**THE CONTRIBUTION OF PERFORMANCE APPRAISAL ON STAFF PERFORMANCE IN PUBLIC SERVICE: A CASE STUDY OF MINISTRY OF AGRICULTURE, ANIMAL INDUSTRY AND FISHERIES HEAD QUARTERS ENTEBBE**

**By**

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**A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS OF ARTS IN PUBLIC ADMINISTRATION AND MANAGEMENT OF NKUMBA UNIVERSITY.**

**FEBRUARY, 2022**

# **STUDENT’S DECLARATION**

I, **APOLOT GRACE** hereby declare that the work presented in this dissertation is original and has not been published and/or submitted for any other degree award to any other university or institution of higher learning before other than Nkumba University for academic credit and where the work of others has been referred to, it has been duly acknowledged.

****

# **APPROVAL**

This is to certify that this study has been carried out under my supervision and has been submitted



# **DEDICATION**

I dedicate this Research Proposal to the Almighty God, my Father Mr. James Okoboi and my children for their enduring patience, understanding and preparedness to pursue what I always wanted to do. I can say that I would never have realised this accomplishment without them. Thanks a lot for your inspiration and the support you have provided me throughout this long journey May the Almighty God Bless you.

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Undertaking the Contribution of Appraisal Performance on Staff Performance in Public Services a Case Study of Ministry of Agriculture Animal Industry and Fisheries was truly challenging although incredibly rewarding journey and there is no more joyous moment than finally reaching the final destination. I found that being a student again was an incredible isolating experience. Had it not been for some special people who made enormous sacrifices and contributed huge amounts of support, I may not have survived this ordeal and been able to accomplish my goal. Therefore, there are several people I would like to acknowledge and thank for their tremendous support.

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# **LIST OF ABBREVIATIONS**

**ANOVA :** Analysis of Variance

**C.V. I :** Content Validity Index

**HR**  **:** Human Resource

**MAAIF** : Ministry of Agriculture, Animal Industry and Fisheries

**SPSS :** Statistical Package Social Scientists

# **ABSTRACT**

This study was carried out to examine the contribution of performance appraisal on staff performance in public service: a case study of Ministry of Agriculture, Animal Industry and Fisheries Head Quarters Entebbe. The objectives that guided the study were: to establish the effect of performance planning on staff performance in public service, to determine the effect performance review on staff performance in public service and to assess the effect of feedback on staff performance in public service. The study adopted a cross sectional research design, which involved the collection of data from Ministry of Agriculture, Animal Industry and Fisheries Head Quarters Entebbe staff, using both qualitative and quantitative approaches. The study covered a population of 75 respondents comprising of 25 directorate and Ministry Main stream staff, 25 senior personnel staff and 10 Directors and a sample size of 70 respondents participated. Purposive sampling technique was used to select staff at Senior Personnel Staff and Directors while Simple random sampling technique was used to select Directorate and Ministry Main Stream Staff. The study findings revealed that there is a moderate positive significant relationship between performance planning and staff performance, that there is also a weak and significant relationship between performance review and staff performance and there is a moderate positive correlation between Feedback and staff performance. It was hence concluded in order to achieve high levels of staff performance, MAAIF through the Public service human resource management should work on enhancing believability of the evaluation results staff receive, involve staff in decisions taken after my evaluation and always give feedback after staff evaluation. This kind of service will both benefit the entire Ministry as well as benefiting the staff, Further, it is important that the MAAIF top management should come up with means on how to manage the staff who execute performance reviews and to keep them highly motivated and avail promotional opportunities to staff and be fair and satisfactory in their implementation, the MAAIF management should work on the improvement of Performance planning to be effectively monitored, enhance the current performance appraisal system in departments and my manager to discuss performance reasons and the MAAIF management should uphold the Performance of the employee by promoting them, regular conducting of Performance evaluation in MAAIF, offering more responsibility and increasing the authorization for employees is effective to increase their performance**.**

# **CHAPTER ONE**

# **1.1 Background**

Performance appraisal is an important management tool for measuring staff job performance, clarifying personnel decisions such as promotion, demotion, or retention, as well as helping develop employee capacity through providing feedback or training. It also contributes to advancing supervisor–employee understanding and reinforces organizational values (Daley, 2012; Murphy & Cleveland, 2011). This study will examine the contribution of performance appraisal on staff performance in public service specifically in the Ministry of Agriculture Animal Industry and Fisheries Head Quarters. Performance appraisal is an independent variable in this study whereas staff performance is the dependent variable. This chapter presents the background to the study, the statement of the problem, research objectives, research questions, scope of the study, justification of the study and the conceptual framework. This section presents the historical, theoretical, conceptual and contextual backgrounds of the study. The study of performance appraisal on staff performance in public service has not only baffled several scholars but has also been a growing issue that still needs to be dug deeper into analytically.

# **1.1.1 CONCEPTUAL BACKGROUND**

The concept of performance appraisal or performance appraisal system has been variously defined by several scholars or researchers (eg. Adejoke&Bayat, 2013; Aguinis, 2007; Agyenim-Boateng, 2006; Grubb, 2007; Jafari, Bourouni&Amiri, 2009). Performance appraisal system generally, involves measures that are taken to assess, monitor and enhance the effectiveness of employees as well as enhancing the general success of the organization (Agyenim-Boateng, 2006). It is a process of assessing individual employee performance and how it can be improved to contribute to overall corporate performance (Grubb, 2007).

The focus of performance appraisal system is to identify weaknesses and strengths of employees so that actions can be taken to improve and develop employees’ skills and competencies for better results (Aguinis, 2007). Earlier, Atiomo (2000) observes that performance appraisal system offers a medium through which various institutions can ascertain their employees’ expected performance output as well as determine areas for improvement in order to make good use of their human capital. Recently, Begum, Sarika and Sumalatha (2015, p.75) posit that performance appraisal system is: a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.

Staff Performance, in the organizational context, performance is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. Employees are a primary source of competitive advantage in service-oriented organizations (Luthans&Stajkovic, 2008). The concepts of performance are studied through evaluation of overall performance and the management of the performance and the evaluation of performance is the process classifying certain outcomes within a definite timeframe (Coens& Jenkins, 2008). Moreover, the axiom, 'If you can't measure it, you can't manage it,' underpins the rationale for organization having a completed and comprehensive performance measurement system such as the Balanced Scorecard or total quality performance management. This approach connects measures throughout an organization to translate high level objectives into lower-level activities. Then, measures are imposed on individual employees to monitor their performance of these activities (Platts&Sobotka, 2010). Performance criteria need to be unambiguous, clearly explained, relevant to the work tasks undertaken by employees and achievable. The criteria should not include factors beyond the control of the individual employee. Supervisors also need to be trained to provide regular, meaningful and constructive feedback. Employees should also be provided with appropriate training and development opportunities to overcome weaknesses in performance identified through the appraisal process. The assessment of individual employee performance also needs to focus on evaluating employee behavior and work performance and not the personality of the employee (O' Donnell & O' Brien, 2008).

# **1.1.****2THEORETICAL BACKGROUND**

The study will be guided by the Leader–Member Exchange theory that holds that the relationship between supervisors and subordinates is a reciprocal social exchange process. Settoon, Bennett, and Liden (2016) noted, “High-quality exchange relationships create obligations for employees to reciprocate in positive, beneficial ways”. As supervisor–employee interaction occurs in the performance appraisal process, performance appraisal should be affected by the quality of the supervisor–employee relationship. When employees gain constructive performance feedback or identify areas of improvement through extensive discussion with their supervisor in the performance appraisal session, employees are more likely to reciprocate by expressing their commitment, loyalty, and positive attitudes in return (Eisenberger, Fasolo, & Davis-LaMastro,2010). Erdogan (2012) argued that, as performance appraisal involves ongoing interaction between supervisors and subordinates, the quality of the supervisor–subordinate relationship affects how employees perceive procedural justice. Elicker, Levy, and Hall (2016) conducted a survey of employees of a large petrochemical company and found that employees who are in high-quality supervisor–employee relationships respond favorably to performance appraisal. Reinke (2003) also suggested, based on the results of the survey of 651 employees of a suburban county in Georgia, that the trust between employees and supervisors is a strong predictor of their acceptance of the process. Drawing on the studies of Leader–Member Exchange (Erdogan, 2012), the quality of supervisor–subordinate relationship is defined as the degree of trust between supervisors and employees in their interactions. This therefore can be related to the effect of feedback in performance appraisal on employees’ performance. It shows that if the employees are involved through feedback being given to them in terms of their performance, they will feel valued and therefore motivated to perform better. The Leader–Member Exchange theory is linked to feedback variable of the study.

Goal Setting Theory Goal-setting theory had been proposed by Edwin Locke in the year 1968. This theory suggests that the individual goals established by an employee play an important role in motivating him/her for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. In case the performance improves it will result in achievement of the performance management system aims (Saunders, Lewis, and Thornhill,2009) The theory further highlights methods that join goals to performance results, direct thought to priorities, arouse effort; methods challenge individuals to get knowledge and skills to increase their output of achievements, of difficult objectives. The theory stress support in Performance Management on setting and accepting objectives aligned with performance that can be calculated and managed. Goal setting has been recognized way of tracking of achievement performance in different situations and principles. Managers are required to set clear targets, challenging objectives and explain what is expected that leads to high level of performance. Managers should be in agreement with the junior in line with the required qualifications (Cascio, 2013). Locke and Latham (2008) provide a well-developed goal setting theory of motivation. The theory emphasizes the important relationship between goals and performance. Research supports predictions that the most effective performance seems to result when goals are specific and challenging, when they are used to evaluate performance and linked to feedback on results, and create commitment and acceptance. Goals have a pervasive influence on employee behavior and performance in organizations and management practice (Locke & Latham, 2008). Nearly every modern organization has some form of goal setting in operation. Programs such as management by objectives (MBO), high-performance work practices, management information systems, benchmarking, stretch targets, as well as systems thinking and strategic planning, include the development of specific goals.

# **1.1.3HISTORICAL BACK GROUND**

The history of performance appraisal is quite brief. Its roots can be traced in the early 20th century to Taylor’s pioneering time and motion studies. The performance appraisal system starts in practiced mainly in the 1940s and with the help of this system, merit rating was used for the first time near the Second World War as a method of justifying an employee’s wages (Lillian & Sitati,2011). There are number of organizations that are using the performance management system for making better their employee’s performance because it leads to the achievement of organizational performance. However, performance appraisal is a very important process but it’s deemed to be the “weak point” of managing human force (Palacios, 2009). Therefore, performance appraisal is important to manage employee’s work effectively.

