

**ORGANISATIONAL SOCIALISATION AND EMPLOYEE PERFORMANCE IN  
UMEME MBALE CITY**

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**S19/MUC/MBA/009**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS  
ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**

**April, 2025**




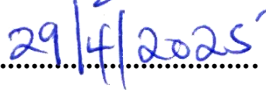
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## DECLARATION

I **Tumwebaze Pastor** declare that I am the author of this dissertation and that any assistance I received in its preparation is fully acknowledged and disclosed. I have also cited any sources from which I used data, ideas or words either quoted directly or paraphrased. I also certify that this dissertation was prepared by me specifically for the partial fulfillment for the degree of Master of Business Administration of Uganda Christian University.

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**APPROVAL**

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## DEDICATION

I dedicate this research my family and friends who have been there for me whenever I needed them. I thank my Godfather Mr. Godfrey Tumusiime who has been there for me from the time I started my studies until now.

My special appreciation goes to my best friend and my Uncle Mr. Charles Kwikiriza who has always encouraged me to try error than fail to try at all. Thanks Uganda Christian University fraternity for all efforts you have put to ensure that I am polished to one of the best admirable managers in the country. May God bless you all.

## ACKNOWLEDGEMENT

First of all, I would like to thank the almighty God who has enabled me to finish this course regardless of the hardships I have gone through.

Secondly, I sincerely thank my employers of (HASO engineering company limited) who have always provided me with finances and payments in the time of need.

I would like to extend my sincere appreciation to my university supervisor and the head of department for the combined efforts to help me complete this research by providing necessary assistance.

My special thanks to manager Umeme who took good care of me during my research and considered me like one of the staff and requested all the staff to give freely the necessary information I needed.

Lastly my family did a lot of work in encouraging me to do my best and prayed for me complete the course. Thanks to the family of Mr. & Mrs. Godfrey Tumusiime and Mr. & Mrs. Charles Kwikiriza for the combined financial support towards my Education. May God bless you in everything you do.

## ACRONYMS & ABBREVIATIONS

OBA	Out-Based Aid
ECP	Electricity Connection Policy
CFC	Customer Funded Connection
ADB	African Development Bank
UEGCL	Uganda Electric Generation Company Limited
UEDCL	Uganda Electric Distribution Company Limited
REA	Rural Electrification Agency
ERA	Electricity Regulatory Authority
FTE	Full Time Employees
HR	Human Resource
IT	Information Technology
kVA	Kilovolt Amperes
MV	Medium Voltage
MW	Megawatt
RESP	Rural Electrification Strategy Plan
PSRP	Public Service Review Programme
QDA	Qualitative Data Analysis

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## ABSTRACT

The study examined the effect of Organizational Socialization on Employee Performance in UMEME Mbale District. Study objectives included; examining the effect of training on employee performance; investigating the effect of mentoring on employee performance, and to assess the effect of organizational culture on employee performance. McClelland's Motivational theory was used focusing on power, achievement. A cross sectional design was used in addition to adopting both qualitative and quantitative approaches. The study population was 50 same as the sample size. Data was collected with the help of a questionnaire and interview guide. Against this background, the basic components of organizational socialization; its processes, content, and outcomes were reviewed.

The study revealed that Training accounts for 33.6% of the variations in employee performance, mentoring accounts for 51.1% of the variations in employee performance, and mentoring accounts for 14.8% % of the variations in employee performance which calls for emphasis of the organisation to embark on improving facilities that boost mentoring amongst the employees. . The study concludes that Organizational Socialization moderately affects Employee Performance. The study recommended that; The company should put more emphasis on ensuring that routine training is provided to the staff at all levels as this shall help improve on their skill set and hence enhance performance. Emphasis is given to the organizational individuals to facilitate socialization and individual tactics, as well as to specific content of what is learned. Finally a blueprint for future research direction is presented to address the current gap in general modal of organizational socialization.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter covers the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, justification and definitions of operational terms, and concepts. The energy sector is comprised of different sources ranging from renewable and non-renewable sources services. Our primary will be on hydroelectricity which is generated by Uganda Electricity Generation Company Limited (UEGCL) and is transmitted by Uganda Electricity Transmission Company Limited (UETCL) and sells it to Umeme which supplies it for consumption by both individuals and corporate organizations.

