of .772, .493, .201, and .676 for quality of supervision, staff welfare, work environment and job performance respectively.

4.8.6 ANOVA Results for duration with the organization

Table 4.8.6 below shows the ANOVA results for the duration with the organization. This represents the number of months or years that the staff has worked with GHU. Some have worked for less than a year while there are some that have worked for more than 6 years in the organization.

Table 4.8.6: ANOVA Results for Duration with the organization

		N	Mean	F	Sig
Quality of Supervision	less than 1 year	14	1.98	1.721	.157
	1-2 years	20	2.09		
	3-4 years	18	1.89		
	5-6 years	6	1.31		
	more than 6 years	7	2.02		
	Total	65	1.93		
Staff Welfare	less than 1 year	14	2.55	2.259	.073
	1-2 years	20	3.18		
	3-4 years	18	2.42		
	5-6 years	6	2.59		
	more than 6 years	7	2.67		
	Total	65	2.73		
Work Environment	less than 1 year	14	1.98	3.630	.010
	1-2 years	20	2.17		
	3-4 years	18	2.18		
	5-6 years	6	1.33		
	more than 6 years	7	1.97		
	Total	65	2.03		
Job Performance	less than 1 year	14	2.82	2.128	.088
	1-2 years	20	3.30		
	3-4 years	18	2.35		
	5-6 years	6	2.61		
	more than 6 years	7	2.71		
	Total	65	2.81		

Source: *Primary Data*

The findings reveal that there were no significant differences across the respondent's duration with the organization apart from only work environment with (sig=.010) at a 5% level of significance.

Respondents who had spent 3-4, 1-2 and less than one year with GHU reported that the organization provided them with a favorable work environment with high mean values of 2.18, 2.17, and 1.98 respectively. However respondents who had been at GHU for 5-6 years believed that the work environment at GHU was not all that favorable. This could imply that the staff who

have been at GHU for a longer period have probably not seen much change in their work environment and they therefore desire to have more hence the results indicating that according to them the work environment is not favorable at all.

It should also be noted that in some of the documents reviewed especially the employee satisfaction survey reports, many of the staff members indicate that they were not satisfied or happy with the work environment at GHU. Some of the staff members kept suggesting things like better lighting for their offices, better waste management for those in the clinic areas, more working space for them among others. The working space issue was also raised in some of the performance appraisal reports.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the relationship between organizational factors and job performance among employees in Global Health Uganda. While organizational factors were the Independent variable, job performance was the dependent variable. This chapter presents the summary, discussion, conclusion and recommendations from the study that was carried out.

5.2 Summary of major findings

This summary of major findings will give an overview of the major things that have been found throughout the study. It will also highlight the major things that stood out through the study and things that management would have to pay attention to in order to increase the job performance at GHU.

5.2.1 Quality of supervision and job performance

The study revealed that the relationship between quality of supervision and job performance in the organization is positive but not statistically significant. Therefore quality of supervision in GHU has minimal effect on the job performance. This means that the quality of supervision will basically not affect the job performance, if it does, it will be very minimal and can be ignored.

According to the performance appraisal reports that were reviewed, very few of the staff members mentioned anything about their supervisor contributing to their job performance and this was mainly in relation to the feedback that they get from their supervisors about their performance.

Therefore, the area of feedback on performance is something that supervisors may have to pay attention to in order to improve the job performance of the staff members.

5.2.2 Staff welfare and job performance

The study revealed that there is a strong relationship between staff welfare and job performance at GHU and therefore the staff welfare in the organization has an effect on the job performance of the employees. This therefore shows that the staff welfare affects the job performance of the staff at GHU and so if not taken care of appropriately, this will negatively affect job performance.

According to the annual employee satisfaction reports that were reviewed, many of the suggestions on how to improve staff welfare were mainly geared towards areas like work life balance for example having aerobics at work to keep healthy, favorable child care policies especially for the women, medical insurance for staff members and their dependants, allowances and bonuses for long serving staff members among others. This therefore goes to show that staff welfare contributes a large percentage to the job performance of the staff members at GHU as indicated in the statistics and also as evidenced in the documents that were reviewed.

5.2.3 Work environment and job performance

There was a statistically insignificant and minimal relationship between work environment and job performance in the organization. This means that work environment has very little effect on job performance of staff at GHU. Work environment may have very little effect on the job performance of staff at GHU but this also means that any slight positive change in the work environment would automatically cause an improvement in the job performance.

According to the employee satisfaction survey reports, some of the staff kept suggesting things like better ventilation for their offices, better lighting in their offices, more working space for the staff at their various work stations, better sitting equipment to do their work better, having better waste management for their workstations among others. This indicates that if these areas raised by the staff members are worked on, there will most likely be an improvement in the job performance of the staff at GHU.

5.3 Discussion of findings

In this subsection a discussion of the study findings with cross-reference to literature review is presented. The findings of the study will be discussed and referenced with the literature that was reviewed in the earlier stages of the study.

5.3.1 Quality of supervision and job performance

In certain work contexts, it is believed that a supervisor's ability to a high degree of monitoring and formalization may improve employee performance through, for example, reduced risks of work injury and therefore reduce absenteeism. However, Tepper, (2000) argues that in other contexts, employees may view similar technologies (monitoring and formalization) as instruments of excessive managerial control and rebel against them by lowering their performance, or making intended mistakes. Similarly, Stoner et al (2002b) argue that employees' evaluations of their own ability will also influence their supervision style preference. The argument is that employees who feel highly skilled and capable may resent an overly supervisory manager, whose directives will be seen as counterproductive rather than helpful. On the other hand, employees who feel less

skilled may prefer a more directive supervisor, who will be seen as enabling them carry out their tasks properly and improve their performance.

In this study, the different hypotheses were assessed using Pearson's correlation matrix and regression analyses and these revealed that quality of supervision had a statistically insignificant relationship with the dependent variable. This is parallel to the findings of Buckingham and Coffman (2005), who's results from a study conducted in the Gallup organization indicated that, "the manager – not pay, benefits, perks, or a charismatic corporate leader – was the critical player in building a strong workplace. The study therefore found out that quality of supervision has a minimal effect on job performance in the organization.

5.3.2 Staff welfare and job performance

The second research question was "How does staff welfare affect job performance in GHU?" From the regression and correlation results, it was clear that staff welfare had a positive strong relationship with the job performance of the employees. This was further explained in the document review. For example in some of the exit interview forms, many of the staff members kept emphasizing that staff welfare needed to be improved. This is something that was recurring in most of the exit interview forms.

The results may also be explained by the fact that a large percentage of the staff consider the variable of work life balance under the staff welfare as an important contributor to their job performance. The concept of work life balance is an area of growing interest. (Duxbury &Higgins, 2001) note that jobs have become more stressful and less satisfying and employees generally exhibit less commitment to their employers and higher absence rates from work. They add that

high levels of role overload and work to family interference play a significant role in frustrating job performance in organizations.

The positive result between staff welfare and job performance of the respondents could also be explained by the fact that the highest percentage of the staff members are aged between 26-35 years and this is most likely the age at which they are beginning to start families and so this may be of importance to them. The hypothesis was supported by the strong relationship. This simply means that for many of the staff at GHU, staff welfare is a big contributor to their job performance.

5.3.3 Work environment and job performance

The third research question was; "What effect does work environment have on job performance in GHU?" From the analysis results, it was revealed that there was a statistically insignificant relationship between job performance and work environment. The findings of this research would therefore suggest that work environment does have an effect on job performance among employees in GHU however it is not significant. Such a finding may be supported by research such as that of Canadian staff nurses who found that a positive work climate increased their sense of empowerment and job commitment, which, in turn, improved their care of patients. A positive work climate was also responsible for students' and teachers' success in British schools. And in a study of corporations, climate accounted for nearly a third of strong financial results—profits, efficiency, and revenue growth (Iqbal, 2008). When you pay attention to the work climate, you too can improve your staff's performance.

A few people talked about their work environment as an issue in their performance appraisals even through the document review.

The third hypothesis was therefore supported by the results of this study.

5.4 Conclusions

The purpose of this study was to assess the relationship between organizational factors and job performance among employees in Global Health Uganda. Below are conclusions drawn from the study findings. These conclusions are based on the study that was carried out in GHU. The conclusions briefly tell about the relationship between the specified organizational factors and job performance in GHU.

Quality of supervision and job performance

Although quality of supervision may affect job performance in most instances, this is not the case in the organization under study. This study revealed that quality of supervision had a minimal effect on job performance. We can therefore conclude that quality of supervision will have a minimal effect on job performance. This means that yes, it will affect performance but to a very small extent. For example, feedback from the supervisor will help to a small extent in improving job performance.

Staff welfare and job performance

It was revealed by the findings of this study that staff welfare (work life balance, benefits and pay in order of priority) is very important in the organization under study and has a strong impact on job performance among employees in GHU. The study revealed that to a large extent, the different aspects of staff welfare have a strong impact on the job performance. This therefore means that special attention has to be put in staff welfare in order to ensure that the impact is has on job performance is positive.

Work environment and job performance

The study revealed that work environment in the organization does affect the job performance of the employees in GHU. The most significant area of work environment that affects job performance was the occupational safety and health and so this means that this is an area that should be looked into so as to ensure that the staff feel safe at work which will positively affect their job performance.

5.5 Recommendations

Below are some of the recommendations that the researcher made as a result of the findings from the study carried out. These recommendations are from the researcher's point of view considering the documents from the organization that were reviewed and also for the data that was collected and analyzed.

5.5.1 Quality of supervision and job performance

Quality of supervision has an insignificant effect on the job performance of the employees. However, the organization must ensure that the lines of supervision are clear at all times. This usually helps to streamline functions and also reduces on the reporting confusion that is created when the lines of supervision are not clearly marked out. For example clear organograms for the organization can go a long way in streamlining reporting lines.

There is also need for continued feedback from the supervisors to their subordinates about their performance. This helps the staff members to have a regular reminder of their weaknesses and strengths and this can help them in ensuring they keep improving. This can also help the supervisors identify ways in which particular staff members can be helped to improve on their

performance for example identification of training needs. This also helps both the staff and the supervisor set regular targets that can always be reviewed and so this will keep the staff member alert of how they are performing at their job. In the long run this will improve on the job performance of the staff members at GHU.

5.5.2 Staff welfare and job performance

With evidence that staff welfare has a strong impact on the job performance of employees, it is crucial that management takes into consideration ways of enhancing staff welfare for the employees at GHU. Management should look into improving this aspect of the organization by for example supporting work life balance like providing medical insurance for the staff members and their dependants, organizing and facilitating more co-curricular activities that give employees time to relax away from the usual work schedule.

Management can also look into activities like counselling for staff members to help them deal with life challenges as they come and try to minimize their effect on job performance. This will go a long way in helping the staff members to maintain good metal health which later translates into improved job performance.

Management can also look into some of the organization policies and see how they can be amended to favor management and also in cooperate the some of the suggestions made by the staff members for example favorable child care policies, introduction of bonuses and allowances and awarding of long serving staff members. For example by adding another leave day for each extra year a staff member serves as soon as long as they have worked for more than six years for the organization.

5.5.3 Work environment and job performance

Work environment has an impact on job performance of the employees. Management should look into ensuring that the workplace/environment is comfortable enough and safe for the employees to carry out their day to day duties. It is vital enough working space is provided for the employees and that the space is well furnished with ably working equipment for them to execute their duties. Management can also look into periodically re furbishing the workstations of the staff so as to ensure continued comfort and safety at the workplace.

In relation to Herzberg's theory, management should consider addressing the disatisfiers by improving the staff welfare in terms of work life balance and benefits and also the occupational safety and health of the workplace in order to enhance job performance. It is also important for the management to engage the employees in making suggestions on how best their work life balance can be maximized by working with them to identify and implement types of support they say they need. Some of these suggestions have been made in the various satisfaction surveys and it is therefore upon management to slowly by slowly start to implement the things that have been suggested by the staff members.

5.6 Limitations of the study

The length of the questionnaire and the numerous questions to answer deterred some respondents from fully cooperating in the survey, thus affecting the response rate.

The researcher was also not able to interview senior management as was earlier planned because at the time of data collection, all of them were inaccessible.

The results in this research were obtained using a sample from one organization and this may limit the relevance of this research. However, the research can be opened out to other organizations in order to get more generalized results.

The sample size was very small due to the overall size of the organization. The sample size would have been much bigger if the study was done in an organization with a bigger population.

There was abit of delay in the analyzing of data since the researcher is not primarily a statistician.

5.7 Contributions of the study

As a result of this study, readers are able to be enlightened about the pressing needs of the employees. For example, in most cases, employers concentrate on increasing pay for the staff and yet other areas like work life balance if improved on may cause an increase in job performance. It should also be noted that occupational safety and health has come out strongly as a crucial contributor to job performance especially in health research based organizations like the one under study.

This study will fill a gap in literature and add to the existing body of knowledge especially among health research based organizations.

5.8 Areas recommended for future research

Further research could focus on finding out what exact factors employees prioritize in terms of work life balance.

In addition a comparative research could be undertaken on different organizations also in health related research so as to widen the relevance of this research.

Research in length of service in the same organization focusing on ways of motivating staff in their long years of service.

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APPENDICES

Appendix 1: Employee Questionnaire

QUESTIONAIRE FOR RESEARCH STUDY

Dear Respondent,

You are kindly requested to participate in this survey by answering the questions as honestly as you can. You have been contacted because you have information needed for this survey due to your experience. The study is being done in partial fulfilment of the requirements of the award of Masters in Management Studies (Human Resource Management) of Uganda Management Institute. The purpose of this study is to examine whether organizational factors affect job performance among first time employees in Global Health Uganda. Responses will be treated with maximum confidentiality and will not in any way affect your employment at GHU. Your responses will be used only for academic intention.

Yours faithfully,

Leticia Iguma Nandago (Researcher).

SECTION A: BIOGRAPHICAL INFORMATION

Please tick in the applicable box

1. Please indicate your gender	Male	
	Female	
2. Please indicate your age	20 to 25 years	
	26 to 30 years	
	31 to 35 years	
	36 to 40 years	
	41 years and above	

3. Please indicate your highest level of formal education completed	Certificate	
	Diploma	
	Bachelor's degree	
	Post graduate (Diploma/Masters/PhD)	
4. Was GHU your first full time job after school?	Yes	
	No	
5. How many co-workers do you supervise	None	
	1 to 5	
	6 to 10	
	More than 10	
6. How long have you been working for GHU?	Less than 1 year	
	1-2 years	
	3-4 years	
	5-6 years	
	More than 6 years	
7. Where do you spend most of your time at work?	Office	
	Field	
	Clinic	

SECTION B: QUALITY OF SUPERVISION

Scales: 1-Strongly Agree, 2-Agree, 3-Undecided, and 4- Disagree, 5-Strongly disagree

	Supervisory Capability	1	2	3	4	5
1.	My supervisor understands my job tasks					
2.	My supervisor demonstrates/clarifies work instructions and guidelines					
3.	My supervisor monitors and evaluates work progress					

	Feedback	1	2	3	4	5
4.	I get information about how I perform my job					
5.	My supervisor recognizes when I do a good job					
6.	I like the employee recognition scheme of GHU					

SECTION C: STAFF WELFARE

Scales: 1-Strongly Agree, 2-Agree, 3-Undecided, 4- Disagree, 5-Strongly disagree

	Pay	1	2	3	4	5
7.	My salary is fair and adequate					
9.	I am satisfied with chances for salary increases					
10.	GHU has clear policies regarding salaries					
	Benefits					
11.	The GHU benefits' system is fair					
13.	I do understand GHU's benefits options					
14.	I find GHU's benefits better compared to other institutions' benefits in the same sector					
	Work-life balance					
15.	I am able to balance my work and life					
16.	GHU gives me chance to balance work and life					
17.	GHU supports my work life balance					

SECTION D: WORK ENVIRONMENT

Scales: 1-Strongly Agree, 2-Agree, 3-Undecided, 4- Disagree, 5-Strongly disagree

	Level of physical comfort	1	2	3	4	5
18.	There is adequate working space for me					
20.	My work environment is well furnished					
21.	The fear of developing health complications due to my work environment interferes with the way I do my work					
	Occupational safety and health	1	2	3	4	5
22.	The lighting system in my work environment is good enough for my job to be done					
23.	The ventilation of the work environment is comfortable for me to do my work					

27.	The equipment I use is safe to get the job done					
	Social relations					
29.	I usually create time to socialize with my workmates					
31.	I believe that the co-operation among the staff in our department is adequate.					
32.	I believe that the friendship relations in our organization are better than those in other organizations.					

SECTION E: JOB PERFORMANCE

Scales: 1-Strongly Agree, 2-Agree, 3-Undecided, 4- Disagree, 5-Strongly disagree

	Achievement of targets	1	2	3	4	5
33.	I plan my work so that it is done on time					
34.	I achieve the work targets set for me					
35.	I promptly provide information that is requested					
	Accuracy					
36.	The quality of my work conforms to the set quality standards					
37.	I keep accurate and up to date records of my work activities					
40.	The number of quality control queries on my work has reduced					
	Attendance					
41.	I report to work on time					
43.	I work beyond my work hours					
44.	I put in extra time to get my work done					

SECTION F:

Additional Information

Please provide honest responses to the following questions.

1. Please indicate two things in order of priority that could improve your job performance by ranking them 1 and 2 in the space below with 1 being the most important.

_____

_____

2. What do you consider the main challenges when performing your duties?

_____

_____

3. What are some of the things you think GHU could do to encourage employees to perform their duties excellently?

_____

_____

THANK YOU FOR YOUR TIME AND EFFORT!!!

Leticia Iguma Nandago (Researcher)

Appendix 2: Document review checklist

The following secondary documents were reviewed

1. Human Resource department reports (January 2012- December 2016).
2. Human Resource Manual.
3. Annual reports from heads of departments.
4. Annual employee satisfaction survey reports.
5. Performance appraisal reports between January 2012- December 2016.
6. Minutes from the senior management planning retreats.