Globally for instance in the UK, the proportion of organizations linking pay to appraisal outcomes in this way rose from 15% in 2004 to 24% in 2011 (Van Wanrooy et al., 2013). The practice has also become more prevalent in the public sector (Ballantine et al., 2008). However, appraisals are simultaneously expected to address developmental goals associated with helping employees to improve their individual and collective job performance.

In Uganda, performance appraisal was first introduced in 2006 to improve employees’ performance (Obongo, 2010). Despite the picking of the programme, it is being implemented in most organizations with the aim of improving employee’s productivity, delegation of duties, reduced supervisor and lining employees’ performance to organizational goals, this calls for continuous assessment of performance, proper communication and giving feedback and setting and revising (Obongo, 2010). Performance comprises of employees results and what the organizations intends to achieve as goals and objectives. These can be referred to as strategic, operations, finance and organizational development (Richard et al., 2009). In recent years’ organizations have tried to use balance score card in measuring their performance such as customer service, operations of the organization.

Institutionalization of performance appraisal started as far back as the industrial revolution when it was used as a means of measuring organizational efficiency (Fandray, 2001). Wren (1994) affirmed that Performance appraisal was incepted when Robert Owen used wooden colored block to measure the achievement of employees working in the cotton Mills in Scotland at the close of work hours. During that era, it was utilized as a disciplinary mechanism for punishing poor performance (Kennedy & Dresser 2001). This resulted in the negative notation of the appraisal system which turned out to be despised by both the appraiser and the appraisee. As confirmed by Robert and Pregitzer (2007) “performance appraisal is a yearly rite of passage in organizations that triggers dread and apprehension in the most experienced, battle-hardened manager”. The above quote summarizes the extent to which the appraisal process is disliked by the evaluators. Subsequently, organizations tried to refine the methods linking it to other administrative matters including reward, promotion, training and so forth, arguing that employee’s achievements should not only be measured but evaluated and managed (Kennedy & Dresser 2001). Despite the historical perspective, appraisal is both inevitable and universal. There has been several analysis and wide criticisms of the effectiveness and use of PA within the organizational context but up to recent times the issue is still being debated among scholars, academicians and professionals and NO system has been successful in meeting the desired goal.

# **1.1.4 CONTEXTUAL BACK GROUND**

The Ministry of Agriculture, Animal Industry and Fisheries is largely private sector driven, the sector is supported, guided and promoted by the public sector. The public sector ensures the existence of an appropriate policy environment, agriculture research, extension, pests/disease control and regulation in order for the private sector to prosper. The Ministry of Agriculture, Animal Industry and Fisheries (MAAIF) is a cabinet-level ministry of the government of Uganda. The mandate of the ministry is to "formulate, review and implement national policies, plans, strategies, regulations and standards and enforce laws, regulations. The headquarters of MAAIF are located at Berkerly Lane in the city of Entebbe on the shores of Lake Victoria. The coordinate of the ministry headquarters is 0°03'27.0"N, 32°28'36.0"E (Latitude:0.057500; Longitude:32.476667). The ministry is organized under the following departments, Agricultural Planning, Animal Production & Marketing, Entomology, Crop Production & Marketing, Crop Inspection and Certification, Crop Protection, Farm Development, Finance & Administration, Fisheries Resources and Development, Fisheries Regulation Control and Quality Development, Fisheries Management and Development and Livestock Health & Entomology. The 11 departments have had a significant investment in terms of appraisal system to enhance the staff delivery but little has been delivered. MAAIF handles appraisal in way that at the end of each financial year June and July of each year permanent employed staff and the ones on contract for 6 months, schedule to pick out appraisal forms from the Ministry of Public Service website. Then the appraisal is done through the guidance of the supervisor then uploaded back in the system.

# **1.2 STATEMENT OF THE PROBLEM**

There is a considerable agreement that organizations can benefit from using performance appraisal to boost staff performance. Nevertheless, some studies find that both supervisors and employees have negative reactions to the process. Uganda’s government has had an ongoing Public Service Reform Programme (PSRP) since 1992. Considerable progress has been made and the successful Uganda experience is virtually unparalleled in sub-Saharan Africa (Tidemand and Ssewankambo 2008). The strategic framework of the PSRP (2005 – 2010) concludes that public services has changed for the better, but what remains is to keep up the momentum of the reform (MOPS 2006b). Despite self-congratulation, this reform process needs to be analyzed more critically, especially given the dismal success staff performance through the use of the performance appraisal system.

Scholars point out that reforms in Uganda throughout the ministries have gone into a state of dormancy. Graham Harrison (2011) argues that the Ugandan reform process started off with an explosive and effective beginning towards staff performance but then tailed off. This indicates that the reform process has not been a complete success towards staff performance as hailed by the ministry documents. This study, will examine the performance appraisal reforms, looks closely at Performance planning, review and feedback and its effect on performance appraisal. Information obtained from the Ministry of Public Service’s result-oriented management (ROM) implementation-evaluation report for the year 2018/9, notes that staff performance scorecard is still low, at the level of about 30% (MOPS 2018a). By any record of performance, 30% score card may not be claimed to be a success. MOPS, (2016) has argued that although the score card under review is far better than the preceding years, it is still wanting in many respects. Furthermore, the former head of public service and secretary to the cabinet had noted that one of the challenges of staff performance in civil service is the performance appraisal system on grounds of lacking of triggers of responsiveness amongst some civil servant’s performance (Mitala 2016). It is on that premise this study sought to provide a clear understanding of how Performance Appraisal Affects Staff Performance in Public Service at Ministry of Agriculture, Animal Industry and Fisheries Head Quarters Entebbe.

# **1.4 PURPOSE OF THE STUDY**

To analyze the contribution of performance appraisal on staff in the Ministry of Agriculture Animal Industry and Fisheries (Head Quarters).

# **1.5 SPECIFIC OBJECTIVES**

1. To establish the effect of performance planning on staff performance in public service
2. To determine the effect performance review on staff performance in public service
3. To assess the effect of feedback on staff performance in public service

# **1.6 RESEARCH QUESTIONS**

* What is the effect of performance planning on staff performance in public service?
* What is the effect performance review on staff performance in public service?
* What is the effect of feedback on staff performance in public service?

# **1.7 RESEARCH HYPOTHESIS**

H0: Performance planning has a significant positive effect on staff performance in public service

H1: Performance review has a significant positive effect on staff performance in public service

H2: Feedback has a significant positive effect on staff performance in public service

# **1.9SIGNIFICANCE OF THE STUDY**

The conclusions from the study will furnish the senior management at Ministry of Agriculture, Animal Industry and Fisheries Head Quarters with research-based information on the effectiveness of the performance appraisal practices in place. With this information, performance appraisal programs might be tailored towards improving staff performance.

The recommendations from the study will offer a foundation for better delivery of services at Ministry of Agriculture, Animal Industry and Fisheries Head Quarters to Uganda citizens and community. The researcher hopes that improvement in service delivery as a result of improved staff performance would benefit the beneficiaries of the at Ministry of Agriculture, Animal Industry and Fisheries Head Quarters activities.

The researcher hopes that the study will widen the borders of information by adding new information to the comprehension of the relationship between performance appraisal and staff performance hence helping future academics and researchers who would be interested in the topic under investigation.

# **1.10 SCOPE OF THE STUDY**

**1.10.1 Geographical Scope:** The study was carried out in the Ministry of Agriculture Animal Industry and Fisheries at its Headquarters located at Berkely Lane in the city of Entebbe on the shores of Lake Victoria. The coordinate of the Ministry Headquarters is 0°03'27.0"N, 32°28'36.0"E (Latitude: 0.057500; Longitude: 32.476667).

**1.10.2 Content Scope:** The study content was limited to specific objectives that is, the contribution of performance appraisal on staff performance. performance appraisal is conceptualized in terms of: personnel evaluation, development and informational feedback staff performance was conceptualized in terms of: accomplishment of goals, quality of work, time saving and high productivity.

**1.10.3 Time Scope:** The study covered a period of 2016-2021 because it is a period when the performance appraisal has been highlighted as a key driver to high performance among staff in public service.

# **1.11 OPERATIONAL DEFINITIONS**

**Performance Appraisal:** In this study performance appraisal refers to the regular review of an employee's job performance and overall contribution to a company. Also known as an annual review, performance review or evaluation, or employee appraisal, a performance appraisal evaluates an employee’s skills, achievements, and growth, or lack thereof.

**Staff performance:** employee performance is how a member of staff fulfills the duties of their role, completes required tasks and behaves in the workplace. Measurements of performance include the quality, quantity and efficiency of work.

**Performance review:** In this study referred to the normal management practices of directing, checking and performance measurement and taking necessary action

**Feedback:** In this study referred to direct communication between supervisor and individual. The information reflecting past performance and results and given by the manager to the employee is called feedback

**Performance planning:** in this study referred to coming up with standards of performance in line with organization strategic objectives and noting competencies required and development strategies to perform successfully

# **CHAPTER TWO**

# **LITERATURE REVIEW**

# **2.1 Introduction**

In this chapter, the literature is closely related to theories of performance appraisal, concept of performance appraisal, staff performance and the relationship between performance and performance appraisal is reviewed. An effort is made to identify and fill research gaps of the past writers in connection to the present situation.

# **2.2 Theoretical Review**

The study was underpinned by Leader -membership theory and Goal -setting theory. The Leader-Member Exchange Theory first emerged in the 1970s. It focuses on the relationship that develops between managers and members of their teams. The theory states that all relationships between managers and subordinates go through three stages. These are: Role-Taking, Role-Making and Routinization.

(i)Role-Taking, this occurs when team members first join the group. Managers use this time to assess new members' skills and abilities. (ii) Role-Making, this is where new team members then begin to work on projects and tasks as part of the team. In this stage, managers generally expect that new team members will work hard, be loyal and prove trustworthy as they get used to their new role. The theory says that, during this stage, managers sort new team members (often subconsciously) into one of two groups. In-Group - if team members prove themselves loyal, trustworthy and skilled, they're put into the In-Group. This group is made up of the team members that the manager trusts the most. Managers give this group most of their attention, providing challenging and interesting work, and offering opportunities for additional training and advancement. This group also gets more one-to-one time with the manager. Often, people in this group have a similar personality and work-ethic to their manager. Out-Group - if team members betray the trust of the manager, or prove that they're unmotivated or incompetent, they're put into the Out-Group. This group's work is often restricted and unchallenging. Out-Group members tend to have less access to the manager, and often don't receive opportunities for growth or advancement. Routinization, during this last phase, routines between team members and their managers are established. In-Group team members work hard to maintain the good opinion of their managers, by showing trust, respect, empathy, patience, and persistence.