#### **1.1 Background to the study**

##### **1.1.1 Historical Background**

Historically, most of the studies on performance in organizations perceive performance as a variable dependent on various aspects in and outside of the organization. (March & Sutton, 1997). Modern interest in matters of employee performance dates back in the late 1970s when Dr. Aubrey Daniels described performance as a phrase to simply describe a way of getting diverse group of people to do what you want them to do and like it (Aubrey , et.al, 2020) . Initially, employee performance was concerned with “inputs” aspects, mainly financial resources, and a practice that was later criticized and mostly abandoned (Aubrey, et.al 2020). As such, the earliest roots of employee performance dates back in the early 1900s when

Fredrick Taylor (1915) the first management consultant and intellectual leader of efficiency management sought to improve industrial efficiency and, Wilson Taylor (1911) undertook to improve worker efficiency and wrote his book {Principles of Scientific Management} at a time when the average worker was viewed as inefficient and sluggish. According to Wilson Taylor, the remedy for worker inefficiency lies in systematic management, rather than in searching for some unusual or extraordinary man in Williams, C. (2021). Employee performance had since evolved to the use of cost benefit analysis in the 1960s through to output aspects in the 1970s. Most of these initiatives to indicate performance, however, were regarded as experimental and some were only adopted as one-off exercises. Throughout the 1960s and the 1970s, a long interval of almost twenty years, much talk took place about introducing performance management into the public sector. It was clear by the 1980s that interest in employee performance has moved from the ivory towers of academia to the corridors of government around the world. Towards the end of the 1980s, many systems of performance management were born, adopted and implemented at many levels of the public sector. Towards the end of 1980s, various scholars Geary & Alan; Taylor & Francis. Group; Entwistle, Andrews et al (2010), began to be so critical about the traditional performance measures mainly those developed from costing and accounting systems for encouraging short terms, lacking strategic focus, and not being externally focused. In an attempt to overcome these criticisms, performance management frameworks have been developed to encourage a more balanced view between internal and external factors, financial and non-financial measures (Aubrey, et.al 2020).

Kram (1985) in Klein, K. et al (2000) defined mentoring as developmental relationship “between a young adult and an more older and experienced that helps

the younger individual learn to navigate in the adult world and the world of work” Growth in one or both of these topics over the past several decades can be traced to several societal and industrial factors. For example, following the Civil Rights Movement of the 1960s, more women began entering the workforce. To illustrate, the participation rate of women in the workforce was 34% in 1950, 51.5% in 1980, and increased to 57% by 2014 (Bureau of Labor Statistics, 2014).

Employee performance had since evolved to the use of cost benefit analysis in the 1960s through to output aspects in the 1970s. Most of these initiatives indicate performance, however, were regarded as experimental and some were only adopted as one-off exercises. Throughout the 1960s and the 1970s, a long interval of almost twenty years, much talk took place about introducing performance management into the public sector. It was clear by the 1980s that interest in employee performance has moved from the ivory towers of academia to the corridors of government around the world. Towards the end of the 1980s, many systems of performance management were born, adopted and implemented at many levels of the public sector.

In the late 1980s, a growing interest in the assessment and improvement of quality in public services became evident in countries like United States, Canada, the United Kingdom, Australia, and New Zealand. The emergence of New Public Management (NPM) paradigm provided the theoretical basis for this argument. Gradually, the quality dimension became an essential part of most, if not all, performance management systems in public organizations. The drive towards service quality, efficiency and effectiveness took off in earnest in the early 1990s after the publication of the UK’s Citizen’s Charter in 1991 and the United States ‘Reinventing Government in 1993 (Pfiffner& Ronald, 1994). There are many challenges which hinder the delivery of public service reforms in Africa (Lienert, 2003). The factors

