CAREER DEVELOPMENT AND EMPLOYEE PERFORMANCE IN UGANDA
POLICE FORCE, VIPPU NSAMBYA, KAMPALA DISTRICT

BY

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF ECONOMICS AND
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REQUIREMENTS FOR THE AWARD OF BACHELOR'S
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DECLARATION

I MUYEGO ANTHONY, declare that, the material in this report has never been submitted to any university or institution of higher learning for any academic qualifications. This proposal is result of my own independent research effort and investigations.

Signature.....................................   Date......12th | 02| 2019..........

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APPROVAL

This research report has been submitted for examination with my approval as the candidates' university supervisor.

Signature.. Date...... 13.2.19 ....

MS. ABIRIA PATRICIA.

DEDICATION

I dedicate this report to my beloved parents Mr. & Mrs. KANUSU VILLIANO, my Br. Mutalya John, Uncle Muyinda and his wife Eva Muyinda, Br. Kirabe & Sisters Brenda, Caroline, and Rosett who recognized the value of my education from the very start and have devoted a lot of their efforts to see that I get to the top.

ACKNOWLEDGEMENT

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ABBREVIATIONS

CID	Criminal Investigation Department
VIPPU	Very Important Protection Police Unity
CT	Counter Terrorism
UPC	Uganda People's Congress
KY	Kabaka Yeka
GSU	Government Service Unit
CSO	Civil Society Organizations
KIU	Kampala International University
VT	Very True
T	True
NS	Not Sure
D	Disagree
PSO	Police Standing Orders

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consisted of the background of the study, the statement of the problem, the purpose of the study, research questions, hypothesis of the study, scope of the study, and significance of the study.

1.1 Background

1.1.1 Historical perspective

When Uganda became a British protectorate in 1894, a judicial system based on the British common law was imposed with the backing of an armed police force. Hence, the Uganda police force was first established as the **armed constabulary** in the 1899 with the main aim of maintaining public order. (observer.ug/online)

The recruitment procedures, organization and training were based on the Royal Irish constabulary mode of armed policing. (observer.ug/online)

Recruitment was based on the basis of physical fitness and aggressive tendencies. Preferred qualities were people aged 17-25 years of old, height (not below 5feet and 6inches) and a chest size (not less than 33inches). Bravery and courage in the police work were judged according to the extent to which local resistance was suppressed, with little regard to the force used in suppressing the resistance. (observer.ug/online)

It was difficult for the civilians to sue for any injuries incurred in the course of suppressing resistance. The colonial police were protected from prosecution, since they were executing the state function. In 1906, the Uganda armed constabulary police was renamed as the **protectorate police force**. The protectorate police force was created on 25th/05/1906 by the British government. (observer.ug/online)

It was created in the response to crime and administrative requirements of colonial government. The force was also created to suppress rebellions against the colonial government policies. At the start of the early 1900s, there were clashes in several parts of the country, including 1907

Nyangire rebellion in Bunyoro, protesting against the colonial imposition to growth of the cash crop like cotton in Ankole, in early 1903, and the Lamogi rebellion in 1911 in northern Uganda. (observer.ug/online)

The police force initially included capacity of one officer, seven inspectors, one affende, 118 non-commissioned officers, and 848 police constables. Most of these were British, and a part were Africans. By 1912 there were 15 police stations that each included a criminal investigation department (CID). (observer.ug/online)

Between 1930 and 1940, there were increased political pressure and rebellions against the colonial government. Thus the police was involved in suppressing the, riots, strikes, tax evasion, and rebellions in areas like Acholi, Kigezi, Buganda, and Bugisu. The political agitations in the awake of the formation of political parties and agitation for independence which created more problems for the protectorate police. (observer.ug/online)

Despite its weakness, most studies say that at the time of independence, Uganda had a small effective and well-motivated police force, operational standards were high, police officers were also proud of serving in and being identified w' h the force and the public appreciated their services. (observer.ug/online)

The decline of the force's image started with an assault on the political parties and human rights organizations around 1964 when the fissures developed in the UPC-KY alliance. Subsequently, many people, including ministers were arrested and detained without trial. (observer.ug/online)

Police under Amin's regime was full of nepotism and after his military coup he changed everything police were Government Service Unit (GSU) of Obote was replaced with the State Research. (observer.ug/online)

To add on Amin's police was very brutal carried out different massacres were even they killed the archbishop Jonan Luwum who was killed by Amin and the police fabricated the report that it was a traffic road accident to conceal the brutal murder of the late His grace archbishop Jonan Luwum and those were done under the control of the state research department during Amin's regime. (observer.ug/online)

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After that Obote came back for the second time and he gave priorities to the graduates to be recruited in the Uganda police and indeed they recruited many graduates from the universities and were taken for training in Munduli, Tanzania. There was also screening of dead wood dictated by the international monetary fund (IMF). (observer.ug/online)

However, Uganda police started to practice professionalism at around 1999 where Katumba Wamala was the IGP which increased on the num'er of professionals in Uganda police force. In 2001-2018 under the new management of Kale Kahura Edward, went ahead on increasing the number of directorates from 6-19 directorates which are serving the Ugandans single heartedly. (observer.ug/online)

Mission statement and vision of the Uganda Police force is. "To secure life and property in partnership with the public in a committed and professional manner in order to promote development. The Vision of Uganda Police Force is redefined as "a Crime Free Society." (observer.ug/online)

1.1.2 Theoretical perspective
Goal setting theory as it was stated by **Edwin Locke** in year **1968** and this suggested that. "Individual's goals established by an employee play an important role in motivating him for superior performance."

This is because employees keep on following their goals and if these goals are not achieved, they either improve on their performance or modify the goals and make them more realistic. This theory underlies the concept of the performance management as it is believed that performance is influenced by set goals. (Salaman et al 2005)

1.1.3 Conceptual perspective
Career development can be splinted into **career** a lone referring to as the general progression of your professional life. It can be explained farther to as the particular occupation for which you trained. (Offline advanced English dictionary)

In capturing the concept of career development example like career counseling, mentoring, coaching, promotions, development plans and training cannot be under looked at as far as career development is concerned.

Therefore career development can be explained farther more as the long life process of managing learning, work and transitions in order to move towards organizational and a personally determined, involving the preferred future. (Wikipedia)

Performance is referred to as any recognized accomplishment or a process functioning. Performance is explained more as the outcomes achieved: a record of a person's an accomplishment. (Armstrong 2010, p 247)

1.1.4 Contextual perspective
The study was limited to Kampala district, Nsambya in Makindye east constituency where the mother unit called VIPPU in CT directorate is located.

1.2 Statement of the problem
Uganda police force has a bigger picture to be the most loved police in the world, having the outstanding performance among the Ugandans, very disciplined force you have ever met, with cooperate values and good image that one would be attracted to its hormone with people.

Despite of its vision, it was cited that Crime rate increased from 200 in 2014 to 298 per 100,000 people by end of 2015, (**UPF Strategic Policing Plan 2015**). Low career growth opportunities, and discriminations between senior police staffs and newly passed out staffs are reducing the police performance, which is also caused by interferences from the executive arm. And police quality assurance that is responsible to monitor quality of work for police officers, equipment, and quality of training they do, Police standing orders that is responsible for policies and procedures in promotions, and recruitments to be followed. In spite of these measures, the problem is still existing and if not addressed, it may result to disunited police force having a lot of factions, hence the researcher is interested to study about. (Police journals)

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In response to this problem, researcher's study will propose to investigate on improving the employee performance, plans to carry on partici;·1tory investigation into those causes of poor performance to electrify some of these issues. Like proper placements of police officers after analyzing their capabilities, following ethical standards in doing things, proper projections of the training needs, and Most of the values that would arise the employee performance in the Uganda police force, good community policing that would build interactions between police and people, helps to focus on changing behavior the people, (Armstrong 2010, p.259-261), improving on the quality of participation, collaborative efforts and decision making, the interpersonal relationships. (Armstrong 2010, p.258).

1.3 Purpose and objectives of the study

1.3.1 Purpose of study

The purpose of the study was to investigate the relationship between career development and employee performance.

1.3.2 Objectives of study

- ❖ To examine the impact of training on employee performance in the Uganda police force.
- ❖ To investigate the effect of promotions on employee performance in the Uganda police force.
- ❖ To investigate the impact of career development on the effectiveness of Uganda police officers, which is in relation to the public demand.
- ❖ To investigate the impact of career development on employee efficiency which is in relation to quicker responses to the public needs at lowest cost in the Uganda police force.

1.4 Research questions

I. Is there a direct impact of career development on employee efficiency in the Uganda police force?

II. Is there any impact of training on employee performance in Uganda police force?

III. Whether there is any effect of career development on employee productivity in Uganda police force?

IV.   Whether there is any effect of promotion on employee performance in the Uganda police force?

V.   Whether there is any impact of career dev 'opment on effectiveness of the employees in the force?

1.5 Hypothesis

There was no relationship between career development and employee performance.