Goal-Setting theory was advanced by Locke and Latham in 1960s. The theory refers to the effects of setting goals on subsequent performance. Researcher Edwin Locke found that individuals who set specific, difficult goals performed better than those who set general, easy goals (Yearta, Maitlis, & Briner, 1995). The goal-setting theory states that specific and challenging goals with appropriate feedback contribute to improved performance. Goals direct the employee to perform their jobs. It further facilitates the employees in understanding the number of efforts required to put in. According to the theory, goal setting and task performance share a direct relation. The specific and challenging goals along with appropriate feedback contribute to higher and better task performance. The willingness to work towards the attainment of the goal is the main source of job motivation. Specific and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding. Goals should be realistic and challenging (Lunenburg, 2011). This gives an employee a feeling of pride and triumph. This further motivates the employee for the attainment of the next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it. Furthermore, appropriate feedback of results directs the employee behavior and contributes to higher performance than the absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction.

Goal setting involves the development of an action plan. Such action plans motivate and guide employee or team towards the goal. One such goal setting criteria are the ‘SMART’ criteria. The letters S and M usually mean specific and measurable. Possibly the most common version has the remaining letters referring to achievable, relevant and time-bound. Goal setting improves the performance of employees to a greater extent. (Lunenburg, 2011)

Locke (1968) proposed five basic principles of goal setting as discussed below. These principles when applied at the organizational level improve the results. Clarity; clear, measurable goal is more achievable than one that is poorly defined. In other words, one should be specific about the goals. The most effective goals have a specific timeline for completion of the task. The employee should be well aware of the time for completion of his job. This helps an organization to achieve its goal effectively, Challenge: The goal must have a decent level of difficulty. This will motivate the employees to strive toward the goal to achieve it. Since the goal is challenging, it leads to brainstorming in employee and discover strategies to meet targets. Such challenge inspires the employee to excel in their performance. Commitment: One should put deliberate effort into meeting the set goal. A goal when shared with employees increases their accountability to meet that goal. With commitment, employees are accountable for their work. This makes them more responsible and aware of their actions and performance. Feedback: A method should be set up to receive information on progress towards a goal. From time-to-time meetings can be organized to discuss the progress and impediments in achieving the goal. If the goal turns out to be too hard, it is better to adjust the difficulty of the goal. This realization can be made through feedbacks. Feedback helps the organization to better evaluate an employee and his performance. Task complexity: If a goal is complex, sufficient time should be given for its completion. In other words, if a goal is really tough, training programmes can be organized to give the best results.

A study conducted by Latham, & Edwin (2002) found out that providing direction and a standard against which progress can be monitored, challenging goals can be achieved. It is well documented in the scholarly literature by Latham & Locke (2006) that specific goals can boost motivation and performance by leading employees to focus their attention on specific objectives. Monitoring is done by performance management systems. Such systems enable employees to guide and refine their performance. It further increases the efforts of employees to achieve these goals. Employees then put in extra efforts to develop new strategies to face complex challenges to goal attainment. Leaders can build goal commitment by proper communication and inspiring vision or super ordinate goal for followers to rally around. An effective goal creates excitement and energy in employees. It is consistent with the values, objectives, and strategic advantages of the organization. Effective goal setting facilitates unified action consistent with the vision of organization (Lunenburg, 2011). When employees come across a difficult task, it urges them to give their best instead of merely setting strategies for a specific difficult performance goal. Such change in outlook causes the performance to improve. This is because a performance goal makes employees anxious to perform best which leads them to scramble for new strategies. This can create evaluative pressure and performance anxiety. Thus, Goal-setting theory together with performance management systems impacts employee performance. The outcomes act as input for setting the next level of goals. This process can be repeated in a cycle so as to improve the performance of the employees.

# **2.3 Performance planning and staff performance**

This forms the first step of successful performance appraisal and it involves coming up with standards of performance in line with organization strategic objectives and noting competencies required and development strategies to perform successfully (Kohli& Deb, 2010). Kandula (2010) states that performance planning is a managerial process that ensures that the employee delivers output persistently over a period of time as per the requirements of the organization. It is essential to involve employees in the planning process for them to understand the objectives and strategy of the organization. It is used in managing staff performance where it entails the manager and the employee agreeing on the targets in order to meet the laid objectives, raise performance, competence and performance standards and capacities for their work (Armstrong, 2014). Weiss, (2009) indicated that to be productive, the performance appraisal process must contain general three steps: evaluation and job analysis, appraisal interview, and post-appraisal interview. During the first step, both the appraiser and the appraise should prepare for the interview by considering job performance, job responsibilities, and employee career goals, goals for improving performance, and problems and concerns about the job. Sometimes both the appraiser and the appraisee will fill out forms with questions addressing the previously mentioned topics. Lillian, & Sitati, (2011) aver that the next step is for managers and employees meet to discuss what they have prepared and to establish goals for the period before the next performance appraisal. It is important that the appraisal interview be an exchange, not a speech. Both parties must be able to share their perceptions of the appraisee’s performance. The third step, the post-appraisal interview, gives managers the opportunity to discuss salaries and promotions with employees. Eisenberger, Fasolo, & Davis-LaMastro, (2010) in their study posit that by not addressing this issue during the appraisal interview, both managers and employees can focus on performance and goal setting, instead of money. The post-appraisal meeting also can serve as a time for reiterating employee goals. After appraising the performance of employees, an organization must evaluate the system itself to determine if it is helping to achieve designated organizational objectives (Ryan &Deci, 2008).

In Nigeria, a study that examined the effect of performance appraisal on staff performance in public service among university teachers in southwestern Nigeria, the results showed that performance appraisal actually affects the employee performance of the university teachers (Abdallah., 2018). Additionally, the findings also showed that the performance appraisal goals available for university teachers in Nigeria are inadequate for their continued performance in the university system and thus the goals were relatively more motivated by non-economics factors. Subsequently, economic incentives were found to be grossly inadequate for the retention of lecturers in the university system. It was therefore recommended that both economic and non-economic forms of motivation should be employed to enhance performance the university teachers on their job. Also, for continued stay, and reasonable level of effectiveness, the environment of the universities should be made more conductive for teaching.

Similarly, managers and employees meet to discuss what they have prepared and to establish goals for the period before the next performance appraisal. It is important that the appraisal interview be an exchange, not a speech. Both parties must be able to share their perceptions of the appraisee’s performance. The third step, the post-appraisal interview, gives managers the opportunity to discuss salaries and promotions with employees. By not addressing this issue during the appraisal interview, both managers and employees can focus on performance and goal setting, instead of money. The post-appraisal meeting also can serve as a time for reiterating employee goals. After appraising the performance of employees, an organization must evaluate the system itself to determine if it is helping to achieve designated organizational objectives (Ryan &Deci, 2008).

Despite the fact that salaries tend to feature significantly in discussions from the above University studies, it is clear that they are willing to subordinate higher salaries to very good benefit packages that will enable them to live relatively comfortably during their working lives as well as after retirement. They, therefore, put a high premium on benefits such as good health care coverage, car and housing loan schemes, support for children’s education, and a reasonable pension. The idea of merit pays and market supplements for academics has been met with a lot of controversy and resistance in various universities around the world. Because of the politically charged reaction that they evoke, all of the case study universities shy away from them, certainly in explicit ways.

While the adoption of a performance-oriented system that incorporates all stakeholder groups and integrates both upward and downward rewarding has been emphasized in recent years, there is limited research on this kind of system (Ryan and Irvine, 2012; Sinclair, 2010; Unerman and O’Dwyer, 2012). Thus, a review of the performance-oriented system so far has revealed that the performance-based literature has not explored the holistic nature of employee turnover considering both upward and downward trends (Agyemang et al., 2009; Burger and Seabe, 2014; Sinclair, 2010; Unerman and O’Dwyer, 2012). Thus, there is limited evidence of studies that focus on exploring how performance-oriented account to all stakeholders. Although the above issue has been recognized, there is limited systematic empirical research that has examined the integration of performance-oriented effects on employee turnover stakeholder approaches to examining higher institutions of learning system.

# **2.4** **Performance review and staff performance**

Performance managing and review is an essential work that managers do on a given performance period and that it forms a cycle that shows good and normal management practices of directing, checking and performance measurement and taking necessary action (Armstrong, 2014). Performance managing provides the skills to transform performance appraisal into an on-going dialogue and development with benefits for the individual employee, teams, managers and organizations. Managing of performance is the procedure of working in the direction of achieving the performance expectations made during performance planning (Kandula, 2010). Real performance is re-evaluated after a specific period to assess whether the objectives are being achieved. In case of underperformance, managers need to guide the employee on ways to correct the inadequacy and continuously monitor the improvement efforts and improvements achieved (Kohli& Deb, 2010). Performance review is the process of making accurate and objective performance observations on the basis of outcomes and expectations which are in an employee’s performance plan and are duly reflected in the performance appraisal with the aim of developing the performance of employee (Kandula, 2010). Many performance appraisal schemes include monitoring, which is done after reviewing performance to indicate its quality. A scale which represents the manager’s opinion is used to show how well the employee performs. Both manager and employee monitor performance and give feedback which is analyzed and additional corrective measures are given (Armstrong,2014).

Erasmus, (2015) found that statistics from the United States indicate a 15.6% staff performance in companies and organizations has unique reasons. During this study, the findings revealed that the real cause for employee’s performance for healthcare employee were due to efficient human capital management in the health sector, such as salary scheme. Additionally, employees in these industries were dissatisfied at their workplace and these issues influenced their attitude and behavior to performance, be loyal, voice grievances or neglect the issues all together. However, there are exceptional cases were employees regardless of designation poor performance appraisals was for varied reasons. Thus, there is limited evidence of studies that focus on exploring how Performance review accounts to all stakeholders. Although the above issue has been recognized, there is limited systematic empirical research that has examined the integration of performance review effects on staff performance approaches to examining Ministries.