include those relating to human resources like manpower deficiencies and lack of psychological dispositions and shortage of financial and material resources necessary for effective delivery of services. The problems of accountability as well as ethical issues also continue to affect effective delivery of public service. In an effort to mitigate some of these challenges, the Government of Kenya (GOK) has in the past launched several reform programs to improve service delivery. Some of these reform efforts include the Civil Service Reform Program (CSRP) (GOK, 1993) whose aim was to enhance public service efficiency and productivity. The program was designed to contain costs, improve performance in the public sector, and consolidate and sustain the gains made by reform initiatives (Opiyo, 2006). The other reform initiatives included the implementation of Results - Based Management that was guided by Economic Recovery Strategy for Wealth and Employment creation (GOK, 2003) whose strategies included developing benchmarks and evaluating the performance of public institutions. In order to enhance the performance of public officers, the government introduced a program where rewards and sanctions were to be used to encourage provision of quality services in the public sector. This paved way for the piloting of the process of in state corporations in 2003 which saw the introduction and implementation of performance appraisals in the entire public sector. Most firms in Kenya now employ some performance appraisal system (GOK, 2009).

In regards to Uganda civil service; one of the PSRRC's recommendations, during the financial year 1997 and 1998, was a 'new' performance appraisal system to be introduced. A total of 129 top civil servants were trained in the basics of this results-oriented performance appraisal system. In addition, a four day ROM seminar for permanent secretaries was held in 1998. However, the existing empirical studies have consistently demonstrated that organizational socialization is important in

influencing new comers' job attitudes and behavior (Williams, et.al 2020). It brought changes in relation to responsibility for recruitment, remuneration, organization of work and range of responsibility Korte, R. (2020). The literature on performance appraisal does not show the challenges to effective performance given its background in Uganda, (Ministry of Public Service, 2020). It is envisaged that personnel management including promotion criteria and basis for salary as an effective operation of performance appraisal was followed by all other organizations, including Umeme. The question is, is organizational socialization effectively implemented in Umeme Mbale city? The literature on performance appraisal does not show the challenges to effective performance given its background in Uganda, (Ministry of Public Service, 2010). This research therefore aims at looking at challenges to effective implementation of staff training, mentoring and culture to employees in Umeme in Mbale City and improving on their performance.

### **1.1.2 Conceptual Background**

Two key concepts provided a conceptual framework for the study- organizational socialization and Employees Performance. Van Maanen & Schein 1979 quoted by Anderson(2023) defines Organizational socialization as “manner in which experiences of people learning the ropes of new organizational position, status or role are structured for them by others within the organization” Reichers (2023) defines organizational socialization as a procedure where an organization has the option of recruiting or terminating an employee.

Socialization according to Stephen P. Robbins; (2022) he states “No matter how good a job the organization does in recruiting and selection, new employees are not fully

indoctrinated in the organization's culture and are likely to disturb the beliefs and customs that are in place. However, employees also have the option of adapting to the work setting of the organization or not to whereby they will leave the organization. Organizational socialization is therefore a primary process by which people adapt to new jobs and organizational roles. It can also be the process by which people learn about, adjust to, and change the knowledge, skills, attitudes, expectations, and behaviors needed for a new or changing organizational role.

Employee performance as the second variable for the study is one of the most popular terms in today's public sector management terminology. It is being widely accepted in the academic field and adopted all over the world. It spread rapidly from the private sector to the public sector in the developed world and has recently found its way in many developing countries. New initiatives and legislations continue to be issued as a sign of governments' insistence on following the new focus on performance orientation (Aubrey, et.al, 2020). According to App, et.al. (2024) defined employee performance as the outcomes of work because they provide the strongest link to the strategic goals of an organization, customer satisfaction and economic contributions. On the other hand, employee performance is described in terms of the actual output or results of an organization as measured against its intended outputs (Pierre, Devinney, Yip and Gerry, 2009). According to Ryan, et.al (2024), organization performance encompasses three specific areas of organizational outcomes) the financial performance, which is explained in terms of profits, return on assets and return on investment among others; 2) product market performance measured in terms of sales, market share or else and; 3) shareholder or stakeholder benefit or return total shareholder return, socio-economic value added and many others (Saks, & Gruman, (2022). While these measures point to the private sector