1.6 Scope of the study

This section had three aspects that were looked at and these included geographical scope, content scope, time scope.

1.6.1 Geographical scope

The study was limited to Kampala city, VIPPU Nsambya the mother unit in CT police directorate that is located Makindye constituency.

1.6.2 Content scope

To examine the roles of training in improving on the employee performance in the Uganda police force, to examine the roles of promotions in improving the employee performance in the force, how career counseling would really improve on the employee performance, and examining the refresher courses in improving the employee performance.

1.6.3 Time scope

The study covered a period that the police force has been in existence from 2013 to 2018. Hopefully this period provided adequate data to arrive at realistic conclusions and make recommendations.

1.7 Significance of the study

The study findings helped the government of Uganda and policy makers in general and especially in the directorates of the Uganda police force to assess how far training, refresher courses and promotions can improve on the empic; ee performance in the organ.

This study also provided information to the interested stakeholders in the country like Kampala International University (KIU), Civil Society Organizations (CSO) and business community on the improvement of the employee performance.

The findings also formed a basis for further rese..rch by students and other researchers and be equipped with research knowledge as well.

1.8 Conceptual framework

Figure 1.1: conceptual framework

Employee performance
- effectiveness of employees
- productivity of employee:
- efficiency of employees

career development
- training
- refresher courses
- promotions
-career counseling and guidance

Motivation
- effort
- self-direction
- persistence
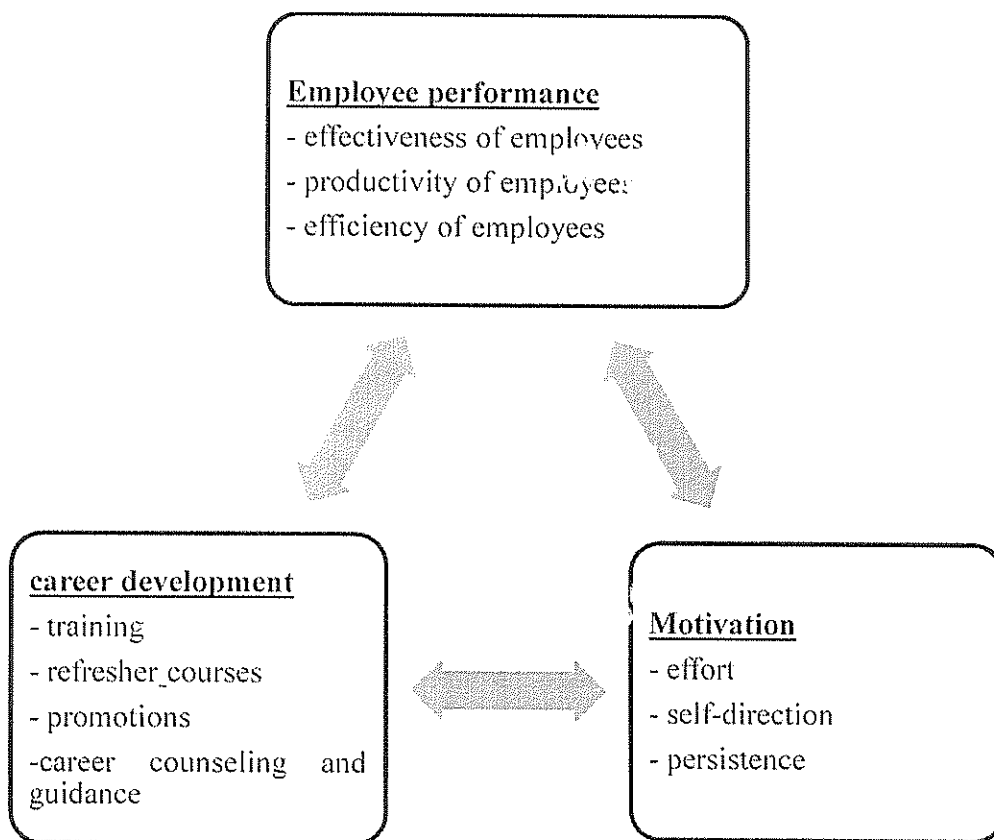
Source; researcher

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Explanations

In the diagram above, the study contained independent variable which is career development that affected the dependent variable which is employee performance, then also the diagram has extraneous variable which is motivation that can equally affect the dependent variable which is employee performance of the Uganda police force

This study was conceptualized in the sense career development which has training employees, giving them refresher courses on an interval time, promoting the employees, and career counseling and guidance as a variable that directly affect the employee effectiveness, efficiency, and productivity explaining employee performance variable in the police force.

Therefore career development can be defined as the long life process of managing learning, work and transitions in order to move towards organizational and a personally determine, involving the preferred future. (Wikipedia)

Employee performance is referred to as any recognized accomplishment or a process functioning. Performance is explained more as the outcomes achieved: a record of a person's an accomplishment. (Armstrong 2010, p 247)

Motive is a reason for doing something. Motivation is concerned with the factors that influence people to behave in certain ways. The three components of motivation as listed by Arnold *et al* (1991) are: **self-direction**; what a person is trying to do, **effort**; how hard a person is trying, **persistence**; how long a person keeps on trying, (Armstrong 2010, p.252) are explaining the extraneous variable.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discussed the ideas and perceptions vhich were from the theoretical perspective, conceptual framework, and literature related to career development mandate. The discussion were in relation to the research objectives such as investigating the relationship between training and employee performance in Uganda police force, investigating the relationship between promotion and employee performance in the Uganda police force.

2.1 Theoretical review

There are several theories in this applied science that explains the context of employee performance and management. However, our main focus will be on the **goal setting theory** as it was explained or stated by **Edwin Locke** in ye.. 1968 and this suggested that. "Individual's goals established by an employee play an important role in motivating him for superior performance."

This was because employees kept on following their goals and if these goals are not achieved, they either improve on their performance or modify the goals and make them more realistic. This theory underlies the concept of the performance management as it is believed that performance is influenced by set goals. (Salaman et al 2005)

This theory will explain more the aims of empl.vue performance management which includes; Empowering, motivating and rewarding employees to do their best. Armstrong
World Industries, Focusing employee's tasks on the right things and doing them right. Aligning Everyone's individual goals to the goals of the organization. Eli Lilly & Co, Proactively managing and resourcing performance against agreed accountabilities and objectives. ICI Paints, The process and behaviors by which managers manage the performance of their, people to deliver a high-achieving organization. Standard Chartered Bank, Maximizing the potential of individuals and teams to benefit themselves and the organization, focusing on achievement of their objectives. West Bromwich Society.. Armstrong 10th edition, 2006, p. 496)

2.2 Conceptual review

2.2.1 Training

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning; expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.' He also commented that the conventional training model has a tendency to 'emphasize subject-specific knowledge, rather than trying to build core learning abilities'. (Armstrong 10th edition, 2006, p.575)

The justification for training

Formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified when:

- The work requires skills that are best developed by formal instruction;
- Different skills are required by a number of people, which have to be developed quickly to meet new demands and cannot be acquired by relying on experience;
- The tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed;
- Critical information must be imparted to employees to ensure they meet their responsibilities;
- A learning need common to a number of people has to be met, which can readily be dealt with in a training program, for example induction, essential IT skills, communication skills. (Armstrong 10th Edition 2006, p.576)

2.2.2 Refresher courses

Refresher courses are those courses that review and updates topics for those who have not kept abreast of development. (Offline advanced English dictionary)

Police has got many refresher courses based on the directorates and units most of the police officers are deployed in respectively and it is done on an interval of three year for the directorate called CT and VIPPU the mother unit.

2.2.3 Promotions

The aims of the promotion procedures of a company should be, first, to enable management to obtain the best talent available within the company to fill more senior posts and, second, to provide employees with the opportunity to advance their careers within the company, in accordance with the opportunities available (taking into account equal opportunity policies) and their own abilities.

In any organization where there are frequent promotional moves and where promotion arrangements cause problems, it is advisable to have a promotion policy and procedure which is known to both management and employees and this procedure should take full account of equal opportunity policies (it is often incorporated in equal opportunity policy statements). **The basic points that should be included in such a procedure are:**

- Promotion vacancies should be notified to the HR department.
- Vacancies should be advertised internally.
- Departmental managers should not be allowed to refuse promotions within a reasonable time unless the individual has been in the department for less than, say, one year, or the department has recently suffered heavy losses through promotions or transfers.
- Promotion opportunities should be open to all, irrespective of race, creed, sex or marital status. (Armstrong 10th Edition 2006, p.861-862)

2.2.4 Factors affecting performance

Nature of job roles and obligations; affects performance. **Clear job roles and obligation** can lead to good performance while, **Unclear job roles and obligations** can cause poor performance in the employees. Poor performance may be caused by roles having incompatible elements, as when there is a clash between what other people expect from the role and what individuals believe is expected of them. (Armstrong 10th Edition 2006, p.247)

Recruitment approaches; affects performance. Good recruitment approaches yields good performance but poor recruitment approaches causes poor performance. Here once organization goes contrary to a competency-based approach means that the competencies defined for a role are used as the framework for the selection process. As described by Taylor (2002): 'A competency approach is person-based rather than job-based. The starting point is thus not an analysis of jobs but an analysis of people and what attributes account for their effective and

Commitment of employees; affects performance. These arises due to the type commitment one has that is to say, affective commitment as explained by Armstrong in his book called Strategic human resource management leads to better performance in that employees are loyal to the organization and normative commitment that goes the target workers these are loyal up to achieving their goals only, 'Engagement and organizational commitment are two important concepts affecting work performance and the attraction and retention of employees. (Armstrong 10th Edition 2006, p. 413)

Commitment of employees; affects performance. These arises due to the type commitment one has that is to say, affective commitment as explained by Armstrong in his book called Strategic human resource management leads to better performance in that employees are loyal to the organization and normative commitment that goes the target workers these are loyal up to achieving their goals only, 'Engagement and organizational commitment are two important concepts affecting work performance and the attraction and retention of employees. However, the two concepts are often confused. For example, the Conference Board in the United States (2006) defines engagement as 'a heightened connection that an employee feels for his or her organization'. (Armstrong 4th Edition, p. 140), (Armstrong 2006, 10th edition, p.244)

Stress; affect performance. Good handling methods of stress leads to good performance while poor handling methods of stress like unclear roles also causes poor performance, Stress and poor performance may be caused by roles having incompatible elements, as when there is a clash between what other people expect from the role and what individuals believe is expected of them. (Armstrong 10th Edition 2006, p.247-248)

Promotional approaches; affects performance. Poor promotional approaches causes poor performance while good promotional approaches yields good performance in the organization.

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Promoting some beyond his or her capabilities, or based on nepotism and relatives causes poor performance. However, **the basic points that should be included in such a procedure are:**

- Promotion vacancies should be notified to the HR department.
- Vacancies should be advertised internally.
- Departmental managers should not be allowed to refuse promotions within a reasonable time unless the individual has been in the department for less than, say, one year, or the department has recently suffered heavy losses through promotions or transfers.
- Promotion opportunities should be open to all, irrespective of race, creed, sex or marital status. (Armstrong 10th Edition 2006, p.861-862)

System of work; affect performance. If this is badly planned and organized or does not function well, people cannot fully be blamed for their poor performance. It is the fault of management, and they must put it right. (Armstrong 2010, p.385)

Monitoring policies; affects performance. **Good monitoring policies** yield good performance like monitoring the attendance through lists and head counting of employees while **Poor monitoring policies** can cause poor performance in the organization like long-term absence can be difficult. The aim should be to facilitate the employee's return to work at the earliest reasonable point, while recognizing that in extreme cases the person might not be able to come back. (Armstrong 2010, p.378)

Training methods; affects performance. A good training means the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It is one of several responses an organization can undertake to promote learning. (Armstrong 2010, p.230) once the training is not systematic and unplanned it leads to poor performance.

Attitude towards work; affects performance. **Good attitude** towards work yields better performance while **Poor attitude** towards work causes poor performance. Attitudes to work and the IPD research into employee motivation and the psychological contract (Guest *et al*, 1996; Guest and Conway, 1997) obtained the following responses from the people they surveyed:

- Work remains a central interest in the lives of most people.

- If they won the lottery, 39 per cent would quit work, but most of the others would continue working.

- Asked to cite the three most important things they look for in a job, 70 per cent of respondents cited pay, 62 per cent wanted interesting and varied work and only 22 per cent were looking for job security.

- 35 per cent claimed that they were putting in so much effort that they could not work any harder and a further 34 per cent claimed they were working very hard. (Armstrong 2006 p.212)

Organizational leadership; good leadership like effective and efficient communication to employees yields good performance while **poor leadership** can be a cause of individual poor performance. It is the manager's responsibility to specify the results expected and the levels of skill and competence required more so in communication.

As likely as not, when people do not understand what they have to do, their manager is to be blamed. (Armstrong 2010, p.385)

2.3 Related literature

The studies have been taken in the relation of the police performance was called **police annual performance report on crimes** but for the purposes of this report, researcher portrayed the one that was realized by the IGP Okoth Martin Ochola (OMO) dated 13th/07/2018 that was based on the number of criminal cases increasing by 3.2% and yet one of the mission the Uganda police is to set Uganda, "to be crime free society." Which is impossible now because the criminal cases are just increasing every year. Like in year 2016 the total criminal cases were 243988 in that previous report and year 2017 criminal cases were 252065 which indicates that the performance of these police officers are just reducing instead of increasing. (press conference at Naguru headquarters)

There was another study that have been undertaken in year 2010 and it was on **reward strategy and performance measurement** done by Woods in USA as it was cited in the American library. This portrayed the people to work, continue to work, or work hard for an organization due to the

financial and non-financial benefits that organization is willing to offer for its employees. (www.ijbhtnet.com>journals>vo...)

There was also most important study that was taken by **Mwanje Sarah** in year 2010 and this study was all about **Career development and staff motivation in the banking industry of Uganda**. In Sarah's report that was cited in 2010 on the Makerere University library online, implied that management of any organization can motivate its employees through training, promotions, workshops, conferences and refresher courses to the employees as it was in the finding of that report 4.8 explains the details. (www.mak.ac.ug>mwanje_sarah)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the methods that were adopted in the study, were discussed, as the design and procedure of investigation. These stated clearly the findings got from the study, the chapter therefore, included research design, population, sampling, areas of the study, and procedures for data analysis.

3.1 Research design

The study was descriptive in nature. It focused on both qualitative and quantitative data which were analyzed accordingly so as to study the research objectives. The design was to be preferred because the researcher based on the views of respondents to reach at conclusions and make recommendations.

3.2 Study population

The study population was 250 police officers per the researcher's study that included not all directorates of the police force, but the researcher's much emphasis was at CT, VIPPU in Nsambya.

3.3 Sample size

The sample forms a researcher used were stratified and simple random sampling where the number was from a population of 250 police officers, to a sample size of 25 members that a researcher found there at the mother unit in Nsambya. Each police officer had a chance of 0.1 to be selected for this purpose as calculated, and this 25/250 =0.1 as a researcher's chance to select the police officers found there at the base.

3.4 Sample strategies

3.4.1 Sample selection

These sampling study forms that were used, were simple random and stratified sampling because they offers opportunity for selecting respondents who are knowledgeable and have independent minds without revising any matter if asked anything that knocks the police as institution.

3.4.2 Sampling procedures

In order to carry out the study successfully, the researcher selected respondents basing on their willingness of the subject under investigation.

3.5 Source of data

3.5.1 Primary data

These were comprised of data obtained through surveying technique that uses instrument called questionnaire, interviewing technique that uses instrument called interviews from respondents and observations that formed the base for primary data.

3.5.2 Secondary data

These were mainly from existing relevant literature obtained from journals, internet newspaper, leaflets, text books and some dissertations, reports made and other investigations carried out on police performance. All these were supplement the primary for better analysis.

3.6 Validity and reliability of research

The reliability of questionnaire was tested using the Pearson's correlation coefficient and the following reliability results were realized.

3.7 Data collection methods

3.7.1 Survey

This was used in researcher's study, the method involved instrument called questionnaire, a well-designed questionnaire that was both open and closed ended with a four point likert scale that researcher was employed. Questionnaires were administered to the respondents to fill. The reason why for choosing this method was that helped a researcher with an appropriateness in covering a wide range of issues as a tool that was easy and simple to use as well in understanding.

3.7.2 Interviews

Various interviews were conducted by the researcher to different respondents at different levels. This method with the tool called interviewing helped to substantiate on data obtained by way of questionnaires.

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3.8 Data analysis and ethical consideration

3.8.1 Data analysis

After data collection, it was complied, coded (sorted), classified and edited ensuring that the responses given by the respondents that was accurately recorded and consistent. The numerical data was presented using computer spread sheet to organize the frequency tables and equations, graphs and pie-charts for final interpretation with the help of descriptive analysis.

3.8.2 Ethical consideration

The study followed the accepted standards of data collection and preparing that data like equal opportunities that every respondent to be given the same treatment during data collection.

3.9 Anticipated limitations to the study

The researcher faced financial difficulties in carrying out the research this was in terms of transport to the area of the study, typesetting, printing and photocopying however the researcher tried to solicit financial assistance from brother's sisters and friends.

The researcher faced the problem of acquiring literature relevant to the study area this was result of scare published relevant information in the university library

The researcher faced the problem of non-response from respondents due to bias this was solved by humble and soft approach towards the respondents.

The researcher was denied some information especially in staff members fearing that the researcher can reveal such information like how to ders are awarded as well as purchase of some training equipment however the researcher assured the respondents some confidentiality.

CHAPTER FOUR

ANALYSIS, PRESENTATION, AND DISCUSSION OF FINDINGS

4.0 Introduction

This Chapter presents findings of the study on the relationship between career development and employee performance according to the data collected. The findings are analyzed, interpreted and presented according to the important variables, objectives of the study and the research question.

4.1 Response rate

Respondents responded positively. All of the police officers the researcher contacted about 25 in number responded as below in the pie chart.

Figure 4.1 shows the response rate in VIPPU Nsambya

Response chart

100%
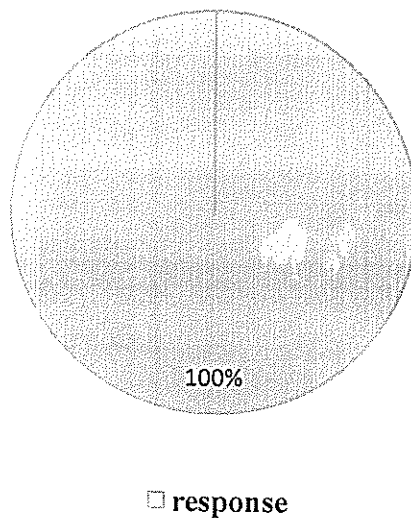
□ response

Source: Primary data

4.2 Findings on personal data

The researcher identified the respondents' bio data in respect of gender, age, level of education and the duration they have been in Uganda police force in order to appreciate the reliability and the accuracy of the research findings.

4.2.1 Findings on Gender of respondents

Table 4.2. 1: Findings on Gender of the respondents

Gender	Number of respondents (F)	Percentage (%)	Cumulative percentage (%)
Male	15	60	60
Female	10	40	100
Total	25	100	

Source: primary data

Tables 4.2.1. Indicates that, of the respondents .)% were male, and 40% were female. This implies that, there was gender bias in the study and the 40% was a revelation that the affirmative action is effectively in implementation of one of the principles of gender mainstreaming.

Figure 4.2.1: Presents gender of the respondents

□Male □female
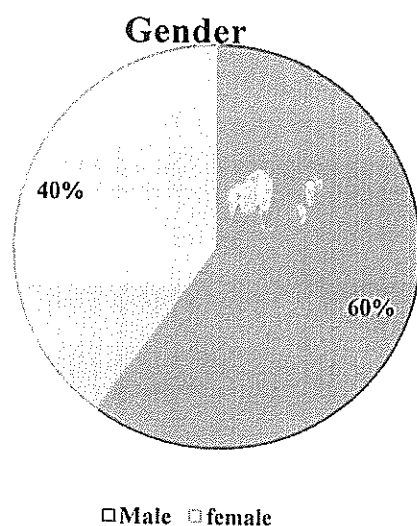
Source: primary data

4.2.2: Findings on Age of respondents in years

Table 4.2. 2: Age range of respondents

Age bracket	Number of respondents (F)	Percentage (%)	Cumulative percentage (%)
20 – 34 years	12	48	48
35 – 44 years	09	36	84
45 – above	04	16	100
Total	**25**	**100**	

Source: primary data

Table 4.2.2 above, findings indicated that 48% of respondents were aged from 20-34 years. 36% of respondents were aged from 35-44 years. While another 16% were above 45 years of age. This shows that the respondents were matui enough to answer the questions in the questionnaires.

Figure 4.2.2: Presents Age range of respondents

Simple bar graph showing the age of respondents

age bracket of respondents
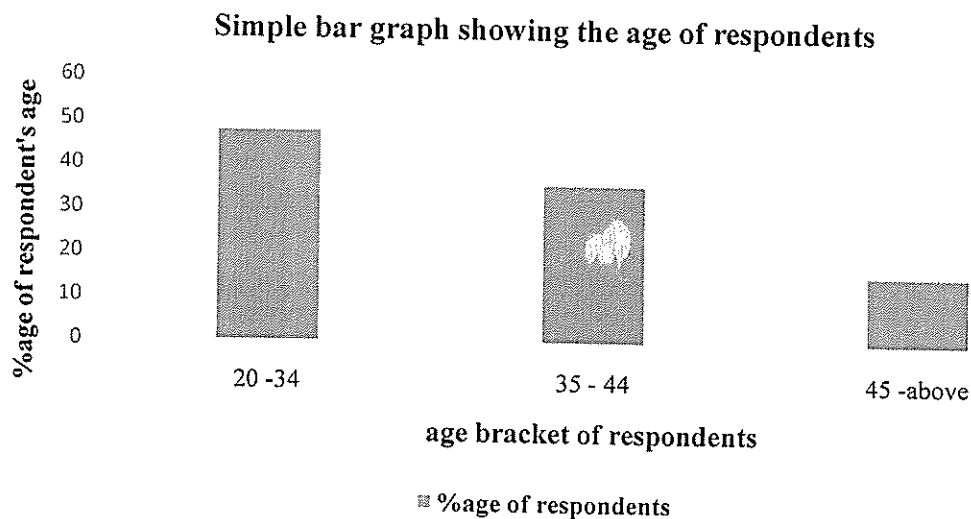
▪ %age of respondents

Source: primary data

4.2.3: Findings on Level of respondents' qualification

Table 4.2. 3: Level of respondents' qualification

Level of education	Number of respondents (F)	Percentage (%)	Cumulative percentage (%)
UACE/equivalent	12	48	48
Diploma	03	12	60
Degree	08	32	92
Master	02	08	100
PHD	00	00	100
Total	**25**	**100**	

Source: primary data

Table 4.2.3: indicated that, 48% of the respondents had Uganda Advanced Certificates of Education, 12% had diplomas, 32% had degrees % masters, and 00% had a PhD. This implies that people working in Uganda police force have attained the minimum level of education to participate in the attainment of organizational goals.

Figure 4.2.3: Presents Findings on Level of respondents' qualification

percentage of respodents' qualification

0

8%

32%

48%

12%
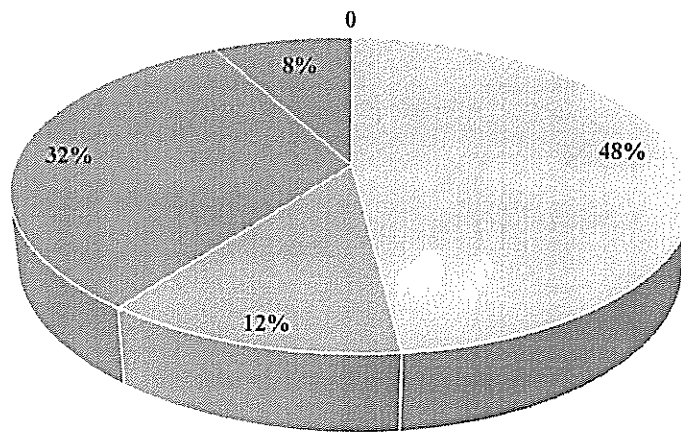
UACE ᵒ Diploma ᵃ Degree ᵃ Masters ᵃ PHD

Source: primary data

4.2.4: Findings on Marital status of the respendents

Table 4.2. 4: Marital status of the respondents

Marital status	Number of respondents (F)	Percentage (%)	Cumulative percentage (%)
Single	10	40	40
Married	15	60	100
Divorced	00	00	100
Total	25	100	

Source: primary data

Table 4.2.4: findings showed that 40% of the respondents were single, 60% were married, 00% were separated. This shows that respondents of different marital status were freely willing to contribute towards performing organization duties in their different communities.

23

Figure 4.2.4: Presents findings on marital status of respondents

Marital status

■ single ■ marriage ■ divorced
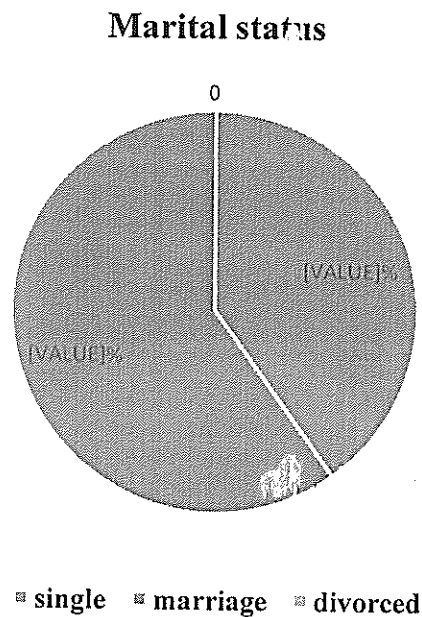
Source: primary data

4.3 Findings on career development

The researcher identified the career development in respect of training, refresher courses, and the promotions have been in Uganda police force .' order to appreciate the reliability and the accuracy of the research findings.

4.3.1 Findings on the training as career development

a) Findings on Initial training

Table 4.3.1a):Findings on Initial training of the respondents

Gender	Number of respondents (F)	Percentage (%)	Cumulative percentage (%)
Male	15	60	60
Female	10	40	100
Total	25	100	

Source: primary data

Tables 4.3.1a). Indicates that, initial was mandatory training of the respondents, and 60% were male who had trained the initial training, and 40% were female who had trained the initial training. This implied that, initial training was the most needed in transferring civilians into those who can effectively implement the orders of the force.

b) Findings on counter terrorism basic training

Table 4.3.1b):Findings on counter terrorism basic training

Gender of respondents	Number of respondents (F)	Valid percentage (%)	Cumulative percentage (%)
Male finished	10	40	40
Male unfinished	05	20	60
Female finished	05	20	80
Female unfinished	05	20	100
Total	25	100	

Source: primary data

25

Tables 4.3.1b). Indicates that, counter terrorism basic training was optional after the initial training of the respondents, and 40% were male who had trained the CT basic training, 20% were male who had not yet finished training the CT basic training, 20% were female who had trained the CT basic training, and 20% were female who had not yet finished training the CT basic training. This implied that, CT basic training was optional in transferring the basic knowledge on CT and those who can effectively implement what counter terrorism wants.

Figure 4.3.1b): Presents findings on counter terrorism basic training

Cumulative bar graph presents findings on CT basic training

gender of the respondents

finished   unfinished

Source: primary data

c) Findings on counter response training (CRT)

Table 4.3.1c): Findings on counter response training (CRT)

Gender of respondents	Number of respondents (F)	Valid percentage (%)	Cumulative percentage (%)
Male finished	06	24	24
Male unfinished	09	36	60
Female finished	03	12	72
Female unfinished	07	28	100
Total	25		

Source: primary data

Tables 4.3.1c). Indicates that, counter response training was more specific and specialized training of the respondents, 24% were male who had trained the CRT training, 36% were male who had not yet finished training the CRT training, 12% were female who had trained the CRT training, and 28% were female who had not yet finished training the CRT basic training. This implied that, CRT training was specialized in transferring the specific knowledge on CT members and those who can efficiently implement what counter terrorism wants.

Figure 4.3.1c): Presents findings on counter response training

Cumulative 3-D bar graph presents findings on CRT training

Gender of respondents

▪ finished   ▪ unfinished
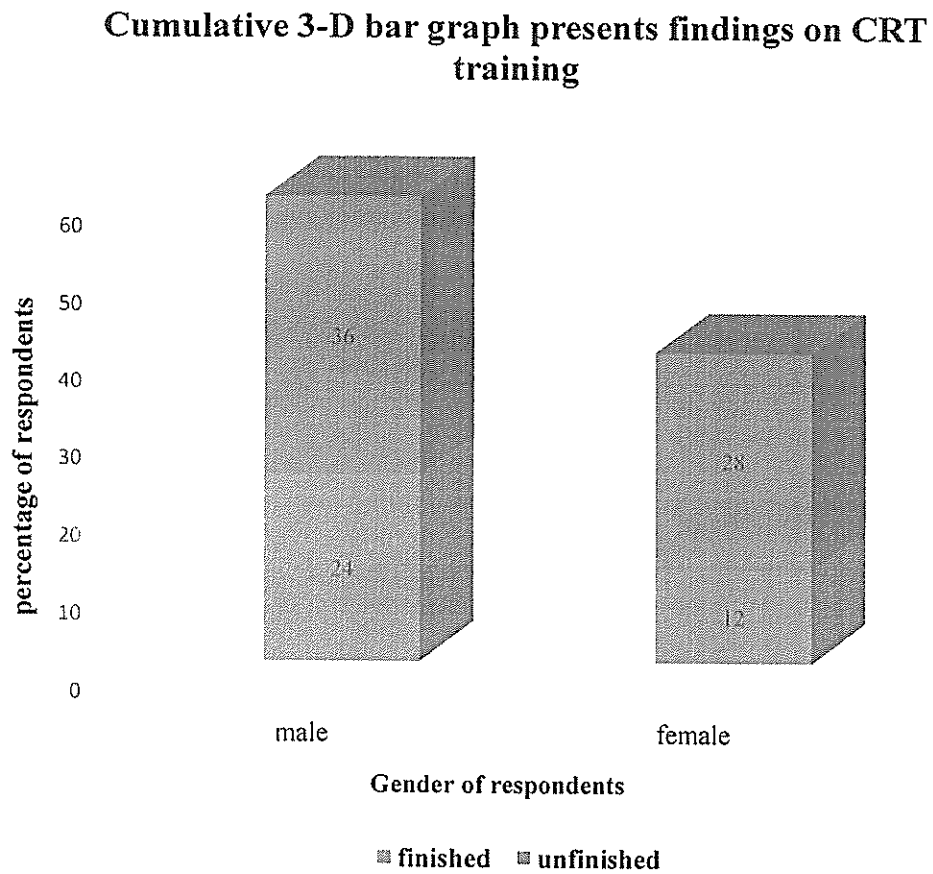
Source: primary data

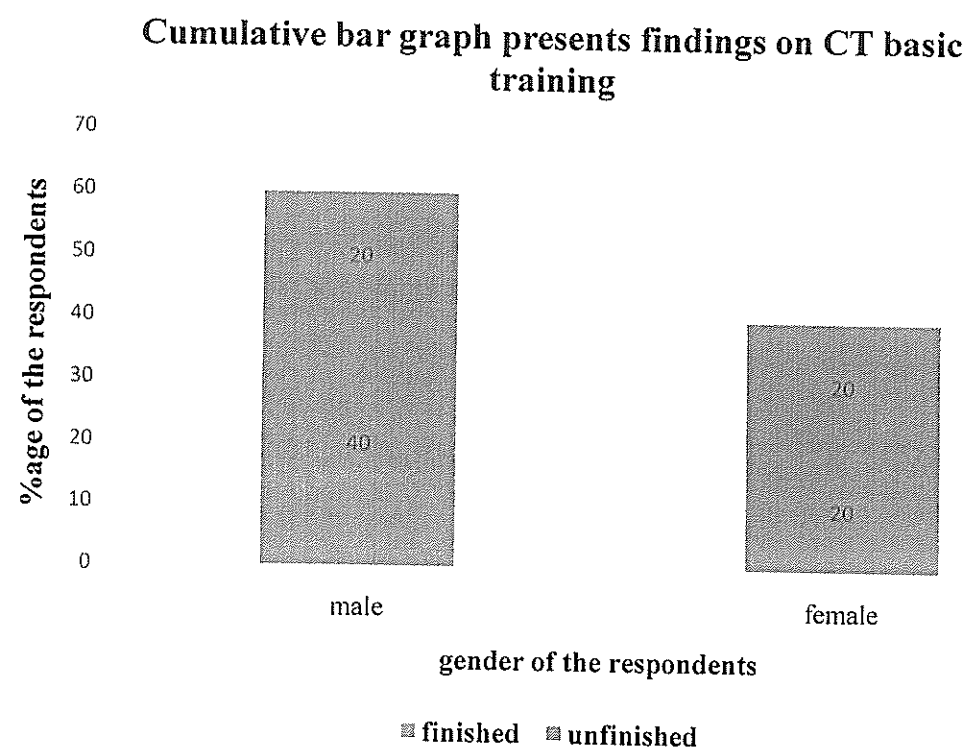d) Findings on joint anti-terrorism training (JA T)

Table 4.3.1d): Findings on joint anti-terrorism training

Gender of respondents	Number of respondents (F)	Valid percentage (%)	Cumulative percentage (%)
Male finished	02	08	08
Male unfinished	13	52	60
Female finished	01	04	64
Female unfinished	09	36	100
Total	25	100	

Source: primary data

Tables 4.3.1d). Indicates that, joint anti-terrorism training was most specific and specialized training of the respondents, 08% were male who had trained the JAT training, 52% were male who had not yet finished training the JAT training, 04% were female who had trained the JAT training, and 36% were female who had not yet finished training the JAT basic training. This implied that, JAT training was specialized in transferring the specific knowledge on CT members in being the most efficient members in implementi·˙g what counter terrorism wants on time.

Figure 4.3.1d): Presents findings on joint anti-terrorism training (JAT)

cumulative bar graph presents findings on JAT training

Gender of rɛ͜pon.dents

▨ finished   ▨ unfinished
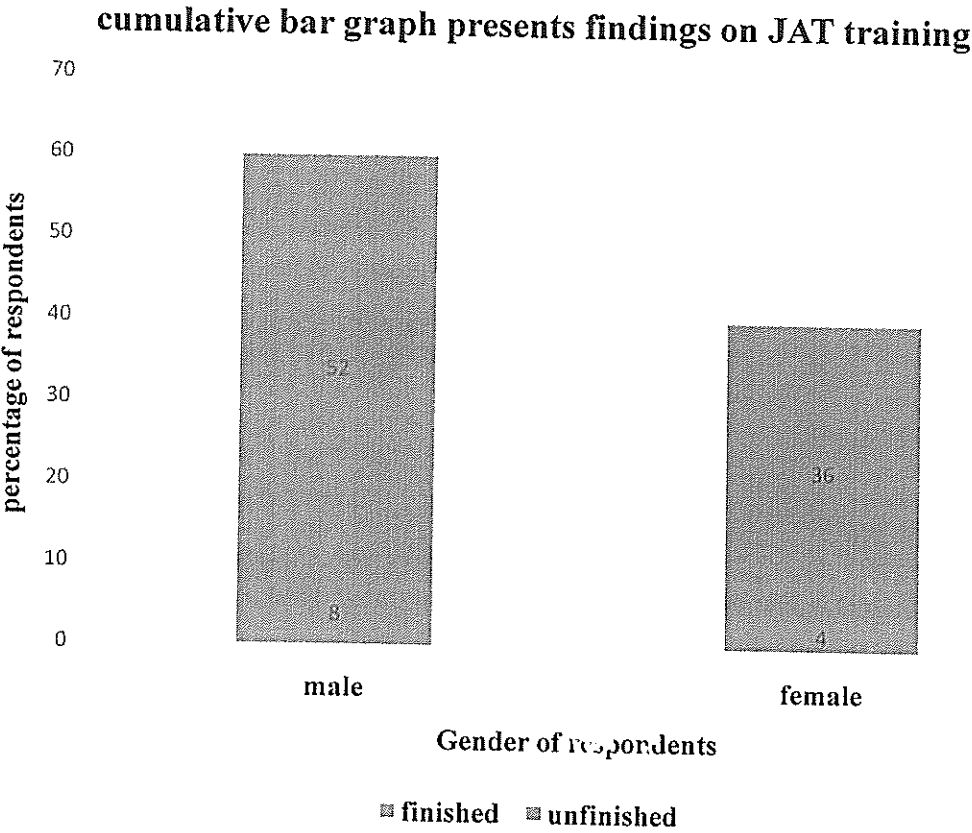
Source: primary data

4.3.2 Findings on refresher courses

a) Findings on weapon handling refresher course

Table 4.3.2a):Findings on weapon handling refresher course of the respondents

Gender	Number of respondents (F)	Percentage (%)	Cumulative percentage (%)
Male	15	60	60
Female	10	40	100
Total	25	100	

Source: primary data

Tables4.3.2a). Indicates that, weapon handling was mandatory refresher course of the respondents just like initial training, and 60% were male who had done the weapon handling, and 40% were female who had done the weapon handling. This implied that, weapon handling was the highly needed in transferring effectiveness and efficiency of those deadly weapons like guns, bombs and canisters of tear gas.

b) Findings on disciplinary treatment refresher course

Table 4.3.2b): Findings on disciplinary treatment refresher course

Gender of respondents	Number of respondents (F)	Valid percentage (%)	Cumulative percentage (%)
Male treated	02	08	08
Male untreated	13	52	60
Female treated	01	04	64
Female untreated	09	36	100
Total	25	100	

Source: primary data

Tables 4.3.2b). Indicates that, disciplinary treatment refresher course was most specific and specialized for in disciplined police officers, 08% were male who had done disciplinary refresher course, 52% were male who were not treated for that refresher course, 04% were female who were treated that refresher course, and 36% were female who were not treated that refresher course. This implied that, disciplinary treatment refresher course aimed at shaping the code of conduct on CT members in being the most efficient members in implementing what counter terrorism wants on time.

Figure 4.3.2b): Presents findings on disciplinary treatment refresher course

Cumulative bar graph presents findings on disciplinary treatment refresher course
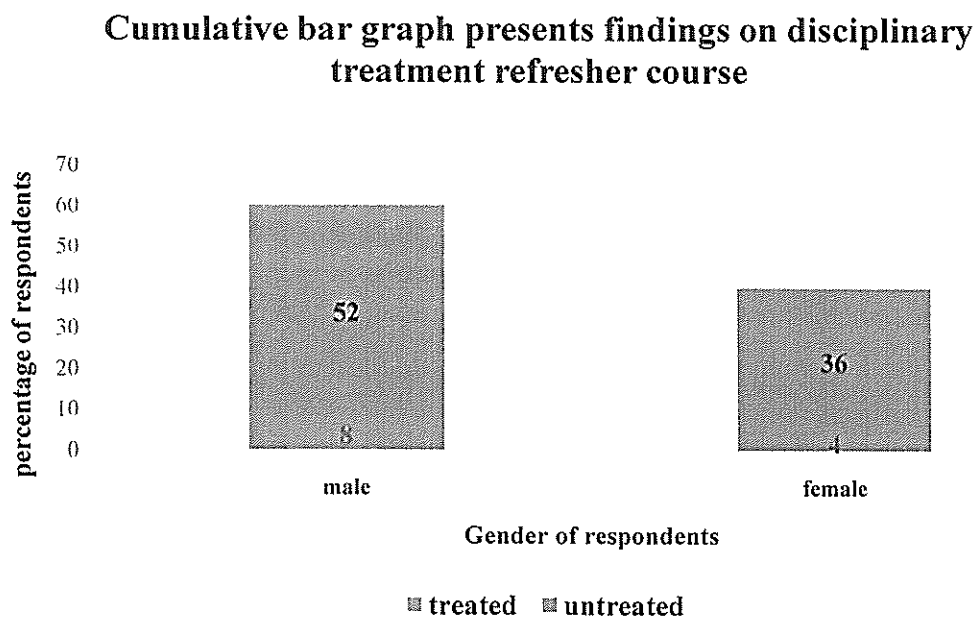
Source: primary data

4.3.3 Findings on seniority

The researcher categorized the data in respect of the respondents' gender and length in service which was experience.

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Table 4.3.3): Shows findings on seniority of respondents

Length in service Categories	(F)	Male	Percentage (%)	Female	Percentage (%)
1 – 5 years	09	05	33.33	04	40
6 – 10 years	05	03	20.00	02	20
11 – 15 years	02	01	06.68	01	10
16 – 20 years	03	02	13.33	01	10
21 – 25 years	03	02	13.33	01	10
26 – above years	03	02	13.33	01	10
Total	**25**	**15**	**100**	**10**	**100**

Source: primary data

Table 4.3.3): indicates that, the respondents' length in service in the respect of the gender were based on police intakes, dominant percentages of male and female respondents were of 19th intake of police in respect of 33.33% of male and 40% of female, then followed by 18th intake in respect of 20% male and 20% female, 17th intake in respect of 06.68% male and 10% female, finally other intakes also contributed to the remaining ones in service.

Figure 4.3.3): Presents findings on seniority of respondents

Coperative bar graph presents findings on seniority of respondents

Gender of respondents

■ male ■ female
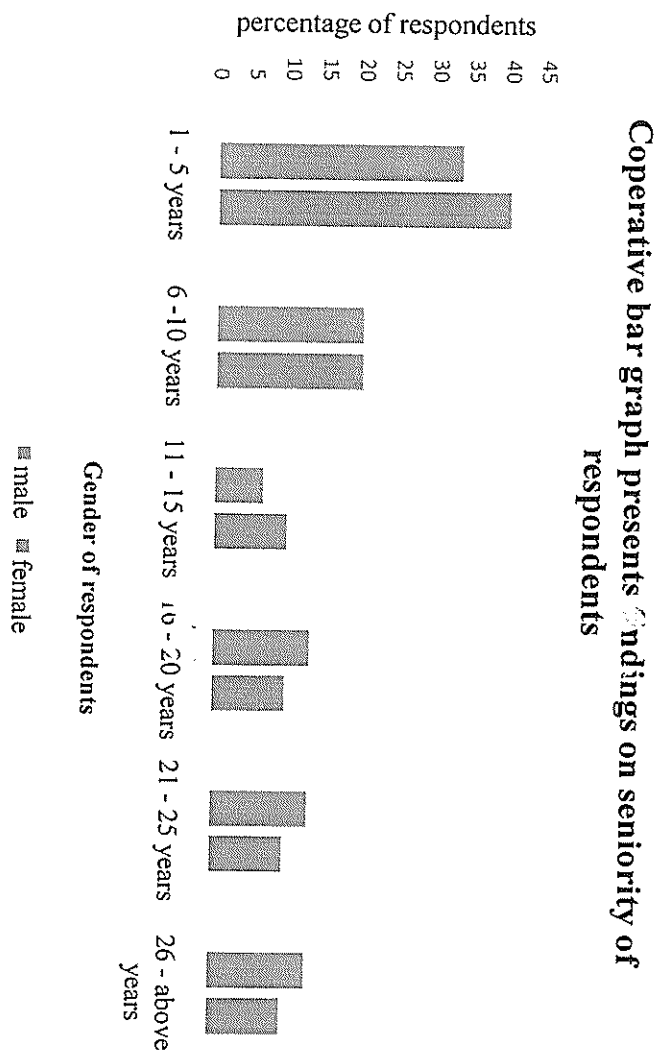
4.3.4 Findings on promotions

The researcher categorized the data in respect of the respondents' gender and ranks they are holding since 2013 up to date which gave a clear picture on promotions.

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Table 4.3.4): Shows findings on promotions of respondents

Ranks held by respondents since 2013 – 2018 Categories	(F)	Male	Percentage (%)	Female	Percentage (%)
Other ranks (SPC, PPCs & PCs)	14	08	53.33	06	60
Non-commissioned ranks (CPLs & SGTs)	06	04	26.67	02	20
Commissioned ranks (AIP-IGP)	05	03	20.00	02	20
Total	25	15	100	10	100

Source: primary data

Table 4.3.4): indicates that, the respondents' ranks in the respect of the gender were also based on police intakes, dominant percentages of male and female respondents were of 18th intake and 19th intakes of police took the lion's share of about 53.33% male and 60% female as presented in the **other ranks**, then followed by 10th intake to 16th intake that made of 26,68% male and 20% female as presented in the **non-commissioned ranks** , 1st intake to 15th intake that made of 20% male and 20% female as presented in the **commissioned ranks.**

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Figure 4.3.4): Presents findings on ranks held by respondents

Coperative bar graph presents findings on ranks held by respondents
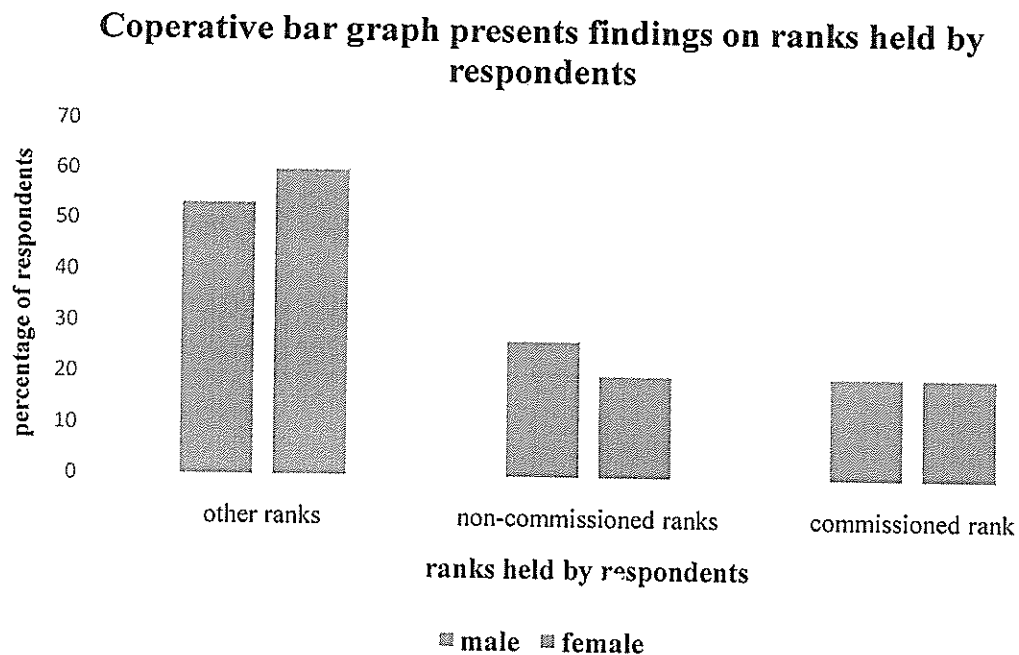
Source: primary data

4.4 Findings affecting employee performance

Knowledge of the respondents about ability to be flexible as a factor affect employee performance was obtained as the results in the below indicates.

4.4.1 Findings on nature of job role affects employee performance

Table 4.4.1 presents findings on flexibility of job role as factor affects employee performance.

	F	Min	Max	Mean	S/D
Ability to be flexible in managing intra-sender roles has directly impacted employee performance	25	3	40	3.16	0.9243
Ability to be flexible in managing inter-sender roles by bosses has greatly impacted employee performance	25	2	48	3.28	0.873
Ability to change person's values due to his role has directly impacted employee performance	25	4	26	2.4	1.0198
Ability to be flexible in managing inter-roles has directly impacted on employee performance	25	4	32	2.84	1.084

Source: primary data

Table 4.4.1, indicated that three items on the likert scale had mean that greater than 2.5 and one item was less than 2.5 as it was expressed in the equation 2.84, 3.28, and 3.16 > 2.5 >2.4.

The two items had 4 as the minimum points, one had 3 as the minimum point, and one had 2 as the minimum point. The three items had more than 30 maximum point and one had less than 30 maximum point as expressed in the equation, 40, 48, and 32 > 30> 26. Standard deviation, two items had more than 1 and two had less than 1 as was expressed in the equation 1.084 and 1.0198 >1>0.9243 and 0.873.

4.4.2 Findings on promotion approaches affects employee performance

Table 4.4.2 Presents findings on promotion approaches affect performance

	F	Min	Max	Mean	S/D
Availability of vacancies has greatly impacted the employee performance	25	6	32	2.56	1.1689
Availability of effectiveness and efficient communication and advertisement greatly has employee performance	25	2	54	2.72	0.665
Timing has greatly impacted employee performance	25	4	34	1.96	0.662
Ethical standards has directly impacted employee performance	25	1	48	2.96	0.864

Source: primary data

Table 4.4.2, indicated that three items on the likert scale had mean that greater than 2.5 and one item was less than 2.5 as it was expressed in the equation; 2.96, 2.72, and 2.56 > 2.5 >1.96. Maximum point, all the four items had maximum point that were more than 30 as expressed in the equation 32, 34, 48, and 52 > 30. Minimum point, three items were less than 5 and one item more than 5 as expressed in the equation; 1,2,and 4 < 5 < 6. Standard deviation, three items were less than 1 and one item was greater than 1 as expressed in the equation; 0.864, 0.665, and 0.662 < 1 < 1.1689.

4.4.3 Findings on recruitment approaches affects employee performance

Table 4.4.3 presents findings on recruitment approaches affects performance

	F	Min	Max	Mean	S/D
Internal sourcing can be used in recruiting to increase on the level of employee performance	25	2	51	2.92	0.9026
External sourcing can be used in recruiting to increase on the level of employee performance	25	8	18	2	1.0955

Source: primary data

Table 4.4.3, indicated that one item had more than 2.5 mean and one item was less than 2.5 as expressed in the equation; $2.92 > 2.5 > 2$. Maximum point, one item had more than 30 and other had less than 30 as expressed in the equation; $51 > 30 > 18$. Minimum point, one item had more than 5 and other less than 5 at the likert scale as expressed in the equation; $2 < 5 < 8$. Standard deviation, one item had less than 1 and more than 1 as was expressed in the equation; $1.0955 > 1 > 0.9026$.

4.4.4 Findings on commitment of employees affect employee performance

Table 4.4.4 Shows the findings on commitment of employees affect performance

	F	Min	Max	Mean	S/D
Employees' with affective commitment has directly impacted on employee performance	25	4	48	3.04	1.1128
Employees' with normative commitment has directly impacted on employee performance	25	3	32	2.2	0.7483

Source: primary data

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Table 4.4.4, indicated that one item had more than 2.5 mean and one item was less than 2.5 as expressed in the equation; 3.04 > 2.5 > 2.2. Maximum point, all the items were more than 30 as expressed in the equation; 32, and 48 > 30. Minimum point, all items were less than 5 at the likert scale as expressed in the equation; 3, and 4 < 5. Standard deviation, one item had less than 1 and more than 1 as was expressed in the equation; 1.1128 > 1 > 0.7483.

4.4.5 Findings on training methods affects employee performance

Table 4.4.5: presents findings on training methods affect performance

	F	Min	Max	Mean	S/D
Off job has wanted all security organs to compete equally and this has increased performance	**25**	4	40	3	**1.0583**
On job has meant all security organs to compete and increased performance	**25**	3	38	1.96	**0.5987**

Source: primary data

Table 4.4.5, indicated that one item had more than 2.5 mean and one item was less than 2.5 as expressed in the equation; 3 > 2.5 > 1.96. Maximum point, all the items were more than 30 as expressed in the equation; 38, and 40 > 30. Minimum point, all items were less than 5 at the likert scale as expressed in the equation; 3, and 4 < 5. Standard deviation, one item had less than 1 and more than 1 as was expressed in the equation; 1.0583 > 1 > 0.5897.

4.4.6 Findings on organizational leadership affect employee performance

Table 4.4.6: Shows findings on organizational leadership affect performance

	F	Min	Max	Mean	S/D
Ability to be managing organization bureaucratically has directly impacted employee performance	25	2	19	1.52	0.9847
Ability to have a flat management organization has impacted employee performance	25	2	40	2.92	1.0167

Source: primary data

Table 4.4.3, indicated that one item had more than 2.5 mean and one item was less than 2.5 as expressed in the equation; $2.92 > 2.5 > 1.52$.

Maximum point, one item had more than 30 and other had less than 30 as expressed in the equation; $40 > 30 > 19$. Minimum point, all items were less than 5 at the likert scale as expressed in the equation; 2, and $2 < 5$. Standard deviation, one item had less than 1 and more than 1 as was expressed in the equation; $1.0167 > 1 > 0.9847$.

4.5 Relationship between career development and employee performance

The findings on the relationship between career development and employee performance were determined by use of Pearson's correlation coefficient and can be evidenced in the table below.

Items	Career development (x)	Employee performance (y)	xy	x^2	y^2
Male	15	15	225	225	225
Female	10	10	100	100	100
Total number	25	25	325	325	325

Source: primary data

Formula

Pearson's correlation coefficient (r) = $N \sum xy - (\sum x)(\sum y) \div \sqrt{(N \sum x^2 - (\sum x)^2)} (N \sum y^2 - (\sum y)^2)$

Pearson's correlation coefficient (r) = $8125 - 625/\sqrt{(8125 - 625)(8125 - 625)}$

$7500/\sqrt{56,250000} = 7500/7500 = 1$

Table 4.5 above, findings reveal that there is a strong positive relationship between career development and employee performance at Pearson correlation coefficient (r) = 1, and therefore this means that if career development are well managed employee performance improves.

CHAPTER FIVE

INTERPRETATION, CONCLUSION, AND RECOMMENDATION

5.0 Introduction

This chapter gives precise interpretation on the major findings of the study, draws appropriate conclusions as well as recommendations of the study.

5.1 interpretation on the major findings of the study

The major findings involved career development in the relation to the employee performance as below:

5.1.1 Career development.

This presented training, refresher courses, and promotions in the findings.

5.1.1a) Training as career development

The finding portrayed that training was very vital as far as employee performance was concerned training like initial transferred all of them from civilian to para military officers as explained in the chapter 4, efficiency of the police officer like the JAT team in finishing up the missions given to them as prescribed in the orders against time, explained the career development had an impact on employee performance.

5.1.1b) Refresher courses as career development

The findings portrayed that refresher courses like weapon handling which is updating skills and disciplinary treatment courses directly impacted the employee performance because were responsible to put officer in the standard code which can yield effectiveness in the employee performance.

5.1.1c) Promotions as career development

The findings portrayed that promotions were not done in the normal standards as police act prescribed, promotions were based on the politic and nepotism which impacted the employee performance in UPF negatively.

5.1.2 Factor affecting employee performance

The finding on factors were nature of the job role, promotional approaches, recruitment approaches, commitment of employees, training methods, and organizational leadership.

5.1.2a) Nature and flexibility of job roles affects performance

The findings portrayed that job roles affected performance and depended on the circumstances like inter sender, intra sender, inter role, and personal role that were balancing due to the standard deviation of those items that were two in favor of performance and two items were not in favor of employee performance.

5.1.2b) Promotional approaches affects performance

The findings presented that promotions affected employee performance negatively as it was expressed in the chapter four of the report because of the rater scale found standard deviation of the three items did not reach the standard set which was 1 and hence explained the majority items not in favor of employee performance.

5.1.2c) Recruitment approachesaffects performance

The findings presented that recruitment approaches affected employee performance both negatively and positively as it was expressed in the chapter four of the report because of the rater scale found standard deviation of the one item did not reach the standard set which was 1 and other reached hence explained the items were in favor and not in favor of employee performance.

5.2 Conclusions

It is revealed that career development effectively considered in UPF with the aim of performing highly so as effectively meet organization demands at the right time in order to improve on their effectiveness and efficiency.

It is revealed that factors affect employee performance like nature and flexibility of job roles, promotional approaches, recruitment approaches, commitment of employees, training methods, and organizational leadership greatly can improve on their levels of performance.

More so findings show that there is negative relationship between career development and employee performance as shown by standard deviation this indicates that the management has done nothing to make sure that the career development and employee performance increases.

5.3 Recommendation

Management of UPF needs to ensure that career development techniques are practiced by people with trained qualification and skills.

Management of UPF needs to provide fringe benefits to police officers in order to improve on their behaviors to the public.

Workers of UPF to adhere courtesy ideas when handling public complaints in the country.

Management of UPF needs to provide accurate services to its police officers.

5.4 Areas of further research.

Apart from approaches what are the methods for career development, further research should focus on;

1) Employee motivation and employee performance
2) Human resource management practices and employee development
3) Employee training and human resource management.

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APPENDICES

Appendix 1: Headed latter

I **Muyego Anthony** a student from the department of Human resource and supply management at Kampala International University and I wish to conduct an academic study on this organization concerning the career development and employee performance in Uganda police force. I therefore request you to take part in the researcher's study by filling in answers or your opinion in this questionnaire.

All information provided will be treated confidential. No name will be ascribed to any response. You will be at liberty to answer or not answer any uestion that seems to embarrass you.

I will be very happy when this application is granted in answering some of the questions so that I can achieve research objectives effectively.

Thank you.

....

Candidate

APPENDIX 2: QUESTIONNAIRE

Part 2

Personnel information

First name………………………………………… surname……………………………………………

You are requested to tick in the space provided the most appropriate for the purposes of this study.

I.   **(Gender)**

Male…….. Female…… others……….

II.   **(Marital status)**

Single……. Married……… divorced…….

III.   **(Level of education)**

A' Level or equivalent……… Diploma…….. Degree……… Masters………. PHD………

IV.   **(Age bracket)**

20 – 34 years……….35 – 44 years……… 45 years and above………….

Part 3

You are requested to use **yes** or **no** for the most appropriate response in the space provided.

A) On training

1. Initial training conducted..................
2. Induction training on basic (CT, CRT) conducted................
3. Highly professional training (JAT) conducted.....................

B) On refresher courses (you are requested to tick after responding yes)

1. Any refresher course conducted................

   If yes, on disciplinary actions.......... Updating skills...........or tuning attitude..............

C) On promotions (you are requested to write **yes or no** in the space provided)

1. Rank you holding;

   Other ranks (SPCs, PPCs, PCs)...............

   Non-commissioned officers (CPL, SGT)..............

   Commissioned officers (AIP, IP –AIGP).................

2. On length of service;

   1 – 5 years in service..............

   6 – 10 years in service............

   11 – 15 years in service...........

   16 – 20 years in service...........

   21 – 25 years in service...........

   26 and above in service...........

Part 4

Factors affecting performance

The key

Very true	True	Not sure	Disagree
VT 4	T 3	NS 2	D 1

	Statement	VT	T	NS	D
	Nature of job roles and obligations, do you think you are the job you do is the one prescribed for you?				
	Recruitment approaches, did your superiors follow the ethical procedures during your recruitment?				
	Stress, can stress limit your performance at work?				
	Promotional approaches, are promotion given to you based on procedures?				
	System of work, do you follow chain of command when executing duties?				
	Monitoring policies, are you often supervised when executing your normal duty?				
	Training methods, are you satisfied with the training programs given to you?				
	Attitude towards work, do you often fill well working while you are not in mode of working?				
	Nature of job roles affect performance				
	Ability to be flexible in managing intra-sender roles has directly impacted employee performance				
	Ability to be flexible in managing inter-sender roles by bosses has greatly impacted employee performance				

Ability to change person's values due to his role has directly impacted employee performance					
Ability to be flexible in managing inter-roles has directly impacted on employee performance					
Promotional approaches affect performance					
Availability of vacancies has greatly impacted the employee performance					
Availability of effectiveness and efficient communication and advertisement greatly has employee performance					
Timing has greatly impacted employee performance					
Ethical standards has directly impacted employee performance					
Recruitment approaches affect performance					
Internal sourcing can be used in recruiting to increase on the level of employee performance					
External sourcing can be used in recruiting to increase on the level of employee performance					
Employee commitment affect performance					
Employees' with affective commitment has directly impacted on employee performance					
Employees' with normative commitment has directly impacted on employee performance					
Training methods affect performance					
Off job has wanted all security organs to compete equally and this has increased performance					
On job has meant all security organs to compete and increased performance					

Organizational leadership affect performance				
Ability to be managing organization bureaucratically has directly impacted employee performance				
Ability to have a flat management organization has impacted employee performance				

APPENDIX 3: INTERVIEW GUIDE

1) Are you an employee of this organization?

2) Do you work under VIPPU?

3) Does this organization have caier development program for its employee effectiveness?

4) Do this organization recognize you productivity?

5) How do this organization recognize your effectiveness?

6) Once you fall to reach the expectations of the organization, what do they do in reaction of that failure?

7) What is the best way in selecting people for promotions in this organization?