# **2.5 Feedback and staff performance**

Effective performance feedback between employees and supervisors is the key to successful organization productivity. Regular feedback helps employees focus their work activities so the employees, the department, and the organization to achieve their goals (Solmon&Podgursky, 2010). It builds accountability, since employees and supervisors participate in developing goals, identifying competencies, discussing career development and employee motivation. However, there are some organizations that fail to provide feedback (Jackson & Schuller, 2012). Although a few managers may intentionally hold back employee feedback, many are overwhelmed with other management tasks that take up their valuable time. In addition, many organizations lack formal evaluation systems or the managers do not apply the systems that are in place (Banket, 2011). PA ratings can boomerang when communicated to employees. Negative feedback not only fails to motivate the typical employee, but also can cause him to perform worse (Myers, et al., 2008). Only those employees who have a high degree of self-esteem appear to be stimulated by criticism to improve their performance. One of the most critical parts of the appraisal process is the direct communication between supervisor and individual. The information reflecting past performance and results and given by the manager to the employee is called feedback (Solmon&Podgursky, 2010). Performance feedback requires a rater who has specialized knowledge to gauge performance, the ability to observe and note any performance gaps among the employees (Berry, 2009). There are a number of appraisal sources and the first one is the ability of the supervisor to know what is expected from the employee and how to carry out the performance appraisal process (Berry, 2009). Without any type of formal system and with many other demands, otherwise good managers often let feedback fall to the wayside. The lack of feedback also leaves good employees unrecognized. Even poor performance may not be given adequate feedback (Solmon&Podgursky, 2010). Many managers often are uncomfortable giving negative feedback to employees. This leads to significant problems where the organization finds itself at a crisis point. Further exacerbating the feedback dilemma is the lack of an organized feedback system in many organizations (Salau, Oludayo and Omoniy, 2014). Becoming frustrated with traditional performance appraisal systems, many companies have abandoned them altogether and feedback has become a hit or miss proposition. In doing so, feedback has become sporadic and unpredictable (Jackson & Schuller, 2012).

In addition to the above, the study findings from Lillian & Sitati, (2011) indicate that the performance feedback without commensurate actions in the capacity of universities, have contributed to an atmosphere that is not conducive to staff performance on these campuses, and to deterioration in the quality of instruction (Melissa., 2018). Complaints about workload seemed to center not so much on the number of courses that staff members teach, but more on the burden that is imposed by teaching large classes. Respondents were very assertive in expressing concern about the impact of work load on their health and that of their colleagues. Disenchantment was also encountered in some institutions with regard to inadequate facilities for teaching and research. One of the ways that some institutions are addressing the concerns expressed is through the levying of Academic Facilities User Fees on students. Thus, there is limited evidence of studies that focus on exploring how feedback accounts to all stakeholders. Although the above issue has been recognized, there is limited systematic empirical research that has examined the integration of feedback effects on staff performance approaches to examining Ministries.

# **2.8 CONCEPTUAL FRAMEWORK**

**Performance Appraisal Staff Performance**

**Performance planning**

* Performance objectives
* Required competencies
* Development strategies

**Performance review**

* Review techniques
* Performance standards
* Review intervals

**Feedback**

* Feedback regularity
* Evaluation systems
* Communication mode
* Accomplishment Of Goals
* Quality of work
* Goals attainment
* Labour productivity

Source: adopted from Lyria, Namusonge, and Karanja (2014) and modified by the researcher

Figure 1.1: *The figure is of a conceptual Framework which shows the existing relationship between performance appraisal and staff performance in public service*

Conceptual framework was developed based on relevant literatures of performance appraisal discussed. It provides basis for determining factors that contribute to employee’s performance and also supervisor’s objective appraisal. The framework is also consistent with relevant theories which emphasize individual characteristics, and both the internal and external characteristics of the organization, as drivers for performance improvement.

This conceptual framework utilizes input and output approach. The input component comprises of five jobs dependent interrelated activities that will lead to improving the appraisal system. Civil servant’s performance is difficult to assess due to vague and complex goals which are hard to evaluate. Hence it is necessary for each government agency to set well-articulated organizational goals which are realistic and attainable. These goals should be well internalizing within the organization through campaigns, town hall meetings, pamphlets and constant reminder about the mission and vision of the agency. Subsequently, departmental and team goals should be tied to the pre-defined organizational goals.

# **2.9    Summary of Literature**

In light of the above studies, it is evident that performance appraisals have an influence on employee performance among organizations and institutions across the world. Most of the findings in the above studies have reflected a number of issues as categorized below that Performance appraisal must be pragmatic, relevant and uniform in the Public Service.

However, it is observed that most of the performance appraisal studies were done in other countries and to the researcher’s knowledge there is limited empirical study done locally and especially in public service. Also, most of performance appraisal studies reviewed did not directly link appraisal with staff performance but rather with employee motivation. Therefore, there is a need to fill the existing research gap by conducting a study locally to determine the relationship between performance appraisal on staff performance in public service in Uganda. This will be achieved through adoption of the cross-sectional design which enhances the researcher’s understanding of the social phenomenon from different perspectives. Additionally, the researcher intends to triangulate the research by using both quantitative and qualitative approaches for data collection and analysis, for purposes of complementing and collaborating information as supported by (Yin, 2010).

# **CHAPTER THREE**

# **METHODOLOGY**

# **3.1INTRODUCTION**

This chapter presents the methodological aspects which the researcher used to collect, analyze and interpret data. The chapter includes research design, study population, sample size sampling methods, data collection method, data collection instruments/tools, procedure and data analysis.

# **3.2** **RESEARCH DESIGN**

Amin (2005) defines research design as a plan that guides the research. The study will use a cross-sectional research design aimed at describing the relationship between variables from data collected at a point in time. De Lisle, (2011) connoted that, cross-sectional design is used to prove and/or disprove assumptions, not costly to perform and does not require a lot of time, captures a specific point in time, contains multiple variables at the time of the data snapshot and lastly many findings and outcomes can be analyzed to create new theories/studies or in-depth research. The study applied mixed methods is because this method collects up-to-date and rich information. This study was of quantitative nature, but nonetheless, a qualitative approach was deployed as it offered in-depth analysis of the issues under investigation at the same time allowing the triangulation of findings (Amin, 2005). Respondents were selected from Ministry of Agriculture, Animal Industry and Fisheries staff from all departments and units.

# **3.3    STUDY POPULATION**

According to Hanlon & Larget, (2011), a study population are all individuals the researcher wishes to use for the study The population of this research comprises 75 staff of Ministry of Agriculture, Animal Industry and Fisheries from all departments according to the Ministry of Public Service Database, 25 directorate and Ministry Main stream staff , 25senior personnel staff and 10 Directors.

# **3.4 SAMPLING TECHNIQUES**

A sample is a subset of a population under study and its made up of members from that particular population (Kabir, 2017). The sample consists of the directorate and Ministry Main stream staff, senior personnel staff and Directors working at Ministry of Agriculture, Animal Industry and Fisheries from all departments. The size of the sample for the research comprises of 70 respondents. The sample size was determined using the sample size table by Krejcie and Morgan (1970).

**Table 3.1: Sample Size Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Category of Respondents | Population | Sample size | Sampling Technique |
| Directorate and Ministry Main stream Staff | 40 | 36 | Simple random  |
| Senior Personnel Staff  | 25 | 24 | Purposive  |
| Directors | 10 | 10 | Purposive  |
| Total | 75 | 70 |  |

**Source: *The Ministry of Public Service Database, List of Ministry of Agriculture, Animal Industry and Fisheries Staff(2020/21)***

Table 3.1 shows the category of respondents, population, sample size and the sampling techniques which were used to select the respondents. The organization has three levels of staff who will include Directorate and Ministry Main stream Staff, Senior Personnel Staff and Directors. A total of Senior Personnel Staff and Directors were purposively selected to participate in the study while 70Directorate and Ministry Main Stream Staff were selected randomly to participate in the study.

# **3.5DATA COLLECTION METHODS**

Questionnaire survey and interview methods, as well as observation, were used. A questionnaire survey is a data collection method with a variety of questions to obtain information from the respondents (Abawi, 2013).

**3.5.1 Questionnaire Survey**

A questionnaire Survey is referred to as a research method consisting of a series of questions and other prompts, for the purpose of gathering information from respondents (Karim, 2013). A questionnaire is intended to offer the respondents an opportunity to provide anonymous feedback on their perspectives and experiences, in relation to the topic under investigation without bias, and it is convenient for administering on the researcher’s side. Questionnaires were administered by the researcher to Directorate and Ministry Main Stream Staff. Before the exercise, the researcher scheduled appointments with respondents, on when to administer and collect data, after filling them. The employees at the Directorate and Ministry Main Stream Staff tend to be busy and work locations are scattered, so this method offered them more time to respond at their convenient time, and thereby giving more genuine responses. It also allowed them time to respond without disrupting their work (Sekaran, 2003). This method of data collection was also employed, due to the nature of the phenomenon under study. Data on these variables was therefore better obtained by using a closed ended questionnaire, which allowed for easier correlation of the attitudinal disposition of the respondents, on the independent and dependent variables.

**3.5.2 Interview method**

According to Kothari (2013), an interview is a verbal conversation between two or more people, with the objective of collecting relevant information, in relation to the study research. Kothari contends that the interviewer in a one-to-one conversation collects detailed information from individuals, using oral questions (Kothari., 2013). Therefore, interviews were conducted with senior personnel staff and directors, to supplement and extend knowledge about individual(s) thoughts and feelings. Interviewing was done with the help of an interview guide and a recorder where necessary, and lasted for about 20 to 30 minutes each, thus allowing probing. This enabled the respondents to clarify and elaborate on some issues, thereby availing more information to the researcher. Interviews also make it possible to triangulate data, with face-to-face interviews. This method was adopted in order to offer the researcher an opportunity to adapt questions, clarify them by using the appropriate language, clear doubts and establish rapport, and probe for more information, as observed by Sekaran (2003).

Qualitative methods of gathering data included conducting interviews with respondents. These were analyzed using thematic content to obtain the key issues running through the ideas of respondents. These are qualitatively reported by narration, direct quotation, and paraphrasing of responses. Quantitative data collection methods included questionnaires and results were reported in statistical parameters such as frequency counts, percentages, after which these were interpreted to extract significance to guide conclusions and recommendations (Creswell, 2013). Mixed methods enabled the collection of different data for a detailed analysis and triangulation of results.