context, the emergence of New Public Management (NPM) doctrines meant public sector organizations had to be measured on the basis of the same benchmarks. Various researchers like Awan, et.al (2023) in the field of employee performance have reported attempts by many 11 organizations to manage employee performance on the basis of workplace diversity management. In this attempt, performance has been seen as function group diversity and measured in multiple dimensions such as service quality, efficiency and effectiveness. Saks, & Gruman, (2022) argue that organizational performance also encompasses financial performance (stakeholders' return and accountability), customer service, social responsibility (for example, corporate citizenship, community outreach and service), and employee stewardship. While significant work has been done by these and many other previous researchers, not so much literature on aspects of three dimensions of diversity in the context of public organizations in the developing economies like Uganda can be traced. This study therefore seeks to examine the relationship of internal, external and organizational dimensions of workforce diversity and performance but this time in terms of service quality, efficiency and effectiveness in Uganda's public organizations. According to Hameed & Waheed, (2021) performance is a function of any integrated systematic management approach in an organization that is aimed at improving coherence in workgroups and improving motivation among employees for better outcomes, achieving strategic aims, promoting organization's mission and values. In fact, organizational performance is a function of employees' efforts to achieve organizational goals and objectives. It is ideally the means through which organizational performance is realized. It is common practice in public sector performance literature to talk about the three essential (Es) of: Economy, Efficiency, and Effectiveness. In the context of this study, organizational

socialization and employee performance measured on the basis of three essentials which Waheed et al., (2011) expound as; Procurement, resources - human, physical, finance and time and, cost. optimal transformation (activities) of inputs into outputs, utilization of means to achieve results and objectives, rational use of resources, least costs maximum results / return, activities in perspective of results, work planning and timelines and tactical levels; effectiveness in terms of the extent to which a program or project achieves its immediate objectives or produces its desired outcome, achievements of results, objectives, goals, focus on target groups, beneficiaries, clients, medium and long-term perspective, much more difficult to measure, assess and strategic level (Waheed et al., 2011). Organization dimensions concern layers that concern the aspects of culture found in a work setting (Mor-Barak (2005). Whereas most of the previous studies Kossek&Zonia, Mor-Barak, & Nishii, (2012) have focused their attention on the internal dimensions of diversity, others Saks & Ashforth, (2015) identified issues of preferential treatment and opportunities for development or promotion that directly or indirectly impact on organization performance in public sector. These according to Michaela et al., (2003) are presented by the aspects of organization dimensions layer. Daft, Michaela and others find this layer more useful in the public sector because it shapes and impact both the individual and the organization itself. Ayup, K (2020) postulates that "organizational" dimensions often determine the way people are treated, who "fit" or not in a department, who get the opportunity for development or promotions, and who get recognized. According to Saks & Ashforth, (2015) performance appraisal is no longer just the right thing to do, it has become imperative and perhaps the single most important factor of the twenty-first century for organizational performance. According to Ewoh, (2013) employee performance in the workplace is

important because of its contribution to its effectiveness, and responsiveness and if harnessed can contribute to better overall organizational performance.

### **1.1.3 Theoretical Background.**

Theoretically, performance has been subjected to a number of theories of which McClelland points out in his Human achievement motivation theory what most of us develop during our carrier that affects our performance. Leonard-Barton, D. (2022) refers to employees as “craftsmen” who are passionate towards the quality of the work performed as a main driver of the corporate culture that creates organizational pride hence personal achievement.

McClelland's Human Motivation Theory states that every person has one of three main driving motivators: the needs for achievement, affiliation, or power. These motivators are not inherent; we develop them through our culture and life experiences. This theory is also known as the Three Needs Theory, Acquired Needs Theory, Motivational Needs Theory, and Learned Needs Theory. According to McClelland, these motivators are learned (which is why this theory is sometimes called the Learned Needs Theory).

Regardless of our gender, culture, or age, we all have three motivating drivers, and one of these is our dominant motivating driver. This dominant motivator is largely dependent on our culture and life experiences. According to McClelland’s theory, in every organisation there is that driving force which encourages employees to work and completing tasks such that they can achieve something in return.

For example; in achievement motivation domain, an individual has a strong need to set and accomplish a challenging goal, takes calculated risks to accomplish his goals,

likes to receive regular feedback on their progress and achievements, and often likes to work alone.

Affiliation, an individual will always want to feel themselves and belonging. This makes them to; Want to belong to the group, Wants to be liked, and will often go along with whatever the rest of the group wants to do, favors collaboration over competition, and doesn't like high risk or uncertainty.

Power and individual always want to control and influence others, like to win arguments, enjoys competition and winning, status and recognition. Because of the above drivers, every individual is subjected to performance through completing tasks at a given period simply because he or she has a target as McClelland suggests in his theory.

#### **1.1.4 Contextual background**

The performance of Umeme in Uganda is improving and stabilising according to the auditor general's report of 2019, 2020 and 2021 which indicate grid and consumption rate rise from 30%, 50% and 60% for residence / home consumption. The commercial consumption increased from 70% to 100% between 2019 and 2020. This implies that the average consumption rate increase is 90% which marks great improvement of the company. According to Umeme's financial report 2020, Staff recruitments were aligned to the business needs. During the year, 48 Graduate Trainees were recruited for apprenticeship training and 100 technicians. These were purposely recruited to help run and accomplish rural electrification project where about 20,000 customers were connected on the grid through REA, ERA and UEDCL under ECP and OBA projects and to reduce energy losses towards the regulatory target of 14% and indeed Umeme achieved a 3 months average of 15% according to Umeme annual report 2020. This

study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of mentoring, organizational culture, and training in particular in Umeme in Mbale City and eradicating low or poor performance in the organisation.

The previous years have been so difficult for the company generally registering low consumption levels due to Covid-19 pandemic. According to the auditor general's report of 2022, the backlog of ECP, and OBA have not been connected since 2019 because of the reduction of government funds from World Bank. The required funds for grid expansion was estimated \$ 3.5m between 2019 and 2027. This means increment of transformers from 150 to 350 in Mbale city by 2027. Besides that, the performance of umeme has declined in its performance which has relatively reduced on the new connections, high energy losses, increased power theft, increased deaths of field staff in Umeme financial report, 2022 and 2023)

## **1.2 Problem statement**

Employee performance is a key determinant of the organization's success affecting productivity, job satisfaction. Vinesh, D.N. (2021) and Siregar et al. (2023) have explored the relationship between organizational socialization and employee performance suggesting that effective socialization practice is important enhancing performance. The research however predominantly focuses on the isolated and ignored aspects of organisational socialization in areas of training and mentoring of the employees in the organization. Bauer et al. (2023) examined the role of organisation in the early stages of socialization giving its importance for employee performance. His work does not delve deeply into the influence of social interaction with supervisors and peers on long term performance. Kaur et al (2023) also explored

social support in organization setting but failed to link these interactions directly with broader organisational values that prepares employees for performance. Furthermore, Yu et al (2023) discussed the role of communication in shaping organisational socialization but he also did not provide extensive evidence on how this communication directly affects employee performance in diverse organizational sphere. Despite its significance, Umeme faces challenges in fostering strong employee performance and commitment. Organizational socialization according to Bauer et al (2023) is the process through which new employees acquire skills, behaviors and knowledge required to integrate into the company. However many employees have continuously failed to exhibit high level of performance after undergoing socialization process suggesting that the existing practices may not be strong enough to promote long term attachment and performance.

Staff recruitments were aligned to the business needs. During the year, 2020 48 Graduate Trainees were recruited for apprenticeship training and 100 technicians. These were purposely recruited to help run and accomplish rural electrification project of connecting 100,000 customers on the grid through REA, ERA and UEDCL under ECP and OBA projects and to reduce energy losses towards the regulatory target of 14%.

Despite the much efforts exhibited by the company, there is still an increasing rate on poor service delivery, high rate of energy loss, increased customer complaints, high rate of fault meters on training, mentoring and culture of organizational employees by organizations, there is still limited literature on human resource development issues in Umeme and increasing concerns from organizational customers towards low quality services in the electric engineering sector. It is

further worth noting that while much is not known about the economics of training and mentoring in the sector, studies of issues associated with training in it are rarely found and to the best of the researcher's knowledge, there is no study that links all elements of organizational socialization that is mentoring, training to employee performance across different stages of employment in Umeme in Mbale City.

### **1.3 Objectives of the study.**

#### **1.3.1 General Objective**

To examine the effect of Organisational Socialisation on Employee Performance in UMEME Mbale District

#### **1.3.2 Specific Objectives**

- i. To assess the effect of organizational culture on employee performance.
- ii. To examine the effect of training on employee performance.
- iii. To investigate the effect of mentoring on employee performance

### **1.4 Research Question**

- i. What is the effect of organizational culture on employee performance?
- ii. What is the effect of training on employee performance?
- iii. What is the effect of mentoring on employee performance?

### **1.5 Research Scope.**

This study covered organizational socialization in Umeme Mbale City and its employees' performance for the last 5years (2020-2025). Generally, the study looked at the relationship between organizational socialization of UMEME Company limited and its employees' performance in the City. The research also explored other social benefits that are meant to satisfy the employees.

The research study considered a period of five (5) years from 2020 to 2025. This period was chosen because it is the time where the company was executing the projects of OBA and ECP meant to electrify the rural areas and many employees were recruited.

## **1.6 Significance of the study**

**This study is significant in the following ways.**

This study is expected to stimulate supplementary arguments providing answers to research questions. The findings will provide a solid reference point for many new recruits in similar organization such that whatever they hope to obtain is worked for expecting the highest expectations or relatively reduced basing on the reality in the organization.

The contribution of this study to the economy though arguable can be seen in the adoption of recruitment tools and the achievement of prominent employees as what they do and receive is shown on the way they behave and mostly what they own as individual.

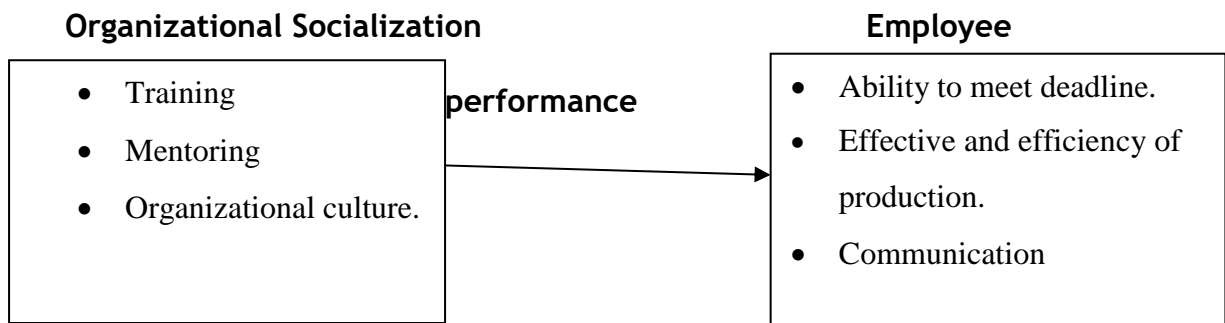
The contribution of this study to academia is also not in doubt as it provides a good premise for future research adds knowledge to existing literature on organizational socialization and its effects on employees in particular organization.

## **1.7 Conceptual framework**

Below is the conceptual framework showing the relationship between organizational socialization and employee performance.

## Independent variable (I.V)

## Dependent Variable (D.V)



**Source: Camp (2021) Modified by the Researcher (2025)**

According to Camp, (2021), a conceptual framework may be a structure which the researcher conducts and believes can best explain the natural progression of the phenomenon to be studied.

Liehr& Smith (2020) defines it as the relationship between the main concepts of the study arranged in a logical structure to aid provides a picture or visual display of how ideas in the study relate to another.

From the above diagram, it can be concluded that the organizational policies and benefits affect the employee loyalty, promotion and career development affect employee motivation and performance, and the relationship of the employee with his/her supervisor affects his/her performance.

### 1.8 Operational Definition of Terms

**Organization:** This refers to a social arrangement which pursues collective goals, controls its own performances and has boundary separating it from its environment (Harrison, 2021).

**Training** is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Bilderback, S. 2024). According to BasuMallick, C (2020), training refers

to the planned intervention aimed at enhancing the elements of individual job performance” by imparting necessary skills and knowledge to improve the overall performance of the organisation. Leonard-Barton, D. (2022) states that training consists of planned programs designed to improve performance both at individual, group or organizational level.

**A mentor** is commonly described as a critical friend, or guide who is "responsible for overseeing the career and development of another person outside the normal manager/subordinate relationship" