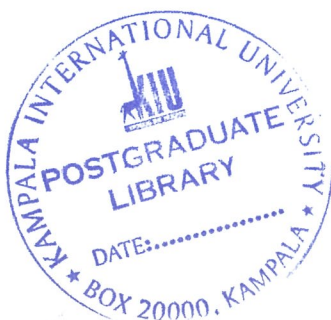


**IMPACT OF STAFF PERFORMANCE
APPRAISAL ON MANAGEMENT STAFF
AT KAKIRA SUGAR WORKS
(1985) LIMITED**

**BY
REV. BATI JOHNSON ANDAMA
HRM/16790/71/DU**



**A THESIS SUBMITTED TO THE SCHOOL OF POST
GRADUATE STUDIES AND RESEARCH IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER OF ARTS
IN HUMAN RESOURCE MANAGEMENT
OF KAMPALA INTERNATIONAL
UNIVERSITY**

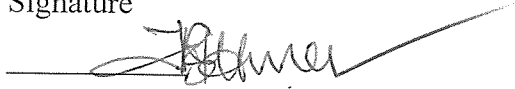


OCTOBER 2009

DECLARATION

I Rev. Bati Johnson Andama declare that the dissertation is my original work and has never been presented to any University or Institution of higher learning for the award of any academic qualification. I am solely responsible for any errors of omission or commission that may be found in this dissertation and the conclusion reached there in.

Signature


A handwritten signature in black ink, appearing to read 'Bati Johnson Andama', written over a horizontal line.

Date

8-10-09

APPROVAL

This thesis was done and submitted under my supervision as the University Supervisor.

Signature..... 

Businge – Rusoke Victoria (Mrs.)
SUPERVISOR

Date..... 8/10/2009.

DEDICATION

I dedicate this work to my prized wife Mrs. Alice Andama and Children Agnes, Doreen, Roy, Brian, Brenda, Patricia and Alvin. They have believed in me and have been supportive, prayerful that have always given me journey mercies to and fro Kampala. Thank you for everything.

I am entirely proud to have you.

ACKNOWLEDGEMENTS

Thank you Lord God for seeing me through thick and thin in the accomplishment of such an imperative task.

My sincere gratitude and appreciation goes to the Management of Kakira sugar Works (1985) Limited for sponsoring me for this course and giving me the opportunity further to carryout research in their Company.

Foremost, I specifically would like to recognize my mentor and lecturer, Dr. Businge – Rusoke Victoria. I cannot think of any other supervisor who could have bettered you; you were absolutely splendid and helpful. I specially thank you for your dedication to my nurturing as a Human Resource expert; you tirelessly and wholeheartedly gave me your most valuable time. Thank you. God Blss.

In the same spirit, I record my appreciation to all the lectures who facilitated the remedial modules of the programme. You instilled in me a strong work ethic and a belief in myself as well as my capabilities and made me enjoy my stay at Kampala International University as student. Your articulated lectures were a source of inspiration and encouragement to me. May good Lord Bless you.

Special thanks go to my colleagues, Mr. Moses Basoga Kabira, Mr. Fred Wapakhabulo, Ms. Teddy Mbabazi were invaluable in helping me keep my spirit up throughout the course. We constantly challenged each other academically and I totally loved the experience.

Last but by no means the least, to Ms. Grace Aanyu in particular for secretarial services in particular for word processing the report. May the grace of the Lord Bless the works of your hand.

TABLE OF CONTENTS

	Declaration	i
	Approval	ii
	Dedication	iii
	Acknowledgement	iv
	Table of Contents	v
	List of Tables	viii
	List of Graphs	ix
	List of pie Charts	ix
	List of figures	x
	Abstract	xi
	CHAPTER ONE	I
	Introduction	I
1.0	Back ground	I
1.1	Statement of the problem	2
1.2	Purpose of the study	3
1.3	Objectives of the study	3
1.4	Research Questions	4
1.5	Scope of the Study	4
1.5.1	Geographical Scope	4
1.5.2	Conceptual frame Work	5
1.5.3	Content Scope	6
1.5.4	Time Scope	7

1.6	Significance of the Study	7
1.7	Limitations of the study.	8
	CHAPTER TWO	10
	LITERATURE REVIEW	10
2.0	Introduction	10
2.1	An overview of staff performance appraisal	10
2.2	Historical Evolution of Performance appraisal	11
2.3	Performance Appraisal Concepts	12
2.4	Justification for performance appraisal	20
2.5	The process of performance appraisal	21
2.5.1	360 Degree Feed back	22
2.5.2	Goal setting or Management by objectives	25
2.5.3	Production standard methods	27
2.5.4	Essay appraisal method	27
2.5.5	Graphic ration scale method	28
2.6	Performance appraisal versus performance Management	28
2.7	Importance of performance appraisal	29
2.8	Components of appraisal schemes	32
2.9	Assumptions on staff performance schemes	46
2.10	Summary of Literature review	48
	CHAPTER THREE	49
	METHODOLOGY	49
3.0	Introduction	49

3.1	Research design	49
3.2	Target population and sample size	50
3.3	Sample method/ technique	51
3.4	Data collection instruments and Procedure	51
3.5	Reliability and Validity of the instruments	53
3.6	Sources of data	54
3.7	Data processing and analysis	56
	CHAPTER FOUR	57
	DATA PRESENTATION, ANALYSIS AND	57
	INTERPRETATION	
4.0	Introduction	57
4.1	Data analysis	57
4.2	Background information of the respondents	58
4.3	Leadership styles	59
4.4	Dissatisfaction from feedback	60
4.5	Frequency of performance appraisal	61
4.6	Design of staff performance appraisal scheme and staff personal goals	62
4.7	Career development	65
4.8	Confirmation in appointment	66
4.9	Promotion for lower and middle management	68
4.10	Training for lower and middle management	69
4.11	Good performance and productivity	70

CHAPTER FIVE	73
DISCUSSION, CONCLUSION AND	73
RECOMMENDATIONNS	73
5.0 Introduction	73
5.1 Summary of the findings	
5.2 Conclusion	74
5.3 Recommendation	76
5.4 Area of further study	79

REFERENCES

LIST OF TABLES, PIE CHARTS AND FIGURES

TABLES

Table 3.1 sample size	51
Table 4.1 Age distributions of respondents.	58
Table 4.2 Lengths of services for staff.	59
Table 4.3 Leadership styles.	60
Table 4.4 Respondents' distribution from feedback.	60
Table 4.5 Frequency of performance appraisal.	61
Table 4.6 Responses to the scheme in meeting expectations and personal goals of management staff.	62

Table 4.7 Responses of management staff on career development.	65
Table 4.8 Time taken to effect confirmation in appointment for supervisors and middle managers.	66
Table 4.9 promotion for lower and middle management	68
Table 4.10. How training has been carried out supervisors and middle managers among	69
Table 4.11 Observed factors that promote good performance and productivity.	71

PIE CHARTS

Pie chart 4.1 The success in addressing expectations and personal goal.	64
---	----

FIGURES

Figure 1.1 The relationship between the study Variables	5
Figure 2.1 Linear method process of performance appraisal	22
Figure 2.2 360 Degree feedback model.	23
Figure 2.3 Stake holders 360 degree appraisal	24
Figure 2.4 Appraisal process of six steps	26
Figure 2.5 A model of motivation	40

Figure 2.6 Motivation situation/process	42
Figure 4.1 Observed factors for effective and efficient performance appraisal	70
Figure 4.2 Observed factors that promote good performance and productivity	72

LIST OF APPENDICES

Appendix i Introduction letters from KIU and Kakira Sugar Works (1985) Limited

Appendix ii Vision, Mission and Strategies of Kakira sugar Works (1985) Limited

Appendix iii Research Instrument NO. 1

Appendix iv Research Instrument NO. 2

Appendix v Research Instrument NO. 3

Appendix vi Research Instrument NO. 4

Appendix vii Performance review form for staff

ABSTRACT

The purpose of the study was to examine and evaluate performance appraisal when linked to performance of management staff of kakira sugar works and eventually generalize the results to employees in kakira sugar works. A conceptual framework relating to independent variables, staffs' personal goals, frequency of performance appraisal, feedback and organizational productivity dependent variable organizational performance was developed together with moderating variables leadership styles, working conditions, motivation, commitment and training. A cross sectional survey design was used to collect data. Study used stratified random sampling method through interview schedule, interview guide, self-administered questionnaire with management staff. These were used to obtain information about the opinions, expectations and attitudes of the respondents that enabled the researcher to capture the objectives of the study.

A representative sample of 240 respondents was selected from a total population of 600 management staff with a response rate of 182 respondents 75.8%. The data was analyzed by using content analysis centered on themes, items, concepts, various statements and observation of patterns related to the variables in the study.

Data was presented by frequency counts and tables and interpretation of the results in reference to the literature review was done in chapter four.

Summary of the findings, conclusions and recommendations have been critically made in chapter five basing on the available literature on performance management and objectives of the study.

The study findings confirmed that in order to improve the productivity of the management staff, it is pertinent that management should re-design the staff performance review forms that should be participatory and recommendations given for promotion, further training should be communicated in the feedback and improve on leadership styles and working conditions.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

The researcher studied the evaluation of performance appraisal of management staff of kakira sugar works (1985) limited, aimed at increase in productivity and evaluating in organizational setting. Kakira Sugar Works (1985) Limited is a non governmental organization that was established in 1927 by Late Muljibhai Madhavani purposely for growing sugar cane as well as manufacturing sugar, jaggerry wash, and molasses. The organization's vision, mission as well as strategies are in **Appendix ii**. The organization has become one of the largest sugar producing companies in Uganda with seven thousand five hundred employees out of which six hundred are management staff whose performance is appraised annually.

In complex organizations such as Kakira Sugar Works (1985) Limited with several units and being manned by a large workforce, the need to inform top management of how the corporate goals are being executed cannot be over emphasized. Nyamhegera (2005) laments that, most performance appraisal usually end up being the manager's subjective opinion of the supervisor's performance. It is a difficult process to implement, the problem of bias are hard to overcome (Skinner et al 1994). The researcher had observed over the years that managers appraise their supervisors using incomplete facts or knowledge. The appraisal results in accurately evaluation of the supervisor and thereby hurt the employee or cause strife.

Subsequently, some employees do not get an increment in annual salary review during annual salary reviews. Maicibi (2005) views that Performance appraisal is easy to understand but difficult to implement, obviously performance appraisal can be considered as a tool very useful to any organization and the concept seems easy purse but the extent to which it can be implemented is what stands out to be the problem. There are many problems that come up to make up the problem for implementation of performance appraisal and the criteria, performance measures, human factors, personal interest, the parameter on which to base evaluation, the personnel to be appraised, the work environment, the employee relationship and the outcome of the total evaluation process all constitute, jointly or individually, to reduce the otherwise would have been credible tool in management.

Unless the above problems are corrected, organizations are likely to experience work place injustice, loss of skilled manpower, lack of staff commitment and low productivity. It is against this background that the researcher was prompted to undertake scientific research on evaluation of staff performance appraisal system and its effect on organizational performance.

1.1 Statement of the Problem

The researcher observed over the years that whenever staff performance review forms were given to supervisory management staff for the purpose of evaluating their performance, they either delayed to return the forms or

they did so reluctantly at their own time while the majority of the forms were filled very late under pressure from the top management. The current practice of performance appraisal was that every time a subordinate did something in the performance of his/her duties, an impression would be formed in the mind of the manager of how well or how badly the task was done. The accumulation of these impressions provided the manager with an overall view of the individual's performance and potential. This always created problems during the staff performance exercise. Thus, there was need to institute a more scientific investigation into this problem and get a lasting solution to it.

1. 2 Purpose of the Study

The study sought to examine the basis on which Kakira Sugar Works (1985) limited would base its design of performance appraisal scheme in relation to supervisory management staff's contribution to organization's goals and overall organization's needs that led to high performance and productivity.

1. 3 Objectives of the Study

The specific objectives of study were: -

- To establish how performance appraisal scheme of the company affects staffs' personal goals.
- To determine how the frequency of performance appraisal impacts on staff performance.
- To assess how the feedback affects staff performance.

- To determine how the performance appraisal scheme affects organizational productivity.

1.4 Research Questions

The research wished to answer the following salient questions pertaining to the staff performance appraisal scheme of Kakira Sugar Works (1985) Limited.

- Does the staff performance appraisal scheme of the company affect personal goals of management staff?
- Does the frequency of performance appraisal have an impact on staffs' performance?
- How does feedback affect staff performance?
- How does staff performance appraisal affect organizational productivity?

1.5 Scope of the Study

The research considered a representative number of management staff of Kakira Sugar works (1985) Limited consists of the top management and senior management who fall in salary grade MA and MB respectively, the middle management in grade MC and supervisory staffs in grades MD, ME and MF who were on the payroll at the time of commencement of the study.

1.5.1 Geographical Scope

The study covered the following geographical areas and categories of employees.

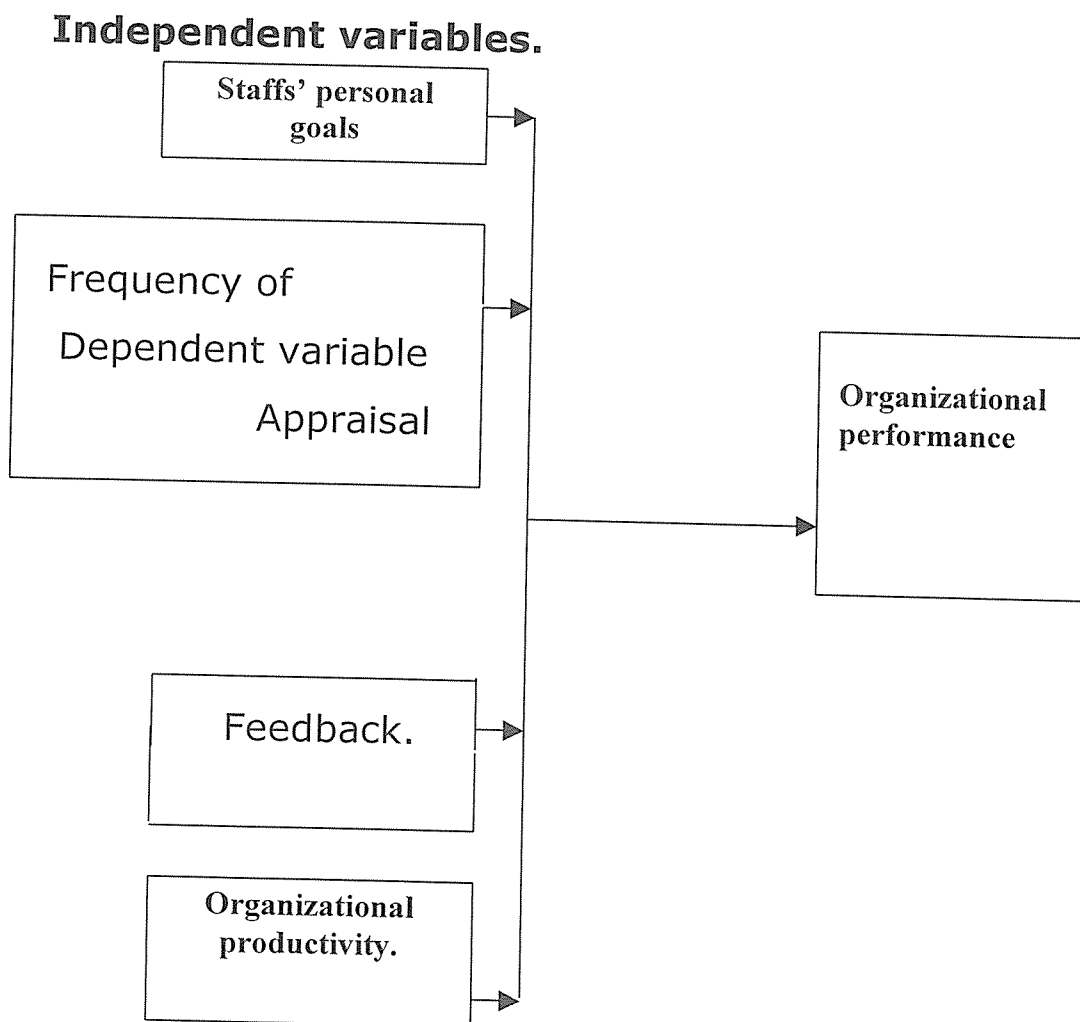
The study was carried out in Kakira Sugar Works (1985) Limited located 16 kilometers along Jinja-Iganga Tororo highway in Kakira Town Council, Butembe County, Jinja District. It lies on the Northern shores of Lake

Victoria at Latitude of 0 – 30 ° North and 33 – 17 ° West. It has a total of 8735 hectares of land including estate, factory, feeder roads, twenty one labour camps, as well as ten staff quarters, football grounds, Hospital, seven primary schools as well as one secondary school and scattered hills.

1.5.2 Conceptual Frame Work

The study conceptualized against the management practices on performance appraisal in Kakira Sugar Works (1985) Limited.

Figure 1.1 Schematic diagram on the relationship between the study variables.



Source: Developed by the researcher from review of literature.

The conceptual framework demonstrates the relationship between variables. The dependent variable was organizational performance while independent variables were staff personal goals, feedback, organizational productivity and frequency of performance appraisal were used in an attempt to explain the variance in productivity. It depicts what would happen when performance is linked to staff performance appraisal in pursuit of the organization's increased productivity/performance.

The model also explains the frequency of performance appraisal and its variable effects on productivity, as levels of motivation of management staff and perception of fairness of feed back are likely to respond to both commitment and job satisfaction that are either immediate or posted in the near future. However, for productivity to be positively influenced by the independent variables, it is moderated by other variables namely leadership styles, working conditions, commitment, training, promotion and motivation.

1.5.3 Content Scope

The study limited to determining whether performance appraisal had a positive impact on employee performance in the organization. Attempts were made to examine how the levels and frequency of performance appraisal could increase productivity amongst the management staff of the organization.

1.5.4 Time Scope

This study took into account records and organization data for the period of three years from April 2007 to April 2009.

1.6 Significance of Study

The study is significant in that:

Staff Performance Appraisal now assumes a central importance as Management function, because people are the most important of the resources in an organization.

The findings will be used for making salient recommendations on staff performance Appraisal with a view of making them cultivate positive attitude in supervisory staff and to improve performance of the organization as a whole.

Improved the staff attitude shall be of benefit to various categories of people. The top management would be able to make crucial decisions on staffs basing on the performance recommendations.

The study will provide a useful tool for policy and decision makers of similar Non- governmental organization in Uganda and other developing countries for the purpose of improving staff performance appraisal schemes in their respective organizations.

Other researchers and scholars will be able to build on what has been covered and this will be the most humble contribution in field of human resource management.

The study will be a partial fulfillment of the requirement of the award of Master's Degree in Human Resource Management of Kampala International University.

1.7 LIMITATIONS OF THE STUDY

The researcher experienced several problems associated with raw primary data collection. These are outlined below: -

1. Slow response

Although the researcher was within reach of the top management, the supervisors and middle managers, it took him a lot of patience and time to receive back the self-administered questionnaires. They complained of lack of time due to their busy daily schedule. This problem was overcome during the interviews with them whereby the researcher explained the benefits of the study. The researcher further explained to them that their responses were very crucial in making recommendations to eventually solve the problem of unfavorable response from the staff, whenever their performance were being measured.

2. Respondent's uneasiness

The supervisory staff was very uneasy in filling the self-administered questionnaires some also tried to resist response. When asked why they were uneasy the answer received was that they feared being victimized if they criticized the performance appraisal scheme.

The researcher solved this problem by explaining the purpose of the study and assured them not to write their names anywhere on the questionnaire so that the responses remain anonymous and reiterated the importance of

confidentiality to be observed by the researcher. After this assurance, they responded freely and willingly during interview and filling the forms.

3. Transport

The study was conducted at Kakira Sugar Works (1985) Limited with an extensive area coverage of 30 square kilometers. An independent transport was secured in covering sample population within the period of study. The researcher hired motor cycles *bodaboda* for this purpose.

4. Weather conditions

The period of study was both wet and hot condition. The researcher had to procure gumboot, an umbrella and rain suits to match with the condition as a measure to over coming this problem.

CHAPTER TWO

LITERATURE REVIEW



2.0 Introduction

This chapter presents an overview of the related literature about the conceptual or theoretical framework of staff performance appraisal Schemes, the definitions given by various authors including the views of the researcher. Justification for performance appraisal, the historical evolution, the process of staff performance appraisal schemes will be looked at from the broad perspective, the modern thinking and from management by objectives point of view as well as performance appraisal verses performance management. The components and uses assumptions and importance of the schemes were reviewed.

2.1 An Overview of Staff Performance Appraisal

Performance appraisal is a key element in the use and development of an organization's most vital resource- the employees. Effective appraisal is the only fair tool for making staff related decisions such as pay, promotions, demotions, retentions, transfers, redundancies and training. Further effective appraisals contribute to staff motivation and job satisfaction.

Birungi (2006) says, performance appraisal is a process because it looks at past performance and seeks to access how well or poorly the task has been done. It also considers how suitable the employee is for promotion into



more senior jobs. Appraisals should be well planned so as to achieve the intended objectives.

2.2 Historical Evolution of Staff Performance Appraisal

Dale (1975) outlined the historical evolution of staff appraisal. From the outline, systematic employee appraisal techniques came into prominence during and immediately after the First World War (1914 – 1918). The idea was first conceived by one Walter Dill Scott who persuaded the United States Army to adopt his, man-to man rating system for evaluating military officers in the performance of their duties in the army in general and at the front line in particular. Dale further added that between 1920s and 1930s private individual concerns sprang up and rational wage structure for the hourly paid factory workers became a popular issue. A policy of in-grade wage increase was now based on merit and after being appraised or rated.

Dale further observed in his outline that the early employee appraisal plans became known as merit-rating programme. This terminology was used until mid 1950s and the exercise was later extended to cover the technical professional and managerial personnel that is, the skilled manpower who earn salaries instead of wages. It became an integral part of a well-designed staff development programme.

Action in the performance evaluation of the upper level personnel grew and intensified at the expense of wage earner (hourly paid workers) to the extent that the old terminology of merit – rating became known as

the performance and behaviour of personnel in an organization. He further adds that it is the name given to the regular (usually six months or annual formulated and recorded view of the way in which an individual is performing his job normally carried out by the job holder's immediate boss.

Maicibi (2005) further contents that, manager's do not ask others who do have the pertinent information so that, a more realistic evaluation can be done but this promotes disharmony and dissatisfaction at work place. Marcic (2004) remarks that to obtain an accurate performance rating, managers must acknowledge that jobs are multidimensional and performance thus may be multidimensional as well. Performance appraisal is the activity used to determine the extent to which an employee performs work effectively (Ivancerich 2004)

Fleet (1994) asserts that, it is difficult to compare performance with standards because some standards are not quantifiable and judgment is always involved. Nyamhegera (2005) contends that, most performance appraisal usually ends up being the manager's subjective opinion of the supervisor's performance. Skinner et al (1994) says performance appraisal is a difficult process to implement, the problem of bias are hard to overcome. Maicibi (2005) asserts that if performance is to be rated accurately, the performance appraisal system should require the rater to assess each relevant performance dimension. Also the use of more than one rater will produce more accurate results, as it will help reduce rater-bias and subjectivity. He adds that, performance appraisal tends to be

backward looking concentrating on what had gone wrong, rather than looking forward to future development needs.

Line managers have frequently rejected performance appraisal schemes as being time-consuming and irrelevant. Employees have resented the superficial nature with which appraisal have been conducted by managers who lack the skills required, tend to be biased and are simply going through the motions. The staff performance system at Kakira Sugar Works (1985) limited tends to concur with the reasons of failure of the system given above.

Cole (1997) stressed that performance evaluation is the individual's out put in terms of job performance. He further adds that, "the expression performance appraisal usually relates to the assessment of the staff or managerial performance, and not that of manual workers." The staff performance scheme at Kakira Sugar Works (1985) Limited tends to. Concur with this definition because it does not appraise employees on salary scales I, H, G, F, E, D, C, B. This is the traditional and historical out look.

Birungi (2006) argues performance appraisal as "review of an individual's performance with a view to improving it". She adds that Performance Appraisal is the continuous process of providing feedback to subordinate inform of information on how they are performing in the organization. Cole (2002) concluded that employee performance appraisal is an important

means by which organizations improve their chances of attaining their key operational goals. The process of appraisal itself is an important way for managers and their team-members to work together on the issues that really matter if the process encourages a joint problem-solving approach in which other team- members may be involved, it can contribute to individuals' maturing in experience and obtaining greater job satisfaction. This conclusion takes into account the human resource development aspect of the performance appraisal Scheme that is a very instrumental in cultivating commitment and high morale in the appraisees. Nyambegera (2005) has the following thoughts on performance appraisal. He views that when performance appraisal is properly designed and executed, it becomes the vehicle through which the organizations philosophy of management is communicated truth is established, decision – making power is transferred, mistakes are turned into positive learning experiences, proper recognition is given and both subordinates and supervisors productivity are increased.

Maicibi (2005) observes staff performance appraisal as “ a process of arriving at judgments about an individual past and present performance, against the background of his work environment and about his future potentials for an organization. Similarly, Ngu (1990) says it as a system of measuring work output or productivity or efficiency either quantitatively or qualitatively”.

Chuck (2003) contends that performance appraisal is a process of assessing how well employees are doing their job. Performance appraisal is

a formal system for measuring, evaluating and reviewing performance Durbrin (1997). Nyambegera (2005) attempted to focus even further on the report when he states that "one of the major reasons why performance appraisal systems have not been effective in organization is the lack of training of the managers doing the appraisal and the built in biases and subjectivity of the appraisals themselves"

Certo (2000) says performance appraisal is the process of reviewing past productive activities to evaluate the contribution individual have made towards attaining management system objectives. But Griffllin (2002) views performance appraisal as a formal assessment of how well an employee is doing his/her job. The staff performance system at kakira sugar works (1985) Limited tends to concur with the reasons of failure of the system given above.

Gomez- mejia et al (2005) says "One of the keys to both individual and organizational success in providing quality feedback about individual performance". He views that performance appraisals have three important objectives.

They open two-way communication channels so that supervisors may convey to employees what is expected of them and employees have an opportunity to tell supervisors what is on their minds, they provide construction feedback to employees so that positive steps may be taken to capitalize on strengths and reduce weaknesses; performance appraisal is an

integral part of the career development process and they help the manager decide who should be paid more based on individual contributions.

Armstrong (2006) hold staff performance appraisal as " the formal assessment and rating of individuals by their managers at usually an annual review meeting". Armstrong and Murlis (1998) assert, performance appraisal too often degenerated into " a dishonest annual ritual." Armstrong (2006) summarized performance appraisal as; top – down assessment, annual appraisal meeting, use of ratings, monolithic system, focus on quantified objectives, often linked to pay, bureaucratic – Complex paper work and owned by the human resource department.

Rue et al (2000) refers to performance appraisal as a process that involves determining and communicating to employees how they are performing their jobs and establishing a plan for improvement. While Daft (2000) views performance appraisal as the process of observing and evaluating an employee's performance recording the assessment and providing feed back to the employee. Bateman (2002) expresses performance appraisal as the assessment of an employee's job performance.

Kreitner (1995) hold performance appraisal as evaluating job performance as a basis for personnel decisions. He further contends that, annual performance appraisal are such a common part of modern organizational life that they qualify as a ritual. As with many rituals, the participants repeat the historical pattern without really asking the important question,

why and are there a better way? Both appraisers and subjects tend to express general dissatisfaction with performance appraisals. He adds that only 25% of managers, who do performance appraisals, receive training for it. When there is training it often goes little further than to explain how to use the form, administration procedures, and dead lines for submitting and getting the forms approved.

According to Hellriegel et al, (2002) performance appraisal is a formal structured system for measuring, evaluating and influencing an employee's job-related attributes, behaviors and outcomes. They further comment that the focus of performance appraisal is on discovering how productive the employee is and whether he/she can perform as effectively or more effectively in the future. Jones et al (2000) regards performance appraisal as the evaluation of employee's job performance and contributions to their organization. They further view that performance appraisal is the process through which manager share performance appraisal information with subordinates an opportunity to reflect on their own performance and develop with subordinates plans for the future. They hold that recruitment; selection, training and development components of a human resource management system ensure that employees have the knowledge and skills they need to be effective now and in the future.

Performance appraisal and feed back compliment recruitment selection, training and development.

Maicibi (2005) says, "Performance appraisal has been discredited because too often it has been operated as a top-down and largely bureaucratic system owned by the human resource department rather than by line managers. Townley (1989) comments that performance appraisal is solely a means of exercising managerial control". The staff performance appraisal at Kakira Sugar Works (1985) Limited tends to concur with words of Maicibi(2005)

My own view is that staff performance Appraisal Scheme is the continuous evaluation and assessment of the extent to which an individual employee/worker has attained the objectives of the job he/she is supposed to perform in a given time frame. The objective must have been set jointly by the appraiser and the appraisee and should be realistic, result oriented and cost effective to the organization.

From the definitions of the performance appraisal it can be said that it is an important technique to be used by any organization if the organization really wants to achieve it's set objectives. Evaluation of performance of each member of an organization is necessary. This is because performance appraisal enables the manager to check if the established standards are met (Maicibi 2005).

2.4 Justification for Performance Appraisal

The exercise of evaluating performance of employees is necessary in order to: -

Identify the level of employees SWOT (Strengths, weaknesses, opportunities and threats) pertaining to his job performance, satisfy the overall organization's needs regarding staff development, appropriate staff deployment and salary reviews, enable employee improve on his performance, identify training and development needs of an individual employee, motivate the employee and identify individual's potential performance as well as establish the basis on which an organization may base its rewarding system in relation to employee's contribution to organization's goals.

Birungi (2006) justified performance appraisal as a general purpose of any staff assessment system to improve the efficiency of the organization by ensuring that the individuals within are performing to the best of their ability and developing their potential for improvement. Within this overall aim, staff assessments arousal practice has to review performance, plan and follow up training and development programs as well as set targets for future performance. It also has to review potentials as an aid to planning career development, making promotions that is predicting the level and type of work the individuals will be capable of doing in the future, to increase motivation for the employees and to review salaries that is

measuring the extent to which an employee is deserving of salary increase as compared with the peers.

2.5 The Process of Performance Appraisal

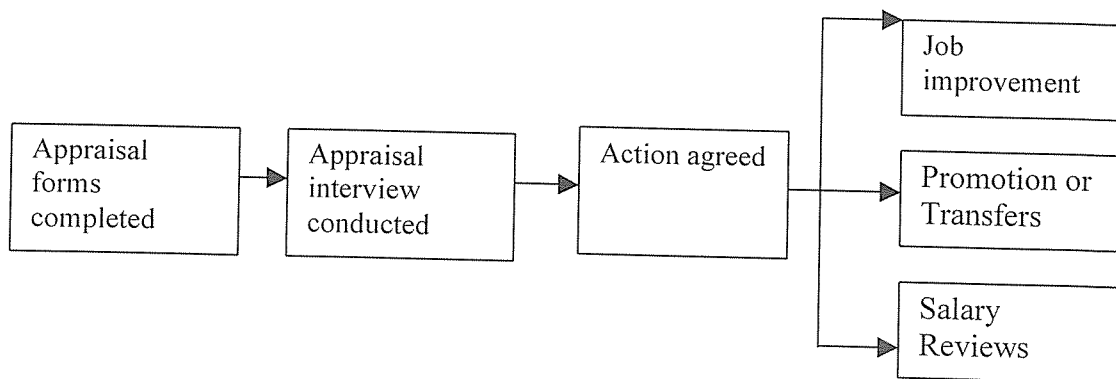
Birungi (2006) is of the considered opinion that staff performance Appraisal process focuses on two things namely who is to be appraised and who does the appraisal. She adds that appraisal by the Superior is the most common arrangement. The advantage of the appraisal by the superior is that you get the most detailed knowledge of the tasks and duties carried out by the subordinates. Rue et al (2000) has continued to be enthusiastic about appraisal, he says that for performance appraisal to work effectively, it must be supported by documentation and a commitment by Management to make them fair and effective. Typical standards for the performance appraisal process are that it be fair, accurate (facts, not opinions, should be used), include as much direct observation as possible, be consistent, and contain as much objective documentation as possible to allow anyone evaluating the performance of an employee to generally come to the same conclusion as the manager.

Traditionally, the process of appraisal staff was done once or twice a year against a list of personality characteristics viewed by Goss (1994) as follows; job knowledge/ability that is ability to perform in all aspects of the job, adaptability/flexibility ability to cope with change, multi-skill for craft workers, productivity – individual work output quality of work- attention to detail, consistent quality, attitude to work – commitment, motivation,

enthusiasm, interaction with others, originality/initiative, perception, judgment/use of resources, attendance/time keeping, safety awareness, need for suppression, supervisory ability.

According to Cole (2002), the linear method process of performance appraisal is when standardized appraisal forms are filled or completed. Then appraisal interviews are conducted and actions are agreed on job improvement, promotions or transfers and salary review. This only serves to reduce staff performance Appraisal to an annual ritual imposed upon un convinced line manager. This is a typical example practiced in Kakira Sugar Works (1985) Limited at it's simplest, the appraisal process term of assessing individuals performance against targets can be depicted from the linear method outlined in figure 2.1 below:

Figure 2.1 Linear method of performance appraisal



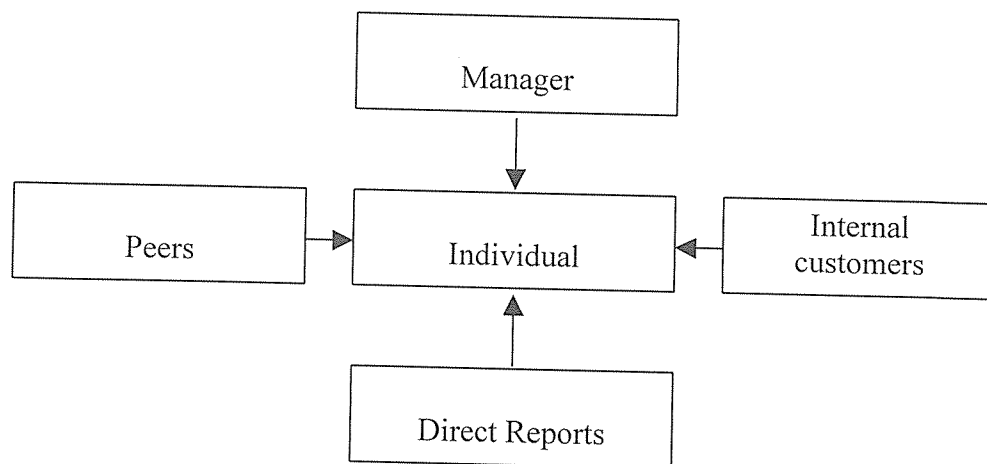
Source: Cole, G.A. (2002) page 299

2.5.1 360 Degree Feedback

360⁰ degree feed back has been defied by ward (1995) as cited by Armstrong (2006) says, " the systematic collection and feed back of performance data on an individual or group derived from a numbers of the

stake holders on their performance. The data is usually fed back in the form of ratings against various performance dimensions 360-degree feedback is also referred to as multi source assessment/multi rater feed back (Armstrong 2006). This can be generated for individuals from the person to whom they report, their direct reports, their peers or colleagues in other parts of the organization and their external as well as internal customers as shown in figure 2.2.

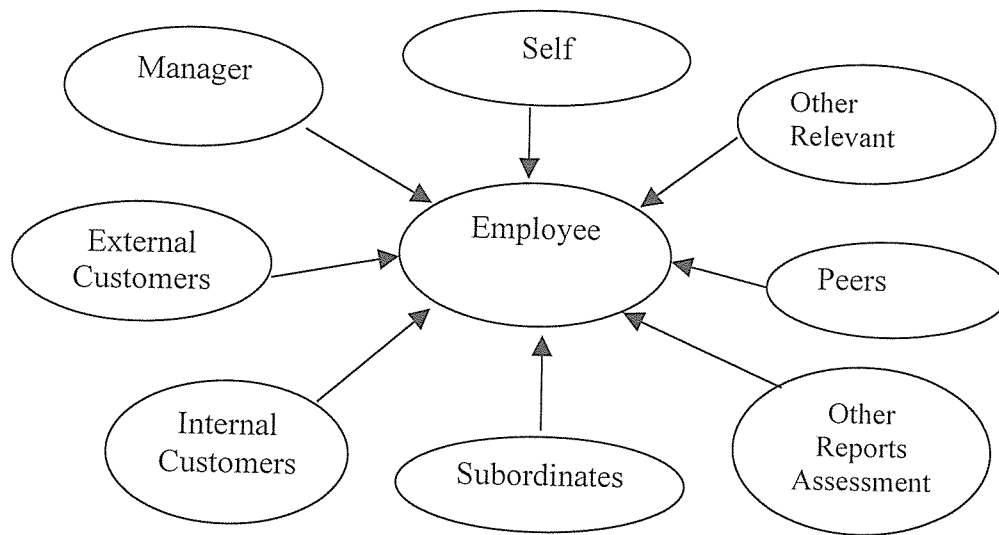
Figure 2.2 360 degree feed back model.



Source: Armstrong 2006 page 522

Feedback can also take the form of 180 degree or upward feed back where subordinates give this to their managers. Feedback may be presented direct to the individuals, or to their managers or both (Armstrong 2006). The above statement concurs with the performance appraisal feedback of Kakira Sugar Works (1985) Limited. The top down is vertical relationship that is manger to subordinate two person involved. Appraisals have moved from a fairly simple manager subordinate (top-down) relationship to 360degree appraisals, involving stakeholders who provide feedback on an individual performance (Malcon & Tricia 1998)

Figure 2.3 Stakeholders 360 Degrees Appraisal.



Source Malcolm M & Tricial J (1998).

Figure 2.3 shows an example of the stakeholders that might be involved in an individual's appraisal. This can be implemented in various ways. Leopold et al (1999) are of the view that a range of people are asked to assess the individual against competency framework. The feedback can be from the subject's staff (90 degree appraisal) and from colleagues as well as clients/customers (360 degree appraisal). Munyirwa (1993) share this view and emphatically advocated for peers, fellow subordinates to be given space in the appraisal scheme to assess the employee. These are the people who interact with the appraisee on daily basis and know his/her strong points and areas of improvement better. Their assessment is more accurate than the boss who comes once in a while to observe the worker or meet in a meeting as well as get reports only.

Performance appraisal should not be a monopoly of top management alone is her considered opinion. Hill (1997) listed the stake holders as the peers in the team, suppliers, customers and fellow subordinates because conventional performance review system that involve self appraisal does not always give a complete picture. Rue et al (2000) concurs with the views of Daft (2000) and Cole (2002) who observed that a person's job performance is evaluated by his or her immediate supervisor as well as other individuals who have either direct or indirect contact with the person's work. the person also conducts a self assessment of his/her performance. Co – workers also evaluate the person. Additionally, subordinates, customers, clients and anyone else who has contact with the person make an evaluation. Thus a full circle (360⁰ degrees) of evaluation is typically made by having all the above-mentioned individuals.

2.5.2 Goal Setting / Management by Objectives (MBO)

The main aim of MBO was to shift appraisal from personality to performance. Thus, managers are to agree on objectives with their subordinates and review the results against those objectives. The philosophy, according to Rue et al (2000) was that employees tend to support goals if they agree the goals are acceptable and if they expect to be personally successful in their effort that is certainly a power motivator. The central view is that if people know where to go, they are more likely to get there. Further more, people will be keener to do something if they have thought it out for themselves rather than having it imposed upon them. This is well illustrated in six steps by Rue et al (2000) as shown below

Figure 2.4 Appraisal process of six steps

Establishing clear and precisely designed statements of objectives for the work an employee is to do.



Develop an action plan-indicating how these objectives are to be achieved.

Allowing the employee to implement this action plan.



Appraising performance based on objective achievement.



Taking corrective action when necessary



Establishing new objectives for the future

Source Rue et al (2000)

Unfortunately, management by objective became a cult as managers dislike formal appraisal and feel they are a waste of time. The process could not be perpetuated any further and was replaced by modern approaches such as result Oriented Management (ROM) which is being embraced by many organizations. MBO schemes are still in existence today but they have foundered because they failed to establish the link between individual and organizational objectives.

2.5.3 Production Standard Methods

Rue et al (2000) contributed to this approach saying it is most frequently used for employees who are involved in physically producing product and are basically a form of objective setting for those employees. It involves setting a standard or an expected level of output and then comparing each employee's performance level to the standard. Generally production standards attempt to answer the question of what is a fair day's output and should reflect the normal output of an average person. The advantage of the production standards approach is that the performance review is based on highly objective factors of course to be affective, the affected employees as being fair must view the standards. The most serious criticism of production standards is a lack of comparability of standards for different job categories.

2.5.4 Essay Appraisal Method

Rue et al (2000) observed that essay appraisal method requires the manager to describe an employee's performance in written narrative form. Instructions are often provided to the manager as to the topics to be covered. A typical essay appraisal question might be "Describe, in your own words, this employee's performance including quantity and quality of work, job knowledge, and ability to get along with other employees. What are the employee's strengths and weaknesses?" the primary problem with essay appraisals is that their length and content can vary considerably as well as can be very, subjectively. For instance one manager may write a length statement describing an employee's potential and saying little about

past performance, another manager may concentrate on the employee's past performance. Thus, essay appraisals are difficult to compare. The writing skill of a manager can also affect the appraisal. An effective writer can make an average employee look better than the actual performance warrants.

2.5.5 Graphic Rating Scale Method

Rue et al (2000) points out that, with the graphic rating scale method, the manager assesses an employee on factors such as quantity of work, dependability job knowledge, attendance, accuracy of work, and cooperativeness. The rating scales include both numerical ranges and written descriptions. This method has set backs that managers are unlikely to interpret written descriptions in the same manner because of in background, experience, and personality. The staff performance review form of Kakira Sugar Works (1985) conforms with some of the rating factors listed above as seen in ***Appendix vii.***

2.6 Performance Appraisal Vs Performance Management

Armstrong (2006) described performance appraisal as discredited too often operated as a top-down and largely bureaucratic system owned by the Human Resource Department rather than line managers. The philosophy is that performance appraisal is "tail that wags the dog" in its relationship with performance management. The exercise of appraising performance is necessarily retrospective as it concerns making judgment about the past performance of employees. It tended to be backward looking,

concentrating on what had gone wrong, rather than looking forward to future developments needs. But if performance appraisal is properly conducted, can be used to improve current performance by providing feedback, on the strengths and weaknesses of the employee; can be effective increasing employee motivation, and ultimately organizational performance. It can also be used to identify training needs and potential, agree future objectives, focus on career development and solve problems.

Performance management is a continuous and much wider, more comprehensive and more natural process of management that clarifies mutual expectation, emphasizes the support role of managers who are expected to act as coaches rather than judges, and focuses on the future. Performance management is a vehicle for the continuous improvement of business performance via a co-coordinated program of people management systems.

2.7 Importance of Performance Appraisal

According to Rue et al (2000) performance can be applied in the following:
To make decisions related to merit pay increases, promotion, lay offs, and firings. He sighted an example that, the present job performance of an employee is often the most significant consideration for determining whether to promote the person. While successful performance in the present job does not necessarily mean an employee will be an effective performer in a higher – level job, performance appraisals do provide some predictive information.

Provides needed input for determining both individual and organizational training and development needs. He adds that it can be used to identify individual strengths and weaknesses. These data can then be used to help determine the organization's overall training and development needs. For an individual employee, a completed performance appraisal should include a plan outlining specific training and development needs.

To encourage performance improvement. In this regard, performance appraisals are used as a means of communication to employees how they are doing and suggesting needed changes in behavior, attitude, skill or knowledge. This type of feedback clarifies for employees' the job expectations the manager holds. Often this feedback must be followed by coaching and training by the manager to guide an employee's work efforts.

While Daft (2000) views importance of performance appraisal as: -

To describe and evaluate the employees performance. He adds that, skillful managers give feedback and praise concerning the acceptable elements of the employee's performance. They also describe performance areas that need improvement. Employees can use this information to change their job performance.

Performance appraisal can also reward high performers with merit pay, recognition and other rewards. However, the most recent thinking is that linking performance appraisal to rewards has unintended consequences.

The idea is that performance appraisal should be on going not something that is done once a year as part of a consideration of raises.

The staff performance appraisal system at Kakira Sugar Works (1985) Limited tends to concur with the most recent thinking as cited by Daft (2000) that performance appraisal is done once at the end of the year as part of a consideration of raises.

Similarly Cole (2002) advanced the reasons of why appraisals are carried and summarized them as follows: -

To identify an individuals current level of job performance, to identify employee strengths and weaknesses, to enable employees to improve their performance, to provide a basis for rewarding employees in relation to their contributions to organization goals, to motivate individuals, to identify training and development needs, to identify potential performance. to provide information for succession planning and to draw attention to present performance in the job in order to reward people fairly, to identify those with potential for promotion or transfer.

Kreitner (1995) contents the uses of performance appraisal as compensation, Counseling, staff planning, retention, discharge, promotion. Training and development, and validation of selection techniques. Bateman (2002) argues that, the purpose of performance appraisal is to: -

Serve as administrative purpose. It provides information for making salary, promotion and lay off decision as well as providing documentation that can justify these decisions in court and serves as a developmental purpose. The information can be used to diagnose training needs, career planning.

Feedback and coaching based on appraisal information provide the basis for improving day-to-day performance. Birungi: (2006) is of the view that the

overall purpose of performance appraisal is to improve the efficiency of the organization by trying to get the best out of the individual working for it. Improves work performance of employees, by helping them realize and use the full potential in doing work for the organization.

2.8 Components of Appraisal Schemes

The components of performance appraisal scheme are the following

Performance

This refers the degree of accomplishment of the tasks that make up an employee's job. It reflects how well an employee is fulfilling the requirements of the job (Rue 2000) contends that performance reflect how well an employee is fulfilling the requirement of the job. The above author further added that the determinants of performance are the net effect of an employee's effort as modified by abilities, role perceptions and results produced. This implies that performance in a given situation can be viewed as resulting from the interrelationship among effort, abilities, role perception and results produced.

Mac Shame and Glinow (2003) remarks that, goal setting improves employee's performance by stressing the intensity and persistence of efforts and by giving employees clearer role perception so that their effort is charmed towards behaviour that will improve work performance. Kreitner and Kinicki (2001) argue that research has consistently supported goal setting as a motivational technique and thus setting performance goals

increase individual performance. Whetten (1998) arithmetically says
performance = ability x motivation (effort)

$$P=A \times M$$

Ability = Aptitude x training x resource.

$$AB=AP \times T \times R$$

The multiplicative function in these formulae suggests that all elements are essential. For example, workers who have 100% of the motivation and 75 % of the ability required to perform a task can perform at an above average rate. However, if these individuals have only 10% of the ability required, no amount of motivation will enable them to perform satisfactorily. Mishra (2003) observed that people expected salary review when they attained expected levels of performance when rewards to employees are linked to their individual performance, there are three reasons for doing so (Gomez 2000). Individually, employees differ in how much they contribute to the firm, not only in what they do, but also in how well they do it, the organization's overall performance depends to a large extent on the performance of individuals' within the organization and to attract, retain and motivate high performers and to be fair to all employees.

High performance working involves the development of number of interrelated processes which together make an impact on the performance of the firm through its people in such areas as productivity quality, and the delivery of increased share holder value. This is achieved by enhancing the skills and engaging the enthusiasm of employees. Progress must be

measured constantly (Armstrong 2006). To be effective, performance measurement system must be tied to compensation or some sort of reward.

According to Kreintner (2004), effective performance management requires:

Systematically deciding and communicating what needs to be done, a plan for ensuring that it happens, some means of assessing if this has been achieved, information reaching the right people at the right time so that decisions are made and actions taken.

Gomez (2000) says that rewards to employees are linked to their individual performance there are three reasons for doing so these include; staff differs in how much they contribute to the firm, not only in what they do, but also in how well they do it, the firm's overall performance depends to a large extent on the performance of individual's within the firm, and to attract, retain, and motivate high performers and to be fair to all employees.

Productivity

This is the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of agency mission and goal". In order to improve productivity of management staff, it is imperative to review staff performance management concepts so as to understand the motivation that links volume of work and participants must have faith in the fairness of the management system. Ivancevich (2004) says that before productivity can

be effectively managed and improved, it should be measurable. In case of this study, it is the tones of canes supplied to factory in a year for the case of agricultural department while for factory department is the tones of sugar produced in a year.

Significance of productivity.

Mutabazi (2003) argues that decreased productivity in firms is consequence on short term as opposed to long term planning, lack of support from line managers, inadequate resources, and resistance to change mistrust between management and labour. Whereas, getting employees involved in the planning process helps them understand the goals of the organization, what needs to be done, why it needs to be done, and how well it should be done. Even if it were true that performance linked rewards positively impact on productivity, monitoring performance and conducting progress reviews is important for sound decision making and helps to analyze effectiveness and efficiency in an organization. Productivity monitoring can help management to check how well staffs meet pre-determined standards and may stimulate increased productivity. Without performance monitoring, there will be no verifiable performance improvement.

Frequency of performance appraisal

The research handled frequency of performance appraisal as an independent variable that had a direct relationship with productivity variables. Rewards respond to positive behavior of management staff specifically those whose performance has always been rated good.

Commitment

The Human Resource Manager must make sure the senior managers as well as the top management of the organization are fully committed to the idea of staff performance appraisals. They are deeply involved in the exercise of assessing the performance of the subordinate staff in their respective departments. Their support must be secured. The top management makes decisions based on the outcome of the process of appraisal and must inevitably be part of the scheme. Commitment refers to attachment and loyalty. (Porter et al 1974), an alternative, although closely related, definition of commitment emphasizes the importance of behavior in creating commitment (Armstrong 2006).

Lack of commitment on the part of managers caused the philosophy of management by objectives to be abandoned and Shafie (1996) reported that the Government of Malaysia had to introduce executive and managerial action in 1992 in order to bolster commitment to the new performance appraisal systems in his country. Although an improvement, there was still insufficient top management commitment with regards to creation of shared departmental vision, strategizing annual goals and objectives, thus top management commitment needs to be secured in all aspects of the appraisal system and at all costs.

One of the underpinning characteristics of Human Resource Management is its emphasis on the importance of enhancing mutual commitment (Walton, 1985). High-commitment management has been described by Wood (1996)

as " A form of management which is aimed at eliciting a commitment so that behavior is primarily self- regulated rather than controlled by sanction and pressures external to the individual, and relations within the organization are based on high levels of trust. Whetten (1998) arithmetically said motivation is = desire x commitment. Motivation represents an employees desire and commitment to perform and is manifested in job- related effort. Some people want to complete a task but are easily distracted or discouraged. They have desire but low commitment. Others plod a long with impressive persistence, but their work inspired. These people have high commitment but low desire (Whetten 1998).

Leadership Styles

Leadership styles are likely to impact positively towards increased productivity. Armstrong (2006) contends that in principle any leader has a double edge role that is responsible for the organization to help it achieve its goals/objectives and at the same time, helping to satisfy the needs of the subordinates. Ahuja (1997), Rue (2004), Stephen et al (2003) and Maicibi (2003) share the same view that leadership is a process of influencing a group or a team, in a particular situation, at a given point of time and in a specific set of circumstance that stimulate people to strive with willingness to attain organizational goals. Hersey expresses the same view and Blanchard (1988) While Armstrong (2006), Andrew (1997) and Tichy (1997) argues that leadership is the capacity to achieve a desired

result and maintain effective relationship with individuals. According to Kotter (1990), Managers must know how to lead as well as manage.

Leadership member exchange theory was introduced as an alternative to the average leadership style approach (Cunningham and Macgregor, 2000). This average leadership style embraces the notion that leaders develop or maintain the same style of leadership with their subordinates. (Cunningham and Macgregor, 2000).

The leader member exchange theory holds a divergent view to the average leadership style in a way that leaders develop different qualities of relationships with subordinates as regards work place interactions (Bhal, 2006). Indeed Trucken brodt (2000) views leader member exchange as being influenced by dyadic divides created as a result of environmental and work based factors. Researchers such as Harris (2004), Gomez and Rosen (2001); Diensech and Linden (1998) Support the existence of a relationship between leader membership between leader member exchange and trust in supervisor, Trust builds confidence in employees.

Maicibi (2005) acknowledge that any leadership or management style must be supported by mutual trust, respect and confidence between leader and subordinate. There are many leadership styles and are generalized into two major categories. Task oriented and Employee oriented. On the contrary, many scholars as cited by Maicibi (2005) classify leadership styles depending on the characteristics and behavior of the leader Armstrong

(2006) share the same view as follows:- Autocratic leadership style retains most of the authority, take decision and impose them on the group, expect group members to put into effect without questioning the reasons for them and Communication flow is from top-down. But, Participative leadership style shares decision making with group members, involves consensus, and consultation as well as encompasses teamwork by encouraging members to share the decision making process. While Democratic leadership style confer financial authority on the group, functions as collectors of group opinion and take a note before making a decision, leader sees him as a coordinator of group effort rather than a decision taker. Free-rein leadership style turns over virtually all authority and control to the group, provides to the group indirectly rather than directly, group members are presented a task to perform and are given free rein to figure out how to perform it best and plays a passive role.

Work and living conditions

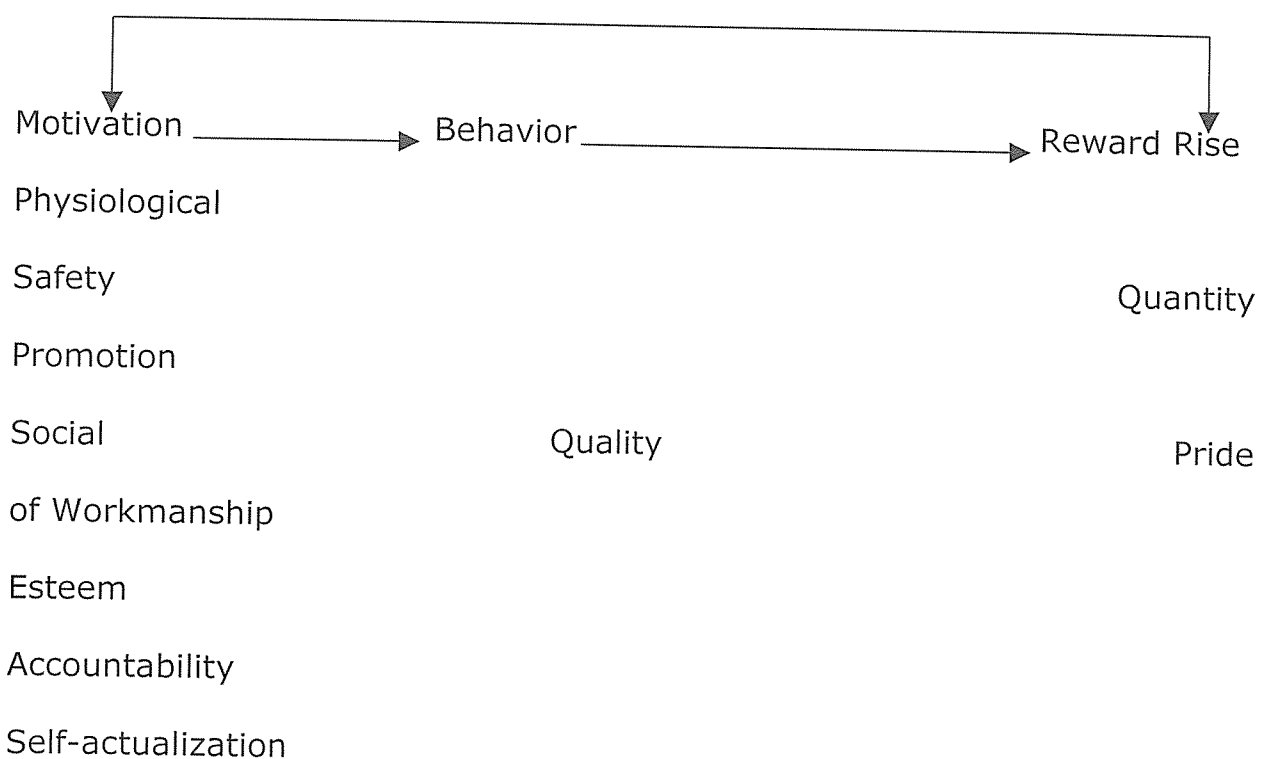
Armstrong (2006) considers warm human relations between employees and employers as one of the main elements of work conditions. He argues that without close co-operation and understanding between the management and employees, measures to increase output and productivity will be rendered ineffective. The conditions in which employees live in their immediate environment may have an impact in the performance of an employee. Bamba (1999) says that "housing has a direct bearing on labour efficiency" money spent on houses for workers in a capital investment will bring health, improved efficiency and higher productivity.

Motivation

Arther (2001) says, according to behavioral scientist, effectiveness worker performance requires motivation, ability and a reward system that encourage quality work. a person's motivator motivation is characterized as a need based on state of arousal. While need deprivation increases our state of arousal or search to reduce the need deficit.

Figure 2.5

A model motivation



Source: Arther A. & A.J Strickland (2001)

Written (1998) arithmetically said motivation is = desire X commitment.

$$M = D \times C$$

Motivation represents an employee's desire and commitment to perform and is manifested in job related effort. Some people want to complete a task but are easily distracted or discouraged. They have desire but low commitment. Others plod along with impressive persistence, but their work is uninspired. These people have high commitment but low desire. This research will limit itself to explain why motivation is a basic variable which influences performance of employees. Victor Vroom's expectancy theory and Abraham Maslow's theory of hierarchy of needs explain how individually, employees are motivated to perform better.

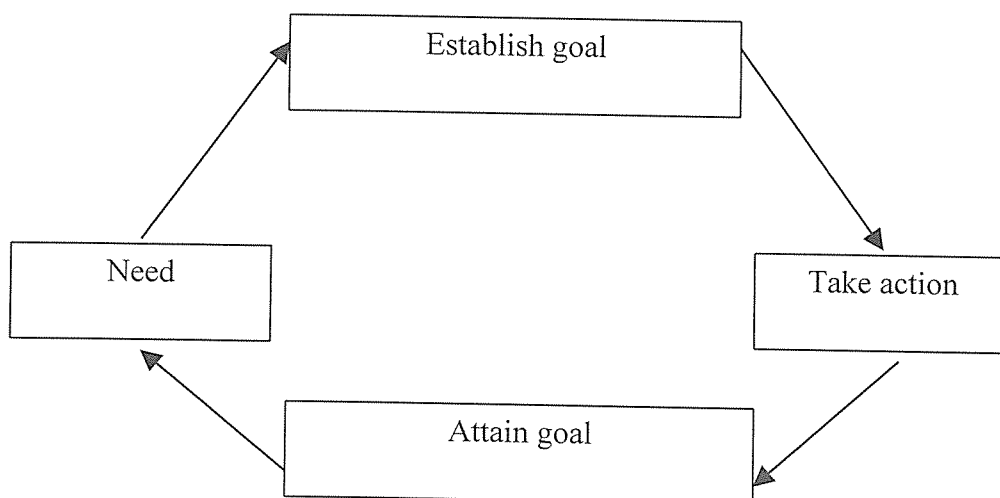
According to Guest (1992), process theory provides a much more relevant approach to motivation than theories of Maslow and Herzberg. He adds that the process theory can certainly be more useful to managers than the needs theory because it provides more realistic guidance on motivation techniques like expectations, goal achievement, feeling about equity. Bamber (1999) explains the expectancy theory thus; the more attractive an employee considers a particular reward, and the probability that the exertion of effort will lead to that reward, then the more effort the individual will put into his/her work.

All organizations are concerned with what should be done to achieve high level of performance through people. Latham & Locke (1979) states that motivation and performance are higher when individuals are set specific goals. They found that as long as goal, demanding goals leads to better

performance than easy once. Erez (1977) also emphasized the importance of feedback.

Robertson et al (1992) pointed out that goal inform individual to achieve particular levels of performance, in order for them to direct and evaluate their actions, while performance feedback allows the individual to track how well he/she has been doing in relation to the goal so that if necessary, adjustment in effort, direction or possible task strategies can be made. The building of motivational factors into organizational roles, the staffing of this role and the entire process of leading people must be build on knowledge of motivation (Armstrong 2006)

Figure 2.6 Motivation Situation/Process



Source; Armstrong (2006)

Job Satisfaction

Job satisfaction is a result of combination of circumstances that cause an employee to make an affective declaration ' I am happy with my job.' It is a pleasurable positive emotional state in an employee, which results from job

experiences (Maicibi 2003) Job satisfaction enlists higher commitments to tasks and goals of the organization by the employees. Higher commitments, subsequently implicates more efforts and strive for good work (Maicibi 2003). If employees are not deprived of what they are supposed to get, it prevents them from feeling dissatisfied, possible protest or complaints but it does not necessarily make them produce with any zeal.

Armstrong (2006) contends that job satisfaction refers to the attitudes and feelings people have about their work. Positive and favorable attitudes influenced by appraisals indicate job satisfaction while negative and unfavorable attitudes indicate job dissatisfaction. Purcell et al (2003) believe that discretionary behaviour, which helps the organization to be successful, is most likely to happen when employees are well motivated and feel committed to the organization and when the job gives them high levels of satisfaction.

Design of the Scheme

There must be adequate consultation and involvement of the managers and supervisors in the design and method of implementation of appraisal schemes before they are introduced. People will be keener to do something if they have thought it out for themselves if imposed upon them. There must be agreement at all levels for the success of the scheme. The appraiser has a duty to explain the advantages of the scheme being put in place, as there are some workers who may not appreciate the purpose. Such employees need to be educated about the whole set up and their confidence secured. This lays emphasis on the idea of openness and

participating aspects of the scheme such that the contribution of the subordinate staff however small they may be, are incorporated. This will trigger the active participation of the appraisees.

Monitoring the Scheme

Once a scheme is put in place, there needs to be a mechanism for monitoring it. The manager has to address the needs of the individual and can be successful in monitoring if the following are answered from the subordinate. Tell me what you expect of me, give me the opportunity to perform, let me know how I am getting on, give me the guidance when and where I need it without monitoring the scheme, the employees are most likely going to be derailed in the duties at the expenses of failure to realize the corporate goals and their own personal objectives. The organization is bound to suffer. Gomez (2005) views that, observing environmental changes on a continuous basis to determine whether a clear trend is emerging is monitoring.

Training for Appraisers

The supervisors and appraisers according to Whiltler and Harper (1962) are qualified persons who are familiar with the employees. The relevant skills, competence and attitudes can best be acquired through training which must be adequate in order to make fair and objective assessment for effective appraisal. The researcher's view is that the training should be extended to the appraisees so that each person is fully aware of his/her role and then desirable objectives can be registered. In the Malaysian experience one of the implementation issues was that officers trained in the

new performance appraisal systems had to train their own departmental officers and staff, which concurs with the views expressed above.

Simplicity of the Scheme

The scheme should be kept as simple and straight forward as possible. Furthermore, the scheme must be clear and with well-communicated objectives designated by SMART objectives, which are jointly agreed. The objectives must be specific, measurable, achievable, realistic, time bound and stretching. Malconlm & Tricia (1998) added the following two suggestions to improve on simplicity of the scheme.

Pilot run or testing.

Before implementing any new staff performance Appraisal Scheme across the whole organization, it is advisable to carry out a pilot run in one department in order to gain invaluable feedback on possible teething problems, which can be solved before the launch. It is most advisable to commence with the senior people in the pilot area so that their commitment is obtained and then cascade their learning to their subordinates. Once the idea percolates to the grass roots then the scheme can be fully launched in the organization and fruitful results expected instead of confrontation.

Feed back

Arther (2001) says feedback is knowledge produced about he cause and effect sequence that either stimulate or suppress future state of arousal. The appraiser should provide constructive feedback on performance and



support appraisees in meeting their development need in line with the organizational goals. Hill (1997) Compliments the arguments when she states that feedback gives opportunity to fair attention to people at work. Her view is that if done well, feedback is a gift that is highly valued by the people being managed. But if done badly, feedback can disappoint, discourage, and de-motivate people. Feedback is therefore, a gift that all managers must give and receive if they are to manage the performance of people at work effectively. It must be given and packaged in a way that helps people to improve, achieve and develop themselves. It should also be able to enhance people's strengths and contribution, encourage them to manage their own performance and cultivate confidence and job ownership.

She concludes with a piece of advice that to receive feedback from people is helpful and constructive and should be actively encouraged and sought, received positively and acted upon appropriately. Bateman (2002) agrees entirely the position and outlined the guidelines for giving feedback to an average employee as follows; summarize the employee's performance and be specific, explain why the employee's work is important to the organization, thank the employee for doing the job, raise any relevant issues, such as areas for improvement, and express confidence in the employee's future good performance,

2.9 Assumptions on Staff Performance Schemes

Staff performance Appraisal Schemes are built on certain premises, which are expected to apply to all schemes universally. The acts of judging the

performance of another person in an organizational activity are basic and must be clearly spelled out and concisely too. These assumptions are as elaborated below by Malcolm and Tricia (1998).

The organization

The scheme assumes that the organization is scientifically managed and utilizes the correct and appropriate modern administrative practices such as Result oriented management (ROM). That every member understands his role and wants to co-operate in the achievement of organizational goals. It is further assumed that all employees know these goals very well.

The Manager

Here the basic assumption is that the manager knows how to manage his supervisors and has the full understating of the nature of the work to be done. He is fully endowed with the skills and knowledge required to manage his subordinates. It is further assumed that the manager is objective in his management, and emotionally stable and therefore will not use the evaluation situation to relieve his own anxieties and aggressive tendencies. The manager is assumed to be a reliable and competent evaluation of the performance of his subordinates and that he has been thoroughly instructed in its procedures and has the ability to communicate his observations emphatically to his subordinates who have good working relationship with him. The most recent trends in staff performance Appraisal scheme is moving away from a focus on traits or behavior to a result oriented approach, and objectives setting as the major issue. In practice however,

rather than seeking to set objective, managers would be better advised to attempt to agree on objectives with their subordinates staff.

2.10 Summary of Literature Review

The review of the literature indicates that staff performance Appraisal Schemes need to be well managed preferably by human resource specialists who have a vision, which is well integrated with the organizational goals and objectives. It is a multidisciplinary function. Which must be handled with great care; otherwise it can prove to be counter productive to the supervisors and breed bad blood. In order to manage people effectively, managers must assess what they are doing and how they are doing it. The scheme used as a tool for this measurement must not be retrogressive but allow the appraisees to assess themselves, participate in evaluating their performance with managers, be allowed to comment on the ratings given by the managers before recommendations are made to higher authorities.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used in carrying out the study. It covers a research design sampling methods, target population and sample size, sample technique, procedure of data collection, the instruments and the variables that were measured, data processing and analysis, sources of data, data quality, data management and analysis. The methodology adopted in this chapter enabled the researcher to collect the relevant data from the respondents.

3.1 Research design.

In order to obtain a reliable data, the researcher used a descriptive research design because this design help one to describe the situation as it is and also the outcomes so as to capture the on going process of performance appraisal-linked rewards against performance of management staff of kakira sugar works (1985) limited and to enable the researcher gain a deeper understanding on how, when, and which staff performance appraisal scheme can increase performance of management staff as well as motivational factor that can increase productivity of management staff.

A survey design was used to obtain information from or about a defined set of the population and it had the ability to describe economical feature of large numbers of the population sample such as those of the management

staff. The rationale of selecting this design was to compare and relate the independent and dependent variables indicated in the conceptual framework. Secondly, surveys are best known for handling variables that relate to behavior, attitudes, opinion, characteristics, and expectations. This study therefore, sought to find opinions and expectations that link performance appraisal in relation to performance of Kaki sugar works (1985) limited management staff.

3.2 Target population and sample size.

The study was based on the target population of all the management staff with a total of 600 staff. From the population, the sampling frame was those respondents who were interviewed. Management in the selected strata was affected equally by the results of the study and therefore representative of that population and each staff had the same chances of being selected. The sample size was obtained using the formula.

$$nf = \frac{n}{1+n/N}$$

Where nf = the desired simple size <10,000
 n = the desired sample size >10,000
 N = the population size

Source: Mugenda and Mugenda page 44

Sample size was = 240 management staff with a response rate of 182 respondents giving 75.8%.

3.3 Sampling method/technique

The sampling method was to identify an appropriate procedure for selecting the subject to be included in the sample. Stratified random sampling method was used to determine the sample size from the target population within the organization. This was to achieve the desired representation from the various management staff. Due to the nature of the population under study, the researcher used stratified random sampling Method. Strata disproportionate random sampling was used to obtain the respondents on the company's pay roll who were the researcher's sampling frame.

Table 3.1 Sample size

Sampling frame	Target Population	Sample size
Top management	06	06
Middle management	48	24
Lower management	546	210
Total	600	240

Source: Developed by the researcher 2009

3.4 Data collection instruments and procedure:

3.4.1 Procedure for data collection:

A letter of introduction was obtained from Kampala international university that introduced the researcher to the management of kakira sugar works (1985) limited and an acceptance letter was given to the researcher. **(See appendix i)**

Questionnaires were first piloted onto selected respondents so as to help the researcher to keep focused on the research problem, eliminate systematic errors and inadvertent biases from respondents. It also aimed at determining the duration of an interview with one respondent and determined subsequent time required to interview all the respondents. It further enabled the researcher to check whether the answers in instrument were measuring up to the variables in the research questions, i.e. construct validity and evaluated whether the questions covered fairly the moderating variables in the study.

After pre-testing, the research instruments were then amended and modified to meet the objectives of the study. Expert opinion on the redesigned research instruments were discussed and agreed by the supervisor before administering them on the sample population. Participants were assured of confidentiality and anonymity. Results from piloted questionnaire were coded and also analyzed together with the others.

3.4.2 Data Collection tools and Instruments

The cross sectional survey was the main method of data collection. The main instruments for the study were self-administered, Semi- and Structured Questionnaire and interview guide. These were used to obtain information about the opinion, expectations and attitudes of the respondents that enabled the researcher to capture the objective of the study. Given the nature of the research questions that were to be

addressed, the questions dealt on perceptions, attitudes and motives. The reason for relying on these instruments was to provide opportunities for asking questions and for probing that increased the response rate. The stratified disproportionate random technique was purposely used so as to categorize the respondents according to their hierarchical roles and responsibilities. Interviewer-administered questionnaire were used, purposely so as to achieved a higher response rate. Investigative questions that were mainly closed ended, aimed at defining and describing the variables, which were used to elicit responses from the respondents. The instrument aimed at examining and explaining relationship between the variables, and in particular the cause and effect between performance appraisal and performance of management staff.

3.5 Reliability and Validity of the Instruments

3.5.1 Reliability:

Reliability refers to the consistency in measuring whatever it is intended to measure. It is the dependability or trustworthiness in the context of a measuring instrument, the degree to which the instrument consistently measures whatever it is measuring (Amin 2005). In the study, both internal and external reliability methods were used to ensure consistency and dependability.

3.5.2 Validity:

Validity refers to the appropriateness of the instrument that is to use in a study. It is the ability to produce findings that are in agreement with

theoretical or conceptual values. Mugenda and Mugenda (1999) describe validity as the accuracy and meaningfulness of inferences, which are based on the research results. The validity of the instruments was tested using content validity index (CVI). Three similar sets of instruments i.e. questionnaire, interview schedule and Discussion Guide were administered to the respondents and questions were rated against the variables to establish whether the instruments accurately represented contents of the conceptual framework.

3.6 Source of data

Data were obtained and collected from the following sources:

3.6.1 Primary Data:

The primary data was obtained from personal interviews and responses from the questionnaire administered by the researcher to the respondents. Questions were sequentially arranged to logically follow the objectives in the study. A mixture of the open ended and closed questions was used and this was aimed at eliciting an unencumbered response spontaneously. In order to tap the feelings and motives of management staff, the researcher also used probes to establish rapport. The instruments were purposely administered by the researcher or by specifically selected research assistants. This confirmed to what is suggested by Mugenda and Mugenda (1999) that due to the low level of education of most respondents and their inability to interpret questions on their own interview schedules should be administered by the researcher.

3.6.2 Secondary Data:

Literature closely related to this study was reviewed and the documents were used to obtain a variety of information on the study, to help the researcher relate the constructs with the analysis of the study. The main source of secondary data was from kakira sugar works (1985) limited official documentary records and reports in the Human Resource department. Secondary data were obtained from the employee's master roll register, monthly turn over and absenteeism reports, voucher, company magazine and monthly information bulletin, scientific sugar journals.

3.6.3 Face to face interviews:

These were conducted to interview top, middle and lower management staff and were used mainly to obtain a higher response rate from this category of respondents whose responses were crucial to the objectives of the study.

3.6.4 Focus Group Discussion:

This technique was used to informally interview the lower management staff in a group discussion setting. The discussions helped the researcher to obtain relevant answers, clarify on ambiguous answers and complete the incomplete answers that might have been obtained from the top and middle management staffs. After completing the data collection, the researcher proceeded with data presentation and analysis.

3.7 Data Processing and Analysis.

The study used qualitative analysis in addition to some quantitative data analysis. Qualitative data was collected using questionnaires gathered at the end of each working day by the researcher. Additionally notes from in-depth interviews, field notes and Focus Group Discussions were edited, serialized and categorized. Serializing enabled the researcher to find out if there were cases, which require going back to the field to complete the unanswered questions and to clear ambiguous answers. The data was coded and edited for consistency, accuracy and completeness. It was then computed using content analysis techniques and statistical tables. Neuman (2003) defines content analysis as a technique for gathering and analyzing the content of the text. Content may refer to words, themes, ideas, texts of in depth interviews symbol, meanings. According to Neuman (2003), studies that employ content analysis of their data render the study's analysis reliable and valid.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

1.0 INTRODUCTION

This chapter presents, analysis and interprets the findings of the study. The findings as observed by Berg (2004) have been interpreted and discussed with regard to the research question of the study and cross reference to the literature that was reviewed in chapter two. The purpose of the study was to establish whether kakira sugar works (1985) limited would base its design of performance appraisal scheme in relation to management staff's contribution to organizations' goals and needs.

The first part of the questionnaire was designed to collect background information about each and every individual respondent that included respondents' age, sex, qualification, date of appointment, confirmation, promotion, training and terms of employment. Documentary review of records and reports in Human Resource department were extensively used to derive secondary data. Triangulation of the research instrument was purposely used in order to validate the results.

4.1 Data analysis

The data analysis was based on background information that was derived from the respondents. As suggested by Berg(2004) the data was analyzed

by using content analysis centered on wards, themes, items, concepts, various statements, and observation patterns related to the variables in the study. Content analysis as an analytical tool was used based on attributes that were physically present and countable in both primary and secondary data as was described by Neuman (2003).

4.2 Background information of the respondents

The first part of the questionnaire was designed to collect background information about each and every individual respondent. The information included the respondents' age, sex, qualification, date of appointment, confirmation, promotion, training and terms of employment with the company.

4.2.1 Age distributions of respondents

Table 4.1 Age distributions of respondents:

Age Range in Years	Frequency	Percent
20-30	18	9.9
31-40	54	29.7
41-50	96	52.7
51 & above	14	7.7
Total	182	100.0

Source: primary data:

Above table 4.1 indicate that 96 (52.7%) of the respondents are between ages of 41-50 years who have served the company for long and are determined to improve on their performance while 54 (29.7%) range

between ages of 31 – 40 years and few joined newly 18 (9.9%) but 14 (7.7%) would be for retirement soon.

Table 4.2 Length of service for staff.

Length of service in years	Frequency	Percent
1-5	28	15.4
6-9	83	45.6
10-15	52	28.6
16-20	12	6.6
21 years & above	07	3.8
Total	182	100.0

Source: primary data.

The above table indicates that 83 (45.6%) respondents served the company for a period ranging between 6-9 years while 52 (28.6%) had worked for a period ranging between 10 – 15 years and 28 (15.4%) have joined the company newly but as the age increases from 16years and above, the number of staff reduces. When probed further by interview, the management staff revealed that, feedback results discourages others and they go for greener pasture.

4.3 Leadership style

Effective leadership influences and is good motivator factor. But the responses of the staff about leadership styles in Kakira sugar works (1985) limited was as shown in the table 4.3 below.

Table 4.3 Leadership styles:

Leadership styles	Frequency	Percent
Autocratic	13	7.1
Democratic	89	48.9
Participative	80	44.0
Total	182	100.0

Source: primary data:

The data in the above table revealed that from the opinion of the respondents, 89 (48.9%) of the management were using democratic leadership style, 80 (44.0%) used participative and 13 (7.1%) used autocratic. It was reviewed in literature that leadership styles were likely to impact positively towards increased productivity. Armstrong (2006) views concur with the findings that in principle any leader has a double edge role that is responsible for the organization to help it achieve its goal/objectives and at the same time, helping to satisfy the needs of the subordinates.

It can be deduced that the leadership styles influence performance of the staff.

4.4 Dissatisfaction from feed back

Table 4.4 Showing respondents' dissatisfaction from feedback

Dissatisfaction	Frequency	Percent
Addressed	13	7.1
Not Addressed	169	92.9
Total	182	100.0

Source: primary data.

The data in the above table revealed that from the opinion of the respondents, 13 (7.1%) of the management staffs' dissatisfaction from feedback is addressed while 169 (92.9%) of the management staffs' dissatisfaction from feedback is not addressed. The view of Shafie (1996) concur with the findings that "there was still insufficient top management commitment with regards to creation of shared departmental vision, strategizing annual goal and objectives thus top management commitment needs to be secured in all aspects of the appraisal system and at all cost. Commitment moderates performance. Avenues must be in place to address and cater for dissatisfied employees with feedback of assessment and specify strength, weakness in performance and opportunity for improvement. It can be deduced from the above table that, dissatisfaction of employees from feedback is not addressed.

4.5 Frequency of performance appraisal

Table 4.5 Showing frequency of performance appraisal.

Performance appraisal frequency	Frequency	Percent
Annually	28	15.4
Semi Annually	92	50.5
Quarterly	62	34.1
Total	182	100.0

Source: Primary data

The above table revealed that 28 (15.4%) of the respondents preferred annual performance appraisal while 62 (34.1%) would go for quarterly appraisal and the majority 92 (50.5%) would be highly motivated with

Semi annually performance appraisal. They believed that, within the six months, they would be able to recall and improve on their performance.

It can be deduced that from the above table the majority of the staff prefer semi annual assessment and evaluation of performance appraisal.

4.6 The design of staff performance appraisal scheme and staff expectations, and personal goals.

As pointed out in chapter two, performance appraisals should be properly executed so that it become a vehicle through which the organization philosophy of management is communicated, mistakes are turned into positive learning experiences and truth is establish. The research tried to establish the design of the scheme in meeting the staff expectations and personal goals the responses are summarized, presented with their analysis and interpretation. The findings are as tabulated in Table 4.6 below.

Table 4.6 Showing responses to the design of the scheme in meeting expectations and personal goals of management staff.

Expectations and personal goal	Respondents	Percent
Addressed	39	21.4
Not addressed	83	45.6
Partially addressed	60	33.0
Total	182	100.0

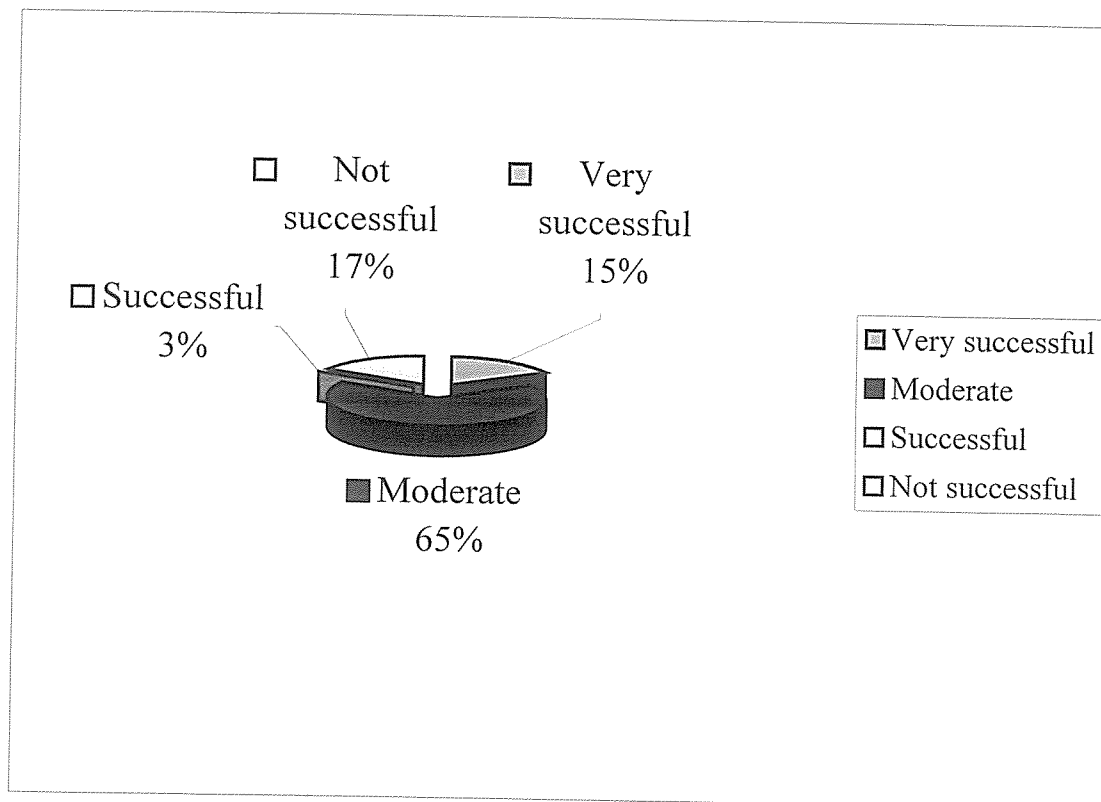
Source Primary data

The above table indicates that 83 (45.6%) of the management staff believed that the scheme does not address their needs while 39 (21.4%) are addressed and 60 (33%) are only partially addressed.

It can be deduced from the above analysis that, the needs of 83 (45.6%) of the respondents were not fully addressed. However, when interviewed, 65.5% of the respondents admitted that the scheme does not address their needs and this reasonably agrees with the findings from the self-administered questionnaires. 34.5% indicated their needs were addressed by the scheme and this has encouraged them to work for the company for more than fifteen years now.

The findings from heads of departments showed total divergence from the general view held by supervisors and middle managers in that four of six heads of department confidently said the scheme addressed their expectations and personal goals. They further illustrated this by confirming having rendered services for more than ten years each. The general responses of supervisors and middle managers are that the scheme is inadequate in addressing staff aspirations, expectations and goals. It was only the heads of department who have served for more than one decade and section managers who have also served one and half decade in the company who admitted the scheme addressed their aspiration, expectations and personal goals.

Pie chart 4.1 Success in addressing expectations and personal goals



Source: Developed by the researcher 2009

From the above pie chart 118 (65%) of the management staffs' expectations and personal goals are moderately fulfilled while 27 (15%) of the staffs' have very successful and 6 (3%) are successful but 31 (17%) are not successful.

It can be deduced from the above pie chart that expectations and personal goals are partially fulfilled by the results of performance appraisal.

The study also wanted to establish if the staff performance appraisal scheme adequately addressed issues of staff development in terms of timely confirmation of employees in their appointment, promotions to

higher ranks and responsibilities as well as training in order to enhance their skills and development (career path). The argument here is that where the scheme does not address staff development, then employee retention becomes a problem. The management staffs' made the following responses as summarized in table 4.7

4.7 Career development

Table 4.7 Responses of management staff on career development.

Staff Development	Frequency	Percent
Address	22	12.1
Not Address	160	87.9
Total	182	100.0

Source from primary data

The table 4.7 provides that 160 (87.9%) of the respondents said that, the scheme does not address staff development. Then 22 (12.1%) are of the view that the staff development is addressed by the scheme. When probed further by interview, the middle managers revealed that whereas there are clear policies about staff developments, the problem lies with the implementation of the provisions of the scheme. They argued that, they always recommend their subordinates for training and promotions during performance appraisal exercises but the response from the senior management was different and contrary to their expectations. No recommendations are effected. Further, staffs that were appointed one and half decade above have not been confirmed in their positions after their

appointment. This shows lack of commitment on the part of the senior managers.

The research also obtained responses from the heads of department as regards the adequacy of the scheme in addressing their development needs. The heads of department have a positive out look at the staff development as envisaged by the scheme. Looking at the length and service they have rendered to the company could see this more clearly. They attributed all their working life and achievements to the company.

In order to drive the point of staff development home, responses about confirmation in appointment were obtained from the supervisors and middle management as indicated below in table 4.8.

4.8 Confirmation in appointment

Table 4.8 Time Taken to Effect Confirmation in appointment for Supervisors and Middle managers.

Confirmation in appointment	Frequency	Percent
No confirmation	61	34.6
Confirmation between 6-9 month	82	46.6
Confirmation after 1 year	24	13.6
Confirmation after 2 years	03	1.8
Confirmation after 5 years	06	3.4
Total	176	100.0

Source: primary data.

The company standing orders provide that established staff be confirmed after satisfactory probationary period of six months from the date of appointment into the service of the company. The above table reveals that

82 (48%) of the respondents were confirmed in their appointment between 6-9 months. The table further indicates that a big percentage of 61 (34.6%) have not been confirmed and some of the staffs' have served over fifteen years. This further illustrates lack of commitment on part of senior managers by that time. 24 (13.6%) of respondents were confirmed after one year where as 3 (1.8%) received confirmation letters after serving probation for two years and 6 (3.4%) were confirmed after five years. What an over sight! The heads of departments were not probed in this simply because they are responsible to effect confirmation.

When interviewed, the respondents admitted that no one has ever been confirmed in accordance with the provisions of standing orders and 72.2% held the view that it was neither the fault of the scheme nor the standing orders but the management by that time takes the blame for delayed confirmation in appointment. The remaining 27.8% did not apportion blame on anybody. The argument here is that delayed or no confirmation at all tantamount to loss of morale and therefore no staff development because the staff can neither be promoted nor sponsored for further training before confirmation in his/her appointment.

4.9 Promotions for Lower and Middle management

Table 4.9 How promotions have been carried out for supervisors and Middle managers.

Promotion	Frequency	Percent
No promotion at all	138	75.8
1-5 years ago	26	14.3
6-10 years ago	12	6.6
Over 10 years ago	06	3.3
Total	182	100.0

Source Primary data

The table reflects that 138 (75.8%) of the supervisors and middle managers have never tasted the sweet fruits of promotion, 26 (14.3%) were last promoted five years ago, 12 (6.6%) more than 6 years but less than 10 years and 6 (3.3%) over one decade ago.

The general feeling is that promotions in Kakira Sugar Works (1985) Limited are hard to come by and this does not motivate the staff to work hard. The argument is that records of promotion are well reflected in the staff performance Appraisal scheme and that if management took its work seriously, they should have noted such abnormality and taken remedial actions. This shows lack of monitoring the scheme by management. As regards promotions of top management, they do not hope for any

promotions as they have reached the ceiling in their respective departments.

The study also looked at training as a vital component as one of the results for the scheme. The questions in the appraisal form clearly addresses training in its design and asks the staff to state areas in which their performance could be enhanced by further training. Table 4.10 outlined the findings of how training has been carried out in Kakira sugar Works (1985) Limited.

4.10 Training for Lower and middle management

Table 4.10 whether training has been carried out among supervisors and middle managers.

Last training	Frequency	Percent
Yes	62	35.2
No	114	64.8
Total	176	100.0

Source Primary data

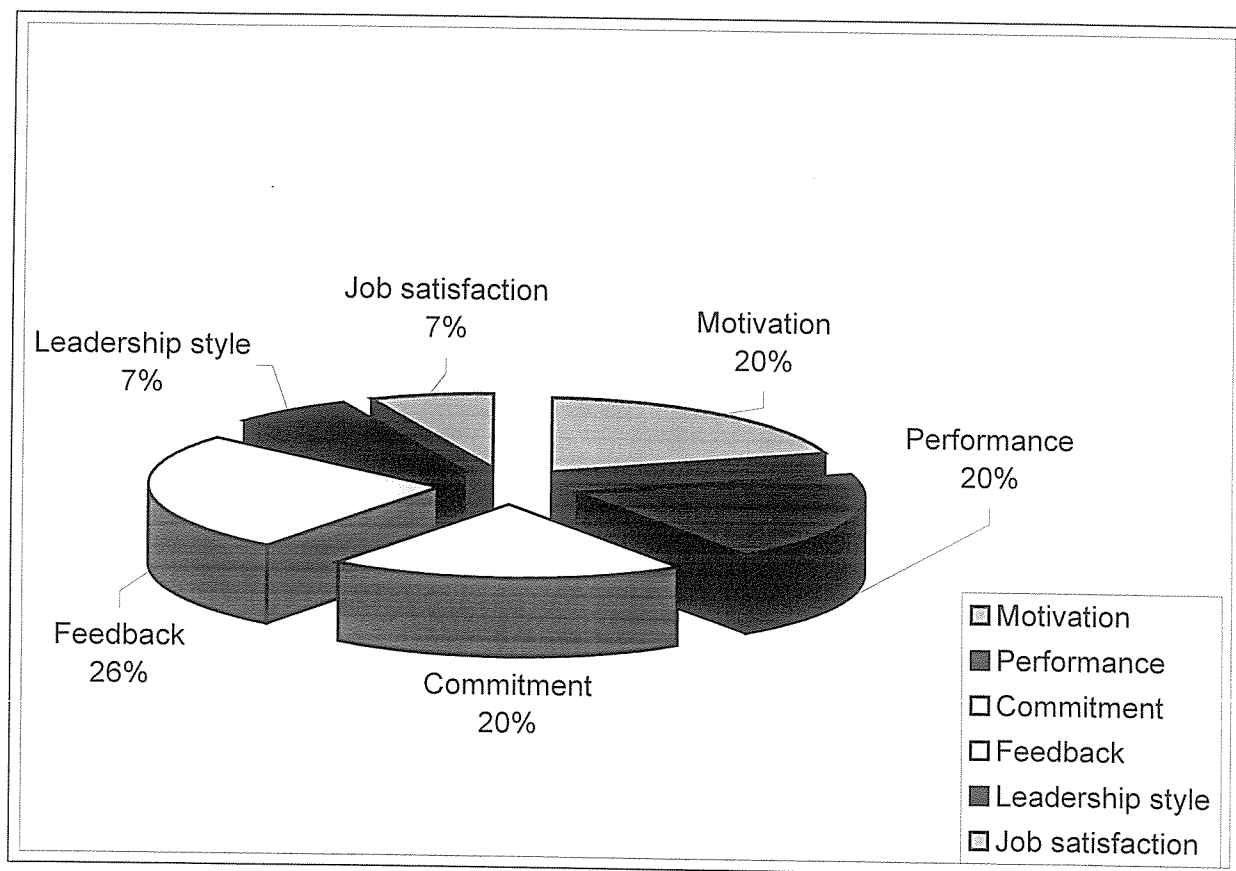
The above table indicates that 114 (64.8%) of the supervisors and middle managers, the scheme does not address their training needs while 62 (35.2%) stated that theirs are addressed majorly through refresher courses, study tours and workshops because training among the supervisors and middle management does not seem to be on regular basis. They wished to attend refresher courses, study tours, and workshops. Management appreciates courses, which do not take many days if the

opportunity arises. It can be deduced that though training needs are filled in performance forms the senior management do not provide or recommend for this opportunity for the staff.

In conclusion, it is observed that without further training 64.8%, of the respondents, 75.8% no promotion and 34.6% no confirmation, the general view of staff is that the scheme does not cater for their career path.

4.11 Good performance and productivity

Figure 4.1 Observed factors for effective and efficient performance appraisal



Source: primary data

From the above pie chart, 48 (26%) accepted that feedback is given inform of monetary terms only, while 36 (20%) of the staff believed that performance appraisal scheme motivates and they are committed to perform well. While 13 (7%) accept that leadership style that exists encouraged the staffs to work hard and 13 (7%) admitted that, they were satisfied with their jobs.

It can be deduced that there is efficiency and effectiveness in performance appraisal since the staffs received feed back in monetary terms that motivates them to perform.

Table 4.11 Distribution of observed factors that promote good performance and productivity.

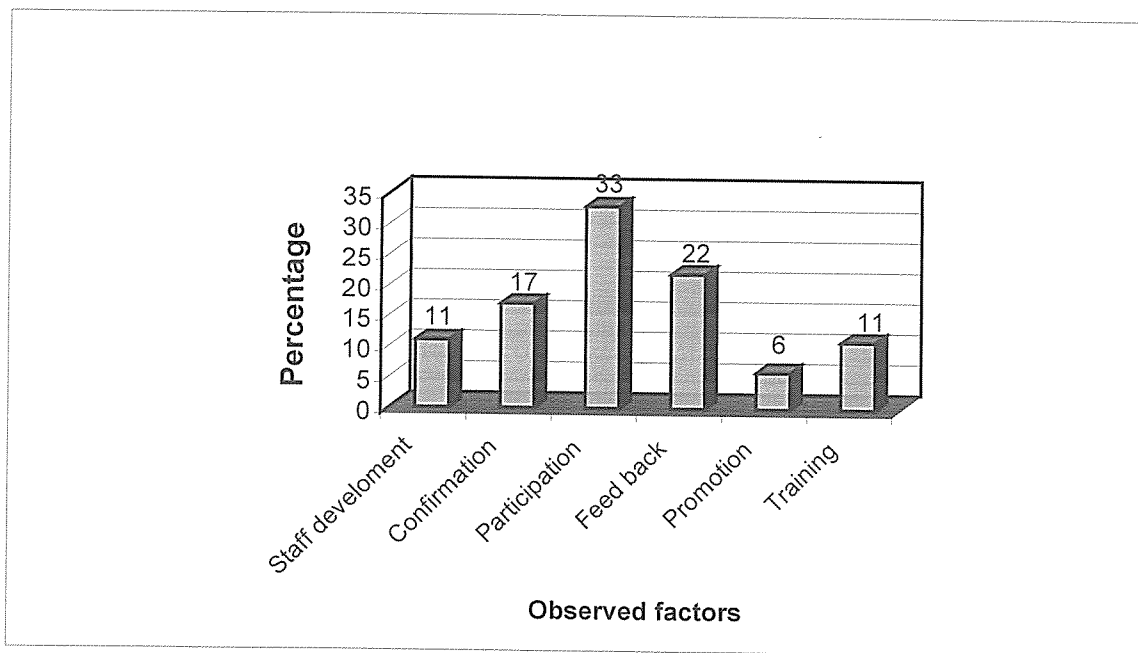
	Frequency	Percent
Feedback	39	22.0
Promotion	11	6.0
Confirmation	30	17.0
Participation	58	33.0
Training	19	11.0
Staff Development	19	11.0
Total	182	100.0

Source: primary data

The above table indicates that 58 (33%) of supervisors accepted that there was participation, 39 (22%) said that feed back was partially given, 30 (17%) confirmed and training as well as staff development was not

effective with only 19 (11%) while promotion was almost not there with 6%.

Figure 4.2 distributions of observed factors that promote good performance and productivity



Source: primary data

From the above bar graph participation of staff 58 (33%) in assessment and evaluation of their performance motivated them to increase productivity. While feedback, promotion and training would encourage them to improve on their performance and productivity but the top management do not implement

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion of the findings presented in chapter four in relation to the objectives of the study and review of literature. It presents a discussion of the result, conclusions drawn from the discussion and the recommendations made. The chapter is divided into three sections. The first section is on the discussion of the findings presented in chapter four, the second provides the conclusion and the third section provides the recommendations and areas for further research.

5.1 Summary of the findings

The study's results indicated that the designs of the performance appraisal forms were filled at the end of every year in the months of November and December. The results would be given in the next year between the months of June and August that reduced the morale and interest of management staff.

The study's results indicate that frequency of performance appraisal had a direct relationship with performance. 92(50.5%) believed that semi annual performance appraisal would result to truth, decision making power is transferred, mistakes are turned into positive learning experiences, proper

recognition is given and both subordinates and managements productivity are increased.

The study findings on feedback indicated that, 169(92.9%) of management staff were dissatisfied with feedback. Feedback with rewards responds to positive behavior of management staff specifically those whose performance has always been rated good. Good performances are effective motivators that can increase productivity levels of staff and yet provide tangible economic benefits to all stakeholders. This is in agreement with available literature on performance. Findings further indicate that effective feedback has motivational effect and arouses the expectations of the staff.

Findings on productivity revealed that good leadership styles influences and is a good motivational factor that impacts positively on productivity.

58(33%) revealed that participation of management staff encourage them to improve on their performance and productivity.

5.2. CONCLUSIONS

In view of the findings of this study and in regard to the literature reviewed earlier in chapter two, the following conclusions have been drawn.

5.2.1. Design of the performance appraisal scheme.

The findings in the study indicated that, the design of the performance appraisal was not properly executed. 83 (45.6%) their expectation and personal goals were not addressed while 60(33%) were partially addressed.

The delays made in the assessment and evaluation of performance

demotivated staff. The participants repeat the historical pattern without really asking the important questions why, and is there a better way? Both appraisers and subjects tend to express general dissatisfaction with performance appraisal.

5.2.2. Level of frequency of performance appraisal.

The study findings showed that Frequency of performance appraisal had a direct relationship with performance. 92 (50.5%) believed that semi annual performance appraisal with Financial linked rewards could drive workers to produce more as well as would motivate for high performance that would result to improved organizational productivity. Maslow's hierarchy of needs also confirm this relationship of motivation in regards to employee's basic needs. This would let employees know what kind of job they are doing and if performance is not satisfactorily, measures Oughtto be taken for improvement. Frequency of performance appraisal can drive staff to perform more.

5.2.3. Leadership styles

The study's findings showed that 89 (48.9%) and 80 (44%) had good and effective leadership styles that influenced the and was a good motivational factor that impacted positively on productivity. Lack of skills by management in evaluating performance of staff were greatest concerns by the majority of the staff in the study. Problems related to performance measures of traits, behavior and results. Through traits scales often lead to personal bias and may not be suitable for obtaining useful feedback.

5.2.4 Career Development.

The study revealed that 160 (87.9%) had career development not addressed. Performance appraisal could be effective in increasing employee motivation if focused on career development and used to identify training needs, promotion, timely confirmation of employees in their appointment as well as generally be linked to personal and organizational goals. The argument here is that, where the scheme does not cater for career development, then employee retention becomes a problem. The study also revealed that, recommendations for training and promotions during performance appraisal exercise were not implemented. There was lack of commitment on the part of top management.

5.3 RECOMMENDATIONS

The recommendations, took into account the views and opinions of all the respondents in study that summed up in the findings of the study.

5.3.1 Design of performance appraisal scheme.

Design of performance appraisal was found to be only for management staff in the study. Management of Kakira Sugar Works (1985) limited has to critically evaluate and design the performance appraisal scheme for all the employees in the organization. All the employees link measurement of performance of the staff to output. Performance appraisal should be properly executed so that it becomes the vehicle through which the organization philosophy of management is communicated, truth is established, decision-making power is transferred, and mistakes are turned into positive learning experiences.

- Management should encourage pro-training management skill courses and other refresher courses in performance appraisal in order to keep abreast with Result Oriented Management (ROM) and Total Quality Management (TQM), as people tend to appraise personalities, faith, tribe and race instead of performance.
- Questionnaire in performance appraisal was found to be a contentious issue during the study. Management should periodically review the questions in the performance appraisal forms.

5.3.2 Frequency of the performance appraisal scheme

It is argued that employees need to fill the impact of their efforts by quickly experiencing feedback. For the connection between performance and reward to be truly motivational, it is recommended that organizations strive for shorter time frame for performance appraisal.

Frequency of performance appraisal had a direct relationship with performance.

Good performances are effective motivators that can increase productivity levels of staff. Effective performance therefore requires systematically deciding and communicating frequently on what needs to be done and information reaching the right people at the right time. Quarterly and mid year pre-performance appraisal evaluation should be done to assess how the staffs are progressing towards achieving set targets.

5.3.3 Career development

Training and promotion provides employees with the opportunity to advance their career, modifies their behavior through learning events, programs and instructions, which enable individuals to achieve knowledge, skill and competence needed to carry out their work effectively. From the study findings, most staffs recommended for training and promotion opportunities are not implemented.

However the study recommends the following;

- ❖ Avenues must be in place to address and cater for dissatisfied employees with feedback of assessment and performance evaluation.
- ❖ Feedback given should specify strengths and weaknesses in performance and opportunities for improving.

5.3.4 Productivity.

Study findings confirmed that lack of support from the management, inadequate resources, resistance to change, mistrust between management results to decreased productivity.

The study identified benefits of productivity improvement and recommends that

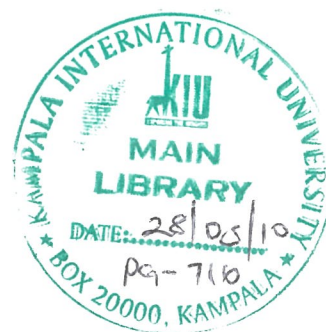
- ❖ Leadership style influences and is a good motivational factor that impacts positively on productivity.

- ❖ Performance should be monitored and progress reviews to be conducted for sound decision-making that helps to analyze effectiveness and efficiency in an organization.
- ❖ Employee performance concepts should also be reviewed so as to understand the motivation that links volume of work to the level, kind and value of reward.

5.4 Areas of further study`

The following areas have been suggested for further research

- ❖ A similar study but longitudinal in nature should be carried out in order to examine the long-term effects of leadership styles with employee performance in organizations.
- ❖ There is need to carry out a study on other factors that might have an influence on staffs productivity such as improved skills and competence training.



REFERENCES

- Ahuja, K. K. (1997), Human resource management, New Delhi: Kalyani Publishers.
- Armstrong, M. (2006), Human resource management practice, (10th edition), London; Kogan page
- Arther, A.T. & Strickland, A.J. (2001), Strategic management: Concepts and cases (12th edition), Mc Graw Hill inc.
- Bmbra, A.S, (1999), Nature of Human resource management, New Delhi: Ajay verma.
- Bateman, T.S. (2002), Management: Competing in the New era, (5th edition), New York: Mc Graw-Hill inc.
- Birungi, M. (2006), Human resource Management: Simplified, Kampala: Mukono Bookshop printing and publishing Company Limited.
- Certo, S.C. (2000), Modern management; diversity, quality, ethics and the global environment, (8th edition), Printice Hall Inc.
- Chuck, W. (2003), Management. (2nd editionb), USA:
- Cole, G.A. (1997), Personnel management theory and practice, (4th edition), Educational Aldimic place, London
- Cole, G.A. (2002), Personnel and human resource management, (5thedition), C&C offset Printing Co. Limited.
- Daft, R.L (200), Management, (5th edition), USA: Harcourt College Publishers.
- De Cenzo, D.A & Robbins< S.P. (1999), Personnel/Human resource management, (3rd edition) India: Printice Hall.
- Dubrin, A.J (1997), Essentials of management, (4th edition) Ohio: South-Western College
- Fleet, D.D V. & Peterson, O P. (1994), Contemporary management (2nd edition), USA: Houghaton Mifflin Co.
- Gomez-mejia etal, (2005), Management: people performance change, (2nd edition) Mc Graw- Hill inc. New York.
- Goss, D. (1994), Principles of human resource management London: Routledge

Griffin R.W. (2002), Management, (7th edition), New York: Houghton Mifflin company.

Hellriegel, et al (2002), Management: a competency – based approach, (9th edition), Canada.

Hill, J. (1997) Managing performance, goals, feedback, coaching and recognition, Gower publishing limited.

Ivanncovich J.M. et al (1994), Management: Quality & Competitiveness

Jones, et al. (2000), Contemporary Management, (2nd edition), New York McGraw Hill inc.

Kotter, J.P. (1990), A force for change: How leadership differ from management. New York: Free press

Kreitner, R. (1995), Management, (6th edition), USA: Houghton mifflin Company.

Maicibi, N.A (2003), Pertinent issues in employees management, Kampala: M.P.K. Graphics

Maicibi; N. A (2005), pertinent issues in management : Human resource and educational management, Kampala : Net media publishers Ltd.

Malcolm, M. & Tricia < J. (1998), Personnel practice, the corn wall press, Wiltshire.

Marcic, D. & Daft, L.R. (2004), Understanding management (4th edition), South-Western, Thomson publishers.

Mc Shane S.L. & Glinow M.A. (2003), Organization behaviuor: Emerging realities for the work place revolution, (2nd edition), Mc Graw Hill Inc.

Mishra, M.N. (2003), Organizational behaviour, New Delhi: Vikas publishing house, PVT Limited.

Nyambegera, S.M. (2005), Human Resource Management: A Biblical perspective

Robbins, P.S.& De Cenzo D.D. (2001), Fundamentals of management: Essential concepts & applications (3rd edition), Prentice Hall Inc.

Rue et al, (2000), Management: Skills and Applications, (9th edition) USA: Craig Beytien.

Skinner, W. (1994), Managing human resource.

Tichy, N. (1997), The leadership engine: How winning companies build leaders at every level, Herper business.

Whetten, D. A. & Cameron, K.S. (1998), Developing management skills, (4th edition), Addison- Wesley educational publishers Inc.

JOURNALS AND ARTICLES

Bhal, T.K. (2006), Leader-member exchange- citizenship behaviour mediation: Justice as a mediator, leadership and organizational development journal vol. 27, Page 106-117

Cunning, J & Mc Gregor, J. (2000), Trust and the design of work: Complementary constructs in satisfaction and performance human relations Vol. 533 Page 1575-1591.

Dienesch, R.M. & Linden, R.C. (1986), Leader-member exchange model of leadership: A critique and further development. The academy of management review Vol. 11 Page 618-634.

Erez, M. (1977), Feedback: A necessary condition for the goal-setting performance relationship Journal of occupational psychology Page 624-627

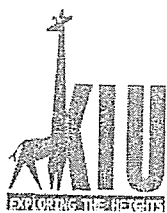
Erez, M.& Zidon, I. (1984), Effect of goal acceptance on the relationship of goal difficulty on performance: Journal of applied psychology Page 69-78

Shafie H.B. Malaysia's experience in implementing the new performance appraisal system, Journal of public administration and development volume 16 (1996) Page 341-356

Truckenbrodt, Y.B. (2000), The relationship between, leader member exchange, commitment & organizational citizenship behaviour. Acquisition review quarterly.Page 233-244

Guest, D.E.(1992), Motivation after Herzberg: Unpublished paper delivered at the compensation Forum: London

Appendix i



KAMPALA
INTERNATIONAL UNIVERSITY

P.O.BOX 20000
KAMPALA- UGANDA.
TEL:-041-266813

OFFICE OF THE DIRECTOR SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

28th April 2009

To:
The HRM Manager
Kakira Sugar Works (1985)

Dear Sir/Madam,

RE: RECOMMENDATION OF REV. BATI JOHNSON ANDAMA

This is to inform you that the above named is our registered student (**MHR/16790/71/DU**) in the School of Post Graduate Studies pursuing a Master of Arts in Human Resource (MA HRM).

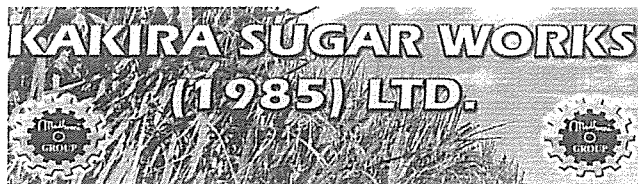
He has completed his taught courses and is left to work on research entitled "A critical Evaluation of the Management Staff Performance Appraisal and Job satisfaction: A case study of Kakira Sugar Works (1985) Ltd".

Any assistance accorded to him regarding research, will be highly appreciated.

Yours faithfully,

Prof. Owolabi O. Samuel

DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH



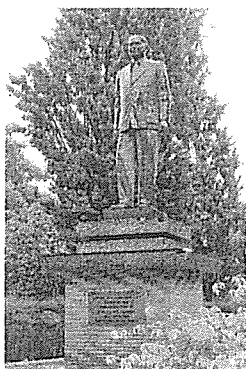
VISION, MISSION and STRATEGIES

OUR MISSION is threefold

- ❖ To supply the Ugandan consumers, our customers, with top quality affordable branded sugar in partnership with our out-grower farmers.
- ❖ To add value to the organisation.
- ❖ To produce more than 150,000 tonnes sugar per annum by at least 2010.

KEY STRATEGIES to achieve our vision

- ✧ Utilise local natural resources
- ✧ Build on our strengths
- ✧ Contribute to the development of Uganda
- ✧ Leverage our position in East & Central Africa
- ✧ Develop complimentary by-products



Utilise local natural resources

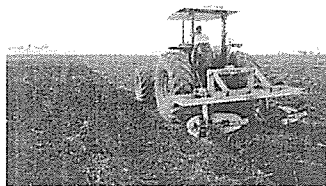
- ☐ Ensure sustainable production with cane from nucleus estate and out-growers
- ☐ Develop and train our manpower
- ☐ Protect the environment
- ☐ Focus on cleaner production

Build on our strengths

- ☐ A legacy of principles
- ☐ Professional Directors, management, staff and services
- ☐ Loyal and dedicated work force
- ☐ Outstanding business relationships worldwide

Contribute to the development of Uganda

- ☐ Increase production to 150,000 tonnes sugar per annum
- ☐ Expand out-grower activities
- ☐ Train employees and out-growers
- ☐ Assist in the infrastructural development of South Busoga
 - hospital, schools, out-grower access roads, etc.
- ☐ Develop our business capabilities



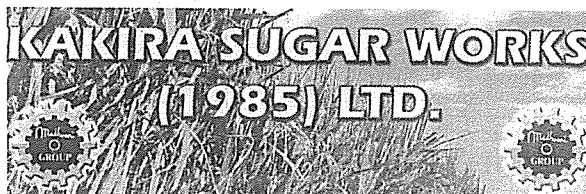
Leverage our position in East & Central Africa

- ☐ Be a low cost regional producer of sugar
- ☐ Enhance our visibility by utilising sound business practices
- ☐ Strengthen relationships with leading influential regional groups
- ☐ Develop new and vibrant liaisons



Develop complimentary by products

- ☐ Co-generation of electricity from bagasse, including sale to the grid
- ☐ Sweets and confectioneries
- ☐ Alcohol – industrial / potable
- ☐ Tea, Soap and others
- ☐ Drive wealth creation.



Appendix iii

RESEARCH INSTRUMENT

QUESTIONNAIRE

Questionnaire for supervisors

Rev. Bati Johnson Andama
Kampala International University
KAMPALA

03rd April 2009

To:

The Respondent,

Dear Respondent,

RE: QUESTIONNAIRE

Thank you for spending time to fill in this questionnaire. The main purpose of this research is to come up with findings that will be used by Kakira Sugar Works (1985) limited how it can get the best performance out of its staff. I guarantee you that confidentiality is the pillar of this questionnaire and it will not be used for any other purposes other than that stated above. Please feel free to answer the questions by circling or ticking the most appropriate kindly be as objective as possible. You are requested to hand in the response by 13th May 2009. I highly appreciate your kind gesture in taking time to fill in this questionnaire.

Thank you very much for your time.

Yours faithfully,

REV. BATI JOHNSON ANDAMA
MASTER OF HUMAN RESOURCE MANAGEMENT
KAMPALA INTERNATIONAL UNIVERSITY

INSTRUMENT NO 1

INSTURCTIONS

1. Do not write your name anywhere on this questionnaire.
2. Tick (☒) what you consider to the best answer where multiple choice answers are given.
3. Where spaces are provided fill in what you feel best answers the question. You are free to express your opinion and views to which you are entitled.

I thank you in anticipation.

1 Department/Section/Plant:

2 Age: (25-34), (35-44), (45-54), (55 and above)

3 Sex: (Male), (Female)

4 Highest Qualification

(a) University Degree (☐)

(b) Diploma (☐)

(c) Certificate (☐)

(d) Other (Specify)

4. Date of Appointment:

5. Date of Confirmation.....

If there was a delay in confirmation, why?.....

6. Date of last Promotion:

7. Any formal training during employment Yes/No

If yes when?

8 Terms of Employment: Permanent/Temporary/Contract.

9 List the objectives/goals of the department/Section in which you work:

.....

10. How were these objectives arrived at?

- (a) By the Management ()
- (b) By the Head of Department & Supervisors ()
- (c) By my immediate Supervisor ()
- (d) By all staff in the department/section ()
- (e) I do not know ()

11. Do you understand what these objectives mean?

- (a) (Yes, I do ()
- (b) No I do not understand them ()
- (c) I understand them partly ()
- (d) They are vague ()

12. Does your department/section have set targets to be achieved?

- (a) Yes ☐ (b) No ☐

13. Who set targets?

- (a) The Management
- (b) The Head of Department.
- (c) By all staff in the department/section (
- (d)) I do not know ()

14. In your view, are those targets usually achieved?

- (a) Yes (b) No (c) Partially (d) Not sure

15. Would you like to be involved in the setting of the targets of the department?

- (a) Yes ☐ (b) No ☐

16. Objective and target setting are part and parcel of establishing performance standards.

Have you ever been informed about the performance standards of you department/section?

- (a) Yes () (b) No ()

17. If your answer is yes, do you understand the performance standards set?

(a) Yes ()

(b) No ()

18. Does Kakira Sugar Works have Staff Performance Appraisal Scheme or form?

(a) Yes ()

(b) No ()

(c) I do not know

19. If yes, how many times do you fill the forms in a year?

.....

20. Do you know the objectives of the performance appraisal scheme?

(a) Yes ()

(b) No ()

21.If yes, list them.

.....

.....

22. Have you ever been trained in filling the forms?

(a) Yes ()

(b) No ()

23. In your view, is it necessary to fill the forms?

(a) Yes ()

(b) No ()

24. How long do you take to return these forms to your superior?

(a) One Week ()

(b) One Month ()

(c) After closing day ()

25 You return the forms late because

(a) I have never seen any benefit in filling them ().

(b) The Supervisor does not ask me to return them ()

(c) The forms do not address my goals in Kakira Sugar Works ()

(d) The forms need to be improved and updated ()

26. Do you usually sit down with your Superior to discuss the assessment of your performance?

- (a) Yes () (b) No () (c) Not sure

27. Would you like to discuss the same with him?

- (a) Yes () (b) No ()

28. How is the working relationship between you and your immediate Superior?

- (a) Very good ()
(b) Bad ()
(c) Good ()
(d) Fair ()
(e) Very bad

29. Do you normally interact with him informally?

- (a) Yes () (b) No () (c) Occasionally (d) Never

30. Do you think this relationship affects the way he reports on your performance?

- (a) Yes () (b) No () (c) Not Sure

31. Do you normally receive communication from your Superior about your good or poor performance?

- (a) Yes () (b) No ()

If No, would you like to receive update about your performance?

- (a) Yes () (b) No ()

32. If you have ever received communication, what effect did it have on your subsequent performance?

- (a) My morale was high ()
(b) My morale was low ()
(c) I remained indifferent ()

33. In case you are not satisfied with the assessment of your performance, is there a channel through which your dissatisfaction is conveyed to the management?

- (a) Yes () (b) No () (c) Not Sure

34. Does Management Kakira Sugar Works address issues you/your superiors raise in the performance review form?

- (a) Occasionally (b) Not at all
- (c) Not sure (d) Yes

35. In your opinion, is the management team competent to appraisal your performance?

- (a) Yes () (b) No () (c) Half baked

36. Does the performance appraisal scheme in place address your personal goals, aspirations, expectations and career development?

- (a) Yes () (b) No () (c) Not Sure

37. Is the leadership style used in assessing your performance good?

- (a) Yes () (b) No () (c) Not Sure

38. Does the feedback motivate you?

- (a) Yes () (b) No () (c) Not Sure

39 Would you please suggest ways and means of improving the present scheme to make it more participating?

.....

.....

.....

.....

.....

That is the end.

Appendix iv

RESEARCH INSTRUMENT

QUESTIONNAIRE

Questionnaire for middle management

Rev. Bati Johnson Andama
Kampala International University
KAMPALA

03rd April 2009

To:

The Respondent,

Dear Respondent,

RE: QUESTIONNAIRE

Thank you for spending time to fill in this questionnaire. The main purpose of this research is to come up with findings that will be used by Kakira Sugar Works (1985) limited how it can get the best performance out of its staff. I guarantee you that confidentiality is the pillar of this questionnaire and it will not be used for any other purposes other than that stated above. Please feel free to answer the questions by circling or ticking the most appropriate kindly be as objective as possible. You are requested to hand in the response by 13th May 2009. I highly appreciate your kind gesture in taking time to fill in this questionnaire.

Thank you very much for your time.

Yours faithfully,

REV. BATI JOHNSON ANDAMA
MASTER OF HUMAN RESOURCE MANAGEMENT
KAMPALA INTERNATIONAL UNIVERSITY

INSTRUMENT NO 2

QUESTIONNAIRE FOR MIDDLE MANAGEMENT

Introduction

1. Do not write your name anywhere on this questionnaire.
2. Tick (☒) what you consider the best answer where multiple-choice answers are given.
3. Where spaces are provided, fill in what you feel best answers the question.
You are free to express your opinion to which you are entitled

I thank you in anticipation.

- 1 Department/Section/Plant.....
- 2 Age...(25-34), (35-44), (45-54), (55 and above) Sex Male/Female
- 3 Highest Qualification
(a) University degree (☐)
(b) Diploma (☐)
(c) Other (Specify) (☐).....
4. Date of Appointment:
5. Date of confirmation:
6. Did you experience any delay in your confirmation?
If yes, what caused it
7. Terms of Employment Permanent/Contract/Temporary
8. How many subordinate staff do you supervise?.....
If yes, what caused it
.....
9. How many subordinate staff do you supervise?
10. List the objectives of you department./ section/plant?

17 .Have you ever been trained in appraising the performance of subordinate staff?
(a) Yes (b) No

18. How long do the subordinates take to fill and return the performance review form?

- (a) One wee (b) one month (c) no response (d) after closing day

19. In your view, are your subordinate staffs enthusiastic about filling the performance review forms?

- (a) Yes (b) No (c) Not sure

If No, give reasons

.....

.....

.....

20. In your opinion is the scheme effective?

- (a) Yes (b) No (c) Not sure

21. When assessing, do you involve the appraisees in discussing their performance?

- (a) Yes (b) No (c) Occasionally

22. Do you normally give the employees feedback about their performance be it good or bad?

- (a) Yes (b) No (c) Occasionally

23. In your opinion does the scheme address the aspirations, expectations and personal goals?

- (a) Yes (b) No (c) Not sure

24. In your opinion is the performance review Scheme of Kakira Sugar Works Participatory?

.....

.....

That is the end.

Thanks so much for sparing your time.

Appendix v

RESEARCH INSTRUMENT

QUESTIONNAIRE

Questionnaire for senior managers

Rev. Bati Johnson Andama
Kampala International University
KAMPALA

03rd April 2009

To:

The Respondent,

Dear Respondent,



RE: QUESTIONNAIRE

Thank you for spending time to fill in this questionnaire. The main purpose of this research is to come up with findings that will be used by Kakira Sugar Works (1985) limited how it can get the best performance out of its staff. I guarantee you that confidentiality is the pillar of this questionnaire and it will not be used for any other purposes other than that stated above. Please feel free to answer the questions by circling or ticking the most appropriate kindly be as objective as possible. You are requested to hand in the response by 13th May 2009. I highly appreciate your kind gesture in taking time to fill in this questionnaire.

Thank you very much for your time.

Yours faithfully,

REV. BATI JOHNSON ANDAMA
MASTER OF HUMAN RESOURCE MANAGEMENT
KAMPALA INTERNATIONAL UNIVERSITY

INSTRUMENT NO 3

Questionnaire for Heads of departments:

Introduction

- A) Do not write your name anywhere on this questionnaire
- B) Tick (✓) write your name anywhere on this questionnaire
- C) Where spaces are provided, fill in what you feel where answers the question.
Feel free to express your opinion.

- 1 Department.....
- 2 Date of appointment as Head of Department /Section:
- 3 Highest Qualification

- (a) University Degree
- (b) Diploma
- (c) Ordinary Diploma
- (d) Others (Specify)

- 4. Does Kakira Sugar Works set objectives, goals, targets, etc to be achieved by

- Department- (a) Yes (b) No (c) Not sure
- Employees- (a) Yes (b) No (c) Not sure

- 5. List the objectives of your department

.....
.....
.....

- 6. How are these objective, targets, etc, set?

- (a) By the Board of Directors
- (b) By Management
- (c) By Head of Department and Subordinates & Supervisors
- (d) By the subordinates and supervisors

- 7. Do you communicate the objectives and targets to the employees?

- (a) Yes (b) No (c) Sometimes (d) Not sure

- 8. If yes, what method do you use?

- (a) Letters signed by Head of Department
- (b) Verbally by immediate Supervisor

- (c) Departmental & Sectional meetings
- (d) None of these (Specify).....

9. In your view, do the employees in your department understand these objectives?

- (a) Yes
- (b) No

10. Kakira Sugar Works has staff performance appraisal scheme in place would you recommend changes in the present scheme?

- (a) Yes
- (b) No
- (c) Not sure

11. If yes, list the changes

.....

.....

.....

.....

12. If no, briefly explain why?

.....

.....

.....

13. In your opinion, does the present scheme address the goals and aspirations of the employees?

- (a) Yes
- (b) No
- (c) Occasionally
- (d) Not sure

14. Do you normally involve the appraisee in discussing his performance?

- (a) Yes
- (b) No
- (c) Occasionally

15. In your view, would you like to involve them in discussing the same?

- (a) Yes
- (b) No

16. Do you normally give them feedback about their performance be it good or bad?

- (a) Yes
- (b) No
- (c) By HR Manager
- (d) By General Manager

17. Do you receive complaints from the Supervisors concerning poor assessment by their Superintendents/Sectional Managers?

- (a) Yes
- (b) No

18 How do you address such complaints?

- (a) Call both parties
- (b) Call supervisor

(c) Ignore it

19. In your view, does the scheme address the goals of the Department?

(a) Yes

(b) No

20. Have you ever been trained in appraising the subordinate staff?

(a) Yes

(b) No

21. If No, would you like to be trained in handling performance appraisal?

(a) Yes

(b) No

22. Do you hold departmental meetings?

(a) Yes

(b) No

23 If no, give reasons

.....

.....

.....

.....

24. When the Staff Performance Review forms are sent out to the employees, do they return the filled forms to you in time?

Yes or No

25. If no Suggest possible reasons for delay in returning the forms

.....

.....

.....

This is the end.

Thanks so much for your time and cooperation.

APPENDIX VI

RESEARCH INSTRUMENT NO 4

QUESTIONS FOR ORAL INTERVIEW

- 1 Do you usually receive the staff performance review forms in December of every year?
- 2 How long do you take to fill and return the forms?
- 3 Does the form address your expectations, aspirations and personal goals?
- 4 Do you think the Company should introduce new appraisal scheme?
Yes - Explain Why
No – Why not?
5. Do your monthly pay and other allowances adequately cover your expenditure in the month?
6. Have you had successful career in the Company? Explain
7. Have you had successful staff development? In terms of training, promotions and responsibilities?
8. How transparent is the staff performance appraisal of Kakira Sugar Works?
8. Are the provisions of the staff performance review form adequately implemented? Especially in terms of promotion, training, assessing and evaluating performance?
9. Who do you hold responsible for delayed confirmation? Management or the Board of Directors?

10. Do you discuss how to achieve the set targets and your weaknesses found in performance?
11. Despite the inadequacy of the scheme, how come you have served for several years in the Corporation?
12. Do you normally receive feed back from the Management?
13. Why don't you give feed back?
14. How do you think the Scheme should be improved?