# **3.6 Data Collection Tools/ Instruments**

# **3.6.1 Questionnaire**

According to Amin (2015), a questionnaire is an instrument for self-reporting used to collect information on the research issue under investigation based on the study's objectives. It is a data collection tool with many questions and other information retrieval prompts (Abawi, 2013). Questionnaires were given to respondents by the researcher. It was a closed-ended questionnaire:-these are questions asked and they are always fixed, answers given to the respondents to choose from since they are easy to answer, less skilled or no interviewer is needed and data is easily coded (Hyman, Sierra, & Processing, 2016).

# **3.6.2** **Interview Guide**

The researcher used face to face interviews to get information from selected administrators within the ministry. This allowed probing by the interviewer, giving chance to obtain the information that would have not been revealed when questionnaires are used (Sounders, 2017). It helped the researcher to clarify issues misunderstood by respondents. It also helped the researcher to analyze the answers and obtain accurate and reliable information for the research (Creswell, 2013). This was supplemented by secondary data obtained from literature and documentary reviews.

# **3.7 DATA QUALITY CONTROL (VALIDITY AND RELIABILITY)**

# **3.7.1 Validity**

 It refers to the appropriateness of the instrument in collecting the data. The research instruments will be tested to ensure their accuracy and to avoid the random error and measured errors, how well or poorly a particular instrument will perform in a given population.

The researcher ensured validity through consultation with the research supervisor and other experts. According to Farideh (2007), the validity of instruments is appropriate when its content validity index is greater than 0.6. Content validity index (CVI) suggests that an instrument is valid when the outcomes of its test are 0.6 and above.

CVI= Total number of valid items

Total number of items

Table 3. 1: validity of the research instruments

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Expert 1 | Expert2 | N of Items |
| Performance Planning | 85% | 80% | 6 |
| Performance review | 90% | 85% | 6 |
| Feedback | 80% | 85% | 6 |
| Staff Performance | 90% | 85% | 6 |

From the two experts, the average score was 86%, which made the questionnaire content valid.

In line with the recommendation by Kothari (2004), that any CVI value above 0.70 is considered acceptable, thus when attained, the two research instruments were taken to be very valid for the study.

# **3.7.2 Reliability:**

To test reliability of the research instrument, Cronbach's Alpha provided by Statistical Package for Social Sciences (SPSS), will be used. It will after a pilot study which is to be carried out in another primary school (Shalom Primary School) with similar characteristics to Sir Apollo Kagwa Primary School. Then the data from the pilot study will be subjected to Cronbach's Alpha Co-Efficient Index, if the result yields a Cronbach value of 0.7 or above, the instrument will be deemed as reliable (Amin, 2015).

Table 3. 2: Reliability of Questionnaire

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| Performance Planning | 0.738 | 0.749 | 6 |
| Performance review | 0.702 | 0.692 | 6 |
| Feedback | 0.848 | 0.860 | 6 |
| Staff Performance | 0.769 | 0.759 | 6 |

**Source:** *Field Data*

The instrument was found to be valid in this study at above 0 .76. The researcher used Alpha co-efficient, to establish the degree to which the questions used in a survey elicit the same type of information, each time they are used under the same conditions.

# **3.8 PROCEDURE OF DATA COLLECTION**

Upon acceptance of the proposal by Nkumba University, the researcher obtained a letter of introduction from the Dean School of Social Sciences for approval to conduct the research. Also, the researcher piloted the questionnaire on a sample of respondents to improve the questionnaire and interview guide. The above confirmed tools helped the researcher to go to the field immediately to go ahead to make the programs of meeting the respondents in the field. As the researcher was in the field, showed an introductory letter to the Ministry of Agriculture Animal industry and Fisheries and the field respondents so that the respondents are able to give the necessary data in relation to the study. Questionnaires were self-administered and interviews for the targeted respondents carried out. Respondents were assured of confidentiality and that the data that was collected is for purely academic purposes only. The respondents were guided on how to answer the questionnaire which they filled and returned within seven days.

# **3.9DATA PRESENTATION AND ANALYSIS**

# **3.10 Data Analysis**

The data collected was raw; it was inspected, cleaned and transformed to make meaning. This means that not all data might be useful since we cannot predict what the outcome and therefore have to first collect the data and then transform it into information.

# **3.10.1 Quantitative Data Analysis**

The Statistical Package for social sciences will be used to analyze quantitative data: this will include the use of frequencies, percentages, and means. To test for an association between the independent variables and the dependent variable, Pearson Correlation Co-efficient (Pearson’s *R*) was used. Each objective with findings was analyzed to show percentages of acceptance in the questionnaire in form of strongly agree, agree, disagree, and strongly disagree. Regression analysis will be used to understand and determine which factor (among the independent variables, extraneous or intervening variables, and background characteristics of the respondent) contributes more or less to a change (if any), in the dependent variable. Quantitative data was provided in summary tables, frequency distributions, percentages, as well as graphs (pie charts, bar graphs, line graphs, and histogram) where necessary and were presented using correlation, regression parameters, means, standard deviations, and beta indices (Beyers& Hay, 2013).

# **3.10.2 Qualitative Data Analysis**

Qualitative data from interviews was analyzed using thematic analysis as the main method to determine the, credibility, usefulness, adequacy of the information and consistency. Thematic analysis has been defined as a method of analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It involves six steps; the first step involves the researcher reading through the collected data so that there is familiarity. This helps the researcher to take notes and mark ideas for codes that can describe the data. The second step is the generation of initial codes. A code has been defined as a brief description of what is being said in the interview, it’s a way of organizing data into meaningful groups. The next step would be to sort codes into themes; the researcher looked at the generated codes and their associated extracts and then try to collate the codes into broader themes that describe the data. In the fourth step, all extracts are reviewed to ensure that they are related and support the themes. In the fifth step, themes identified in step four will be named and described to make meaning and also ensure that they related to the research questions. Then lastly, the researcher wrote the final analysis and description of the findings from the whole process (Kiger & Varpio, 2020).

# **3.11 Measurement of Variables**

The researcher used the Ordinal Scale to evaluate the variables. The questionnaires were measured on a Likert Scale of five points. A Likert scale is a response scale used mainly in questionnaires to obtain the respondent's level of agreement with one statement or series of (Bertram & Bertram, n.d.). The level of the agreement was ranked as strongly agree and the level of disagreement as strongly disagree. Five parts of this questionnaire were presented. Section one of the questionnaire collects demographic profile information of the respondent, such as gender, age, race, educational level, and the subjects they teach. Section two of the questionnaire evaluates how performance planning affects staff performance in public service. Section 3 is to measure how performance review affects staff performance in public service, Section 4 is to measure how the feedback affects staff performance in public service and the last section of the questionnaire measures the staff performance perceptions in regards to public service.

# **3.12 Ethical Considerations**

These were addressed in two levels which were individual and at societal levels. There was a possibility that some staff among the sample size may choose to either give misleading information or even refrain from giving it at all. More so, one individual might affect the way others respond or react to the exercise. Moreover, on the societal level, the way Ministry of Agriculture, Animal Industry and Fisheries governs disclosure of information might also affect if the entire sample size participates or not in the data collection. Therefore, therewere fundamental considerations while carrying out this case study and put into consideration both possibilities.

Anonymity during the investigation, the researcher ensured that the individuals were protected to the degree that even extraordinary or individual specialists cannot compare what is being represented to what was accounted for (Clough &Nutbrown ,2012).

Secrecy was ensured as the researcher educated the respondent that the examination is just for scholarly purposes and they shouldn't be hesitant to share data (Gratton& Jones 2010).

# **CHAPTER FOUR**

# **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

# **4.1Introduction**

This chapter presents findings of the study that was conducted to examine the contribution of performance appraisal on staff performance in public service. The study established the effect of performance planning on staff performance in public service, to determine the effect performance review on staff performance in public service and to assess the effect of feedback on staff performance in public service. This chapter starts by explaining the response rate as indicated below.

# **4.2Response rate**

**Table 4. 1: Showing the response rate**

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents**  | **Sample size** | **Frequency**  | **Percentage**  |
| Directors | 10 | 10 | 100% |
| Senior Personnel Staff | 24 | 24 | 100% |
| Directorate and Ministry Main stream Staff | 36 | 36 | 100% |
| **Total**  | **70** | **70** | **100** |

**Source*: Field Data, 2021***

123 questionnaires were administered and 100% were returned. On the side of interviews, 9 interviews were conducted which equalled to 100%. On overall, 100% managed to reply. This response rate of 100% deemed good because it was over and above the 70% recommended by (Kabir, 2017).

# **4.3Background of the Respondents**

This study asked respondents to respond about their gender, age, education level, and time they had taken working with the ministry. These are illustrated below.

Figure 4. 1 Gender of the respondents

**Source*: Field data, 2021***

Majority of respondents in the study were Males constituting 61%. Females on the other hand, constituted 39% of the respondents. The implication of this finding was that no matter the disparity in percentage of males and females who attended the study, at least views of both males and females were captured which is too vital in making a critical analysis the contribution of performance appraisal on staff performance in public service: a case study of ministry of agriculture, animal industry and fisheries headquarters.

Table 4. 2: Age of the respondents

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 20-29 | 5 | 13.9 | 13.9 | 13.9 |
|  | 30-39 | 16 | 44.4 | 44.4 | 58.3 |
|  | 40-49 | 9 | 25 | 25 | 83.3 |
|  | 50- above | 6 | 16.7 | 16.7 | 100 |
|  | Total | 36 | 100 | 100 |  |

**Source*: Field data, 2019***

The study findings indicated that majority were 30-39 years with 44.4%. 25% were 40-49 years while 13.9% were 20-29 years, 4% were 50 and above years. The majority was 30-39 years and 40-49 years and above who took 44.4% and 25% respectively. The implication from this finding is since the majority of respondents were aged 3o years and above, they were expected to have enough knowledge regarding the contribution of performance appraisal on staff performance in public service: a case study of Ministry of Agriculture, Animal Industry and Fisheries headquarters Entebbe.

Figure 4. 2: Level of education of the respondents

**Source*: Field data, 2021***

Majority among Ministry of Agriculture, Animal Industry and Fisheries officials had attained a degree (47.2%). 44.4% had a Master’s degree and those with a PHD level of education took 8.3%. Basing on the above findings, given the fact that the study was conducted in educated individuals, this provides a balanced perspective required by the study as per the mental and cognitive capacity of the respondents.

Figure 4. 3: Years Worked with Ministry of Agriculture, Animal Industry and Fisheries.

**Source*: Field Data, 2021***

Figure 5 above indicates that various respondents had been working with Ministry of Agriculture, Animal Industry and Fisheries for above 10 years and these amounted to 2.8%. 19.4% had been working with Ministry of Agriculture, Animal Industry and Fisheries for 7-10 years and 4-6 years at 33.3% of the respondents had been at Ministry of Agriculture, Animal Industry and Fisheries. 1-3 yearsat 25% and less than 1 year at 19.4%. This thus implies that as per the number of years most respondents had the required experience to inform the study.

# **4.4. Descriptive Analysis**

Study findings were thus obtained on effect of performance planning, performance review and feedback on staff performance in public service with Ministry of Agriculture, Animal Industry and Fisheries.

# **4.4.1 Findings on the effect of** **performance planning on staff performance in public service.**

To assess the effect of performance planning on staff performance in public service, with Ministry of Agriculture, Animal Industry and Fisheries. the responses were interpreted basing on the 5-likert scale typing employed in the study, where SD meant Strongly Disagree, D meant Disagree, N meant Neutral, A meant Agree and SA meant Strongly Agree. Table below has more details.

Table 4. 3Descriptive Statistics on the effect of performance planning on staff performance in public service.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | N | SD | D | NS | A | SA | Mean | STD |
| Performance of the employee may be increased by promoting them | 36 | 0% | 3%(1) | 8%(3) | 39%(14) | 50%(18) | 4.36 | 0.762 |
| There is regular conducting of Performance evaluation in MAAIF | 36 | 0% | 3%(1) | 25%(9) | 28%(10) | 44%(16) | 4.14 | 0.899 |
| Offering more responsibility and increasing the authorization for employees is effective to increase their performance | 36 | 0% | 8%(3) | 14%(5) | 58%(21) | 19%(7) | 3.89 | 0.820 |
| Performance planning is effectively monitored | 36 | 6%(2) | 14%(5) | 19%(7) | 36%(13) | 25%(9) | 3.61 | 1.178 |
| Am satisfied with the current performance appraisal system in my department  | 36 | 3%(1) | 25%(9) | 14%(5) | 36%(13) | 22%(8) | 3.50 | 1.183 |
| When my performance has not met minimum standards, my manager discusses with you the reasons | 36 | 14%(5) | 19%(7) | 17%(6) | 33%(12) | 17%(6) | 3.19 | 1.327 |

**Source*: Field Data, 2021***

The results above revealed that effect of performance planning is mild in staff performance in public service. This is because 50% of statements were either agreed or strongly agreed on many of respondents with means above 3.78. Among the items that confirmed this claim included; Performance of the employee may be increased by promoting them (4.36), there is regular conducting of Performance evaluation in MAAIF (4.14), Offering more responsibility and increasing the authorization for employees is effective to increase their performance (3.89)

On the other hand, some of the items seemed to indicate that the effect of performance planning was not convincing and these included; Performance planning is effectively monitored (3.61), am satisfied with the current performance appraisal system in my department (3.50) and when my performance has not met minimum standards, my manager discusses with you the reasons (3.19)

**Findings from in-depth Interviews**

Interviewees opined that at MAAIF, that yes there is the effect of performance planning on staff performance in public service. One of the interviewees explained that: “*In public service performance planning is limitedly known though employees value it in case they have known there are promotions coming up. Additionally, staff are Additionally of it because it’s done every financial year and it is mandatory thus e have clear chain of command about this process”*

The above citation demonstrates that the performance planning is done and has an effect on staff performance in public service and that it satisfies employee career development needs, and the skillset programmes of the institution that make employee as productive as they expect. One of them added: “*It a pity for some officials do not take this process at heart though it exists and feedback is accorded if asked for by the appraised by personnel from the appraisee”*

Another key informant 8 added “*MAAIF has been very much different because each financial year all employees who go through this process but some do not value it and thus do not understand it but it known and greatly valued for performance in public service…”*

The above findings from primary research tools were generally in congruent with the data obtained from the findings reviewed. The next theme will go in details to analyse the relationship between performance review on staff performance in public service using correlation and regression.

# **4.4.2 Findings on the effect performance review on staff performance in public service**

To assess the effect of performance review on staff performance in public service, with Ministry of Agriculture, Animal Industry and Fisheries. the responses were interpreted basing on the 5-likert scale typing employed in the study, where SD meant Strongly Disagree, D meant Disagree, N meant Neutral, A meant Agree and SA meant Strongly Agree. Table below has more details.

Table 4. 4: Descriptive Statistics on the effect of performance review on staff performance in public service

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | N | SD | D | NS | A | SA | M | STD |
| In your opinion performance appraisal can evaluate employee properly | 36 | 0% | 0% | 0% | 42%(15) | 58%(21) | 4.58 | 0.5 |
| Promotion opportunities affect performance | 36 | 3%(1) | 8%(3) | 3%(1) | 36%(13) | 50%(18) | 4.22 | 1.045 |
| The staff who manage performance reviews deliver on their responsibilities  | 36 | 0% | 6%(2) | 14%(5) | 53%(19) | 28%(10) | 4.03 | 0.81 |
| The current performance appraisal system identifies gaps in employee skills | 36 | 3%(1) | 14%(5) | 8%(3) | 42%(15) | 33%(12) | 3.89 | 1.116 |
| The staff who manage performance reviews are highly motivated  | 36 | 3%(1) | 14%(5) | 17%(6) | 47%(17) | 19%(7) | 3.67 | 1.042 |
| The promotional opportunities fair and satisfactory in your department | 36 | 8%(3) | 33%(12) | 25%(9) | 28%(10) | 6%(2) | 2.89 | 1.09 |

**Source*: Field Data, 2021***

Findings above indicated that the Ministry of Agriculture Animal Industry and Fisheries have an effective performance review that was shared by majority staff. This is because vital statements as were given to respondents were agreed on with means above 3.88. This is exemplified in the following statements; In your opinion performance appraisal can evaluate employee properly (4.58), Promotion opportunities affect performance (4.22), the staff who manage performance reviews deliver on their responsibilities (4.03) and the current performance appraisal system identifies gaps in employee skills (3.89).

Other findings showed that, the MAAIF has some issues around performance review that was shared by majority of staff which include; The staff who manage performance reviews are highly motivated (3.67) and the promotional opportunities fair and satisfactory in your department (2.89).

**Findings from in-depth Interviews**

They opined that the MAAIF board sits to review the performance review on staff performance in public service while assessing weakness and successes registered. For instance, key informant 2 said,

 *“As a board we are very active because we periodically review whether our goals and objectives as a Ministry are achieved…and we always make serious recommendations that have seen our ministry improve…”*

Further, key informant 1 said that,

*“We have operated for a good number of years and I think we need to be given a credit because our Ministry has thrived…we have endured and set standards which makes our Ministry a bit unique and competitive…we still act as an example and inspiration to other Ministries in Uganda…”*

The above verbatim is interpreted to mean that the board has been highly involved in governing of the ministry which has been a basis for improved staff performance. This is further reflected in the interview done with Key informant while saying, *“We have always sat to assess whether the staff performance meets the vision and mission statement of the ministry …and we always recommend changes in the staff performance through the human resource to ensure that our goals are achieved as set…I think as the board we have always regarded as ourselves as the engine for pushing the performance desired…that is why I totally believe the quality of business of the ministry has continually been going high…”*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | N | SD | D | NS | A | SA | M | STD |
| I always aim to improve my result score per evaluation | 36 | 3%(1) | 0% | 25%(9) | 39%(14) | 33%(12) | 4.00 | 0.926 |
| The evaluation results impact on my behavior, attitudes and morale | 36 | 8%(3) | 11%(4) | 3%(1) | 56%(20) | 22%(8) | 3.72 | 1.186 |
| I always get the expected results during performance evaluation  | 36 | 14%(5) | 14%(5) | 6%(2) | 42%(15) | 25%(9) | 3.50 | 1.384 |
|  I do agree with the evaluation results I get  | 36 | 6%(2) | 22%(8) | 14%(5) | 44%(16) | 14%(5) | 3.39 | 1.153 |
| Am involved in decisions taken after my evaluation | 36 | 25%(9) | 11%(4) | 3%(1) | 36%(13) | 25%(9) | 3.25 | 1.574 |
| I always get feedback after my evaluation | 36 | 25%(9) | 14%(5) | 3%(1) | 31%(11) | 28%(10) | 3.22 | 1.606 |

 The next theme will go in details to analyse the relationship betweenfeedback on staff performance in public service using correlation and regression.

# **4.4.4 Findings on the effect of** **feedback on staff performance in public service**

To assess the effect of feedback on staff performance in public service, with Ministry of Agriculture, Animal Industry and Fisheries. the responses were interpreted basing on the 5-likert scale typing employed in the study, where SD meant Strongly Disagree, D meant Disagree, N meant Neutral, A meant Agree and SA meant Strongly Agree. Table below has more details.

Table 4. 5: Descriptive Statistics on the effect of feedback on staff performance in public service

**Source*: Field Data, 2021***

Findings above indicated that the Ministry of Agriculture Animal Industry and Fisheries had clear feedback that was shared by majority of staff. This is because, many statements as were given to respondents were agreed on with means above 3.51. This is exemplified in the following statements; I always aim to improve my result score per evaluation (4.00), the evaluation results impact on my behavior, attitudes and morale (3.72) and I always get the expected results during performance evaluation (3.50).

Other findings showed that, the Ministry of Agriculture Animal Industry and Fisheries has some issues around feedback direction that was shared by majority of staff which include; I do agree with the evaluation results I get (3.39), Am involved in decisions taken after my evaluation (3.25) and I always get feedback after my evaluation (3.22).

**Findings from in-depth Interviews**

The above reportage concurred with what key informants indicated in the interview. For instance, a good number of key informants showed that MAAIF has a well adhered strategic feedback direction which is periodically checked, evaluated and assessed to ensure that it is followed to its depth. They opined that the below are some facets they agreed with.

For instance, key informant 4 said, “*As a staff member this is an area, we still working on though sometimes feedback is slow but we endeavor to provide our staff remarks about their performance to build a two way communication channel”*

The above reportage concurred with what key informants indicated in the interview. For instance, Further, key informant 3 said that, “*At MAAIF this is a work in progress function as we are building face to face feedback sessions without colleagues though this require resources as the numbers and facilitation of such initiatives require resources which are had to get by. …”*

The above verbatim is further reflected in the interview done with Key informant 6 while saying, “*The Top management of MAAIF is willing through budget issues and constraint the feedback avenues put in place like the ministry want to embark on Online feedback initiative but budget are not allowing…”*

**Analysis of the hypotheses using correlation**

Table 4. 6: Hypotheses of the study

|  |
| --- |
| **Correlations** |
|  | Staff performance | Performance planning | Performance review | Feedback |
| Staff performance | Pearson Correlation | 1 |  |  |  |
| Sig. (1-tailed) |  |  |  |  |
| N | 36 |  |  |  |
| Performance planning | Pearson Correlation | .651\*\* | 1 |  |  |
| Sig. (1-tailed) | .000 |  |  |  |
| N | 36 | 36 |  |  |
| Performance review | Pearson Correlation | .335\* | .383\* | 1 |  |
| Sig. (1-tailed) | .023 | .011 |  |  |
| N | 36 | 36 | 36 |  |
| Feedback | Pearson Correlation | .539\*\* | .421\*\* | .152 | 1 |
| Sig. (1-tailed) | .000 | .005 | .188 |  |
| N | 36 | 36 | 36 | 36 |
| \*\*. Correlation is significant at the 0.01 level (1-tailed). |

**Source*: Field Data, 2021***

As shown in Table 4.6, there is a correlation between performance planning and staff performance (r=.651\*\*), performance review and staff performance (r=.335\*\*), Feedback and staff performance (r=.539\*\*) This implies that the linearity assumption was therefore, satisfied. After the assumptions, the study established the effect of performance appraisal and staff Performance

**4.4.2 Effects of performance appraisal and staff Performance**

Multiple linear regression analysis was used to test the formulated hypotheses. First, the model summary was analysed to establish the strength of the conceptualized performance appraisal Techniques in predicting staff performance.

Table 4. 7: Model Summary

|  |
| --- |
| **Model Summary** |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |
| R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .720a | .518 | .473 | .43499 | .518 | 11.467 | 3 | 32 | .000 |
| a. Predictors: (Constant), Feedback, Performance review, Performance planning |

**Source: Field Data, 2021**

Results presented in Table 4.7 reveal that the three performance appraisal Techniques namely Feedback, Performance review, Performance planning explains 47.3% of the variation in staff performance (Adjusted R Square = 0.473). Therefore, the remaining 53% is explained by other factors not considered in the study. Second, the ANOVA output was examined to check whether the proposed model was viable.

Table 4. 8: Analysis of Variance (ANOVA)

|  |
| --- |
| **ANOVAa** |
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 6.509 | 3 | 2.170 | 11.467 | .000b |
| Residual | 6.055 | 32 | .189 |  |  |
| Total | 12.564 | 35 |  |  |  |
| a. Dependent Variable: Staff performance |
| b. Predictors: (Constant), Feedback, Performance review, Performance planning |

Results shown in Table 4.8 reveal that the F-statistic was highly significant (F 11.467 p<0.05), this shows that the model was valid.

Table 4. 9: Regression coefficients

|  |
| --- |
| **Coefficientsa** |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .579 | .580 |  | .998 | .326 |
| Performance planning | .493 | .150 | .475 | 3.281 | .002 |
| Performance review | .103 | .131 | .104 | .784 | .439 |
| Feedback | .194 | .081 | .323 | 2.388 | .023 |
| a. Dependent Variable: Staff performance |

Results of the regression coefficients presented in Table 4.9 shows that the estimates of β values and give an individual contribution of each predictor to the model. The β value tells us about the relationship between staff performance with each predictor. The β value for Performance planning (.475), Performance review (.104), and Feedback (.323) were positive. Therefore, from the results the model was then specified as: -



Staff performance= .475 Performance planning +.104 Performance review +.323 Feedback.

The coefficients for each of the variables indicates the amount of change one could expect in staff performance given a one-unit change in the value of that variable, given that all the variables in the model are standardized basing on the standardized coefficients. Results reveal standardized regression coefficient for Performance planning (B1=0.475), implies that an increase of standard deviation in Performance planning is likely to result in 0.475 standard deviations increase in staff performance.

Moreover, standardized regression coefficient for Performance review (B2=0.104), implies that an increase of 1 standard deviation in Performance review is likely to result in 0.104 standard deviations increase in staff performance. Likewise, standardized regression coefficient for Feedback (B3=0.323), implies that an increase of 1 standard deviation in Feedback is likely to result in 0.452 standard deviations increase in staff performance.

**Conclusion:**

This Chapter was concerned with analyzing, presenting and interpreting data got from respondents from Ministry of Agriculture, Animal Industry and Fisheries Head Quarters Entebbe. From the above analysis, it gives the conclusion that, the contribution of performance appraisal in regards to performance planning, performance review and feedback each was found to have a significant contribution on the staff performance in public service. The next proceeding chapter was on summary, conclusions, discussions and recommendations.

# **CHAPTER FIVE**

# **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

# **5.1 Introduction**

This chapter entails study summaries, discussions of objectives set for the study, conclusions derived from the findings, and the recommendations that will help in improving staff performance in public service using a case study of Ministry of Agriculture, Animal Industry and Fisheries headquarters Entebbe based on the findings of the study. Limitations, contributions of the study and areas of further study are also suggested.

# **5.2 Summary**

The study established a number of findings, the summary of the findings is explained here under;

# **5.2.1** **Effect of performance planning on staff performance in public service.**

The study results showed there is a significant relationship between performance planning and staff performance in public service (r=.651). After, the above findings, a test of significance (p) was undertaken and it was established that performance planning is significantly related to staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries (p = .000) since it was less than the recommended critical significance at 0.01. The implication of study findings was that the higher the MAAIF management adheres to performanceplanning, the higher the staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries. This was further justified with adjusted R2= 0.473 which implied that techniques involved in performance appraisal accounts for 47.3% of the variance in staff performance. This implies that performance planning, significantly affects the staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries.

# **5.2.2** **Effect of performance review on staff performance in public service**

The study results showed there is a positive significant relationship between performance review and staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries (r= .335). After, the above findings, a test of significance (p) was undertaken and it was established that performance review significantly contributes to staff performance at (p = .023) since it was less than the recommended critical significance at 0.05. The implication of study findings was that the higher the engagement of the management on performance review, the higher staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries. This was further justified with adjusted R2= 0.473 which implied that techniques involved in performance appraisal accounts for 47.3% of the variance in staff performance. This implies that performance planning, significantly affects the staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries.

# **5.2.3** **Effect of feedback on staff performance in public service**

The study results showed there is a positive significant relationship between feedback and staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries. (r= .539). After, the above findings, a test of significance (p) was undertaken and it was established that talent audit significantly contributes towards organisational performance at (p = .000) since it was less than the recommended critical significance at 0.05. The implication of study findings was that the higher the staff feedback the higher the quality of staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries. This was further justified with adjusted R2= 0.473 which implied that techniques involved in performance appraisal accounts for 47.3% of the variance in staff performance. This implies that performance planning, significantly affects the staff performance in public service using of Ministry of Agriculture, Animal Industry and Fisheries.

# **5.3.1 Effect of performance planning on staff performance in public service**

The study results showed there is a positive significant relationship between performance planning and staff performance in public service. Additionally, the findings were in line with some interviewees which posited that performance planning are skills and aptitudes of people and have become precious commodity; therefore, how organisations manage talent has potential to greatly impact on their performance. The need to develop and promote talent has become an important feature in the contemporary business environment The study findings were in line withKandula (2010) states that performance planning is a managerial process that ensures that the employee delivers output persistently over a period of time as per the requirements of the organization. It is essential to involve employees in the planning process for them to understand the objectives and strategy of the organization. It is used in managing staff performance where it entails the manager and the employee agreeing on the targets in order to meet the laid objectives, raise performance, competence and performance standards and capacities for their work (Armstrong, 2014). Weiss, (2009) indicated that to be productive, the performance appraisal process must contain general three steps: evaluation and job analysis, appraisal interview, and post-appraisal interview. During the first step, both the appraiser and the appraise should prepare for the interview by considering job performance, job responsibilities, and employee career goals, goals for improving performance, and problems and concerns about the job. Sometimes both the appraiser and the appraisee will fill out forms with questions addressing the previously mentioned topics. Lillian, & Sitati, (2011) aver that the next step is for managers and employees meet to discuss what they have prepared and to establish goals for the period before the next performance appraisal. It is important that the appraisal interview be an exchange, not a speech. Both parties must be able to share their perceptions of the appraisee’s performance. The third step, the post-appraisal interview, gives managers the opportunity to discuss salaries and promotions with employees. Eisenberger, Fasolo, & Davis-LaMastro, (2010) in their study posit that by not addressing this issue during the appraisal interview, both managers and employees can focus on performance and goal setting, instead of money.

# **5.3.2 Effect of performance review on staff performance in public service**

 The study results showed that there is a positive significant relationship between performance review and staff performance in public service Additionally, the findings were in line with some interviewees which posited that the most valuable asset in an organization is the human capital and any organization that wishes to accomplish its missions and objectives have to start its planning from there. Organizations need talented and motivated employees who will stay and serve the organizations for as long as possible and it therefore follows that the quality of employees at the disposal of an organization defines productivity. The study findings were in line with Erasmus, (2015) found that statistics from the United States indicate a 15.6% staff performance in companies and organizations has unique reasons. During this study, the findings revealed that the real cause for employee’s performance for healthcare employee were due to efficient human capital management in the health sector, such as salary scheme. Additionally, employees in these industries were dissatisfied at their workplace and these issues influenced their attitude and behavior to performance, be loyal, voice grievances or neglect the issues all together. However, there are exceptional cases were employees regardless of designation poor performance appraisals was for varied reasons.

# **5.3.3 Effect of feedback on staff performance in public service**

There is a positive significant relationship between feedback and staff performance in public service. Additionally, the findings were in line with some interviewees which posited that feedback shortage is being experienced and this affects every organisation without regard to industry.

The study findings were in line withJackson & Schuller, (2012) who posits that although a few managers may intentionally hold back employee feedback, many are overwhelmed with other management tasks that take up their valuable time. In addition, many organizations lack formal evaluation systems or the managers do not apply the systems that are in place (Banket, 2011). PA ratings can boomerang when communicated to employees. Negative feedback not only fails to motivate the typical employee, but also can cause him to perform worse (Myers, et al., 2008). Only those employees who have a high degree of self-esteem appear to be stimulated by criticism to improve their performance. One of the most critical parts of the appraisal process is the direct communication between supervisor and individual. The information reflecting past performance and results and given by the manager to the employee is called feedback (Solmon & Podgursky, 2010). Performance feedback requires a specialized knowledge to gauge performance, the ability to observe and note any performance gaps among the employees (Berry, 2009). There are a number of appraisal sources and the first one is the ability of the supervisor to know what is expected from the employee and how to carry out the performance appraisal process (Berry, 2009). Without any type of formal system and with many other demands, otherwise good managers often let feedback fall to the wayside. The lack of feedback also leaves good employees unrecognized. Even poor performance may not be given adequate feedback (Solmon & Podgursky, 2010).

# **5.4** **Conclusions**

# **5.4.1 Effect of performance planning on staff performance in public service**

The study findings showed there is a positive significant relationship between performance planning and staff performance in public service. It was thus concluded that staff performance enhances with an improvement in adherence to performance planning by the management. This was taken into considerations with some lessons which included; Ministry of Agriculture Animal Industry and Fisheries to uphold, Performance of the employee by promoting them, regular conducting of Performance evaluation in MAAIF, Offering more responsibility and increasing the authorization for employees is effective to increase their performance while some areas of improvement like Performance planning to be effectively monitored, enhance the current performance appraisal system in departments and my manager to discuss performance reasons.

# **5.4.2 Effect of performance review on staff performance in public service.**

The study findings showed there is a positive significant relationship between performance review and staff performance in public service. It was thus concluded that staff performance increases with an increase in performance review initiatives undertaken by the MAAIF management. There were some lessons to uphold and others to work upon which included, to uphold the performance appraisal and evaluate employee properly, Promotion opportunities to staff, the staff who manage performance reviews deliver on their responsibilities and uphold the current performance appraisal system as it identifies gaps in employee skills. Areas to work upon work on the staff who manage performance reviews to be are highly motivated and avail e promotional opportunities to staff and be fair and satisfactory in their implementation.

# **5.4.3 Effect of feedback on staff performance in public service.**

The study findings showed there is a positive significant relationship between feedback on staff performance in public service. It was thus concluded that staff performance increases with an increase in feedback done by the board/Management. There were lessons learnt which included, a need for the Ministry to always aim to improve my result score per evaluation, and also the evaluation results impact on staff behaviour, attitudes and morale. And areas of improvement include; enhance believability of the evaluation results staff receive, involve staff in decisions taken after my evaluation and always give feedback after staff evaluation.

# **5.5 Recommendations**

In light of the above conclusions, below are the suggested recommendations as per each study objective;

* MAAIF through the Public service human resource management should work on enhancing believability of the evaluation results staff receive, involve staff in decisions taken after my evaluation and always give feedback after staff evaluation. This kind of service will both benefit the entire Ministry as well as benefiting the staff.
* Further, it is important that the MAAIF top management should come up with means on how to manage the staff who execute performance reviews and to keep them highly motivated and avail promotional opportunities to staff and be fair and satisfactory in their implementation.
* The MAAIF management should work on theimprovement of Performance planning to be effectively monitored, enhance the current performance appraisal system in departments and my manager to discuss performance reasons.
* The MAAIF management should uphold the Performance of the employee by promoting them, regular conducting of Performance evaluation in MAAIF, offering more responsibility and increasing the authorization for employees is effective to increase their performance
* The MAAIF management should uphold and teach staff to work on improving their result score per evaluation, and also have impactful evaluation results their behaviour, attitudes and morale.

# **5.6 Limitations of the study**

The study registered a number of limitations and these majorly included;

1. Some respondents deliberately failed to answer some questions. This gave the researcher hard time but she had to resource and replaced such people with the same people in the target population.
2. Secondly, some respondents wrongly filled the questionnaires. This came as a result of time constraints as some of them rushed to answer the questions and attend to their work. But the researcher managed to recover most of the questionnaires well filled. Those which were wrongly filled were ignored.
3. Time and the Covid pandemicwere one of the study’s major constraints as the researcher couldn’t meet some people as expected due to Covid. Since the study had a specified time, the researcher replaced such people with their personal assistants.

In spite of all these challenges however, the researcher did everything she could to undertake and complete the study successfully.

# **5.7 Areas recommended for further study**

1. Future research should follow the longitudinal approach to predict beliefs and behaviour over time since the model in this study is a cross sectional research design, which measures the intention only at a single point in time.
2. There is a need for another study covering other Ministries in Uganda not only MAAIF to clearly obtain their views on how performance appraisal affects staff performance in public service in other ministries can be improved.

# **APPENDIX 1: Table for determining sample size from a given population**

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# **APPENDICES:**

# **APPENDIX 1: QUESTIONNAIRE FOR RESPONDENTS**

|  |
| --- |
| Dear respondent,This questionnaire is designed to elicit data concerning the Contribution of Performance Appraisal on Staff Performance in Public Service: A Case Study of Ministry of Agriculture, Animal Industry and Fisheries Head Quarters Entebbe. The study findings will help in the improvement of Staff Performance in Public ServiceI would therefore like to assure you of the utmost confidentiality. The answer you give will not in any way be used against you.Please kindly spare some time to complete the questions below.Thank you in advance. |

Please read the guidelines carefully and provide responses honestly in the format requested. Kindly indicate your responses to the following questions by ticking (√) the appropriate boxes.

1. **Background Information.**
2. Gender: [ ]  Male [ ]  Female
3. Age: [ ]  20-29 [ ]  30-39 [ ]  40-49 [ ]  50- above

3. What level of education have you completed?

[ ]  Bachelors [ ]  Masters[ ]  PHD [ ]  Others (please specify)…….

1. How many years have you spent working in this position?

Less than 1 year [ ]  1 – 3 years [ ]  4 – 6 years [ ]  7 – 10 years [ ]  More than 10 years [ ]

**SECTION B: PERFORMANCE PLANNING**

 Independent Variables (IV)

Please tick (√) the box with the corresponding number to indicate what your personal assessment of the appropriate response.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCALE.** | **1** | **2** | **3** | **4** | **5** |
| Strongly Disagree | Disagree | Not sure | Agree | Strongly Agree |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A** | **PERFORMANCE PLANNING**  | **5** | **4** | **3** | **2** | **1** |
| A1 | Performance planning is effectively monitored |  |  |  |  |  |
| A2 | Am satisfied with the current performance appraisal system in my department  |  |  |  |  |  |
| A3 | There is regular conducting of Performance evaluation in MAAIF |  |  |  |  |  |
| A4 | Offering more responsibility and increasing the authorization for employees is effective to increase their performance |  |  |  |  |  |
| A5 | Performance of the employee may be increased by promoting them |  |  |  |  |  |
| A6 | When my performance has not met minimum standards, my manager discusses with you the reasons |  |  |  |  |  |
| **B** | **Performance Review** | **5** | **4** | **3** | **2** | **1** |
| B1 | The promotional opportunities fair and satisfactory in your department |  |  |  |  |  |
| B2 | Promotion opportunities affect performance |  |  |  |  |  |
| B3 | In your opinion performance appraisal can evaluate employee properly |  |  |  |  |  |
| B4 | The staff who manage performance reviews deliver on their responsibilities  |  |  |  |  |  |
| B5 | The current performance appraisal system identifies gaps in employee skills |  |  |  |  |  |
| B6 | The staff who manage performance reviews are highly motivated  |  |  |  |  |  |
| **C** | **FEEDBACK** | **5** | **4** | **3** | **2** | **1** |
| C1 |  I do agree with the evaluation results I get  |  |  |  |  |  |
| C2 | I always get the expected results during performance evaluation  |  |  |  |  |  |
| C3 | The evaluation results impact on my behavior, attitudes andmorale |  |  |  |  |  |
| C4 | I always get feedback after my evaluation |  |  |  |  |  |
| C5 | I always aim to improve my result score per evaluation |  |  |  |  |  |
| C6 | Am involved in decisions taken after my evaluation |  |  |  |  |  |

**SECTION C: STAFF PERFORMANCE IN PUBLIC SERVICE**

Dependent Variable (DV)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STAFF PERFORMANCE IN PUBLIC SERVICE** | **5** | **4** | **3** | **2** | **1** |
| D1 | Performance Appraisal affects performance |  |  |  |  |  |
| D2 | Performance appraisal is used as a decision-making tool for the increasing the performance and setting promotion standards |  |  |  |  |  |
| D3 | Promotion opportunities are fair and satisfactory |  |  |  |  |  |
| D4 | My manager communicates with me frequently about my performance |  |  |  |  |  |
| D5 | There is a fair consistent standard in measuring performance and individual contribution  |  |  |  |  |  |
| D6 | Rewarding mechanism affects performance |  |  |  |  |  |

***Thank you very much for your support towards my academic research.***

# **APPENDIX II: Interview guide**

Dear respondent,

This questionnaire is designed to elicit data concerning the Contribution of Performance Appraisal on Staff Performance in Public Service: A Case Study of Ministry of Agriculture, Animal Industry and Fisheries Head Quarters Entebbe. The study findings will help in the improvement of Staff Performance in Public Service

I would therefore like to assure you of the utmost confidentiality. The answer you give will not in any way be used against you.

Please kindly spare some time to complete the questions below.

Thank you in advance.

1. What is your role in this Ministry?

………………………………………………………………………………………………………

2.How many years have you worked in organization?

1. 1-3 Years
2. 4-6 Years
3. Over 6 Years

**Part One**

**PERFORMANCE PLANNING ON STAFF PERFORMANCE IN PUBLIC SERVICE**

1. Are there any laws/regulations that guide the performance planning and if yes, what are these?
2. In your view, is the current performance structure of the MAAF suited to deliver its institutional strategy?
3. Is there a clear chain of performance planning on staff performance in public service?
4. How does staff and respond to performance planning and what are the processes involved?

**Part Two**

**PERFORMANCE REVIEW ON STAFF PERFORMANCE IN PUBLIC SERVICE**

1. Have you ever attended any performance review? And what transpired?
2. Are there situations when you have felt performance review is not useful and how did you respond?
3. What suggestion can you make for improvement of performance review on staff performance in public service?

**Part Three**

**FEEDBACK ON STAFF PERFORMANCE IN PUBLIC SERVICE**

1. What are your channels of feedback to staff and how adequately are you facilitated to ensure staff provide feedback?
2. How do you rate the feedback process?
3. What are the key challenges that face the feedback process and how can they be addressed?

**END**

**Thank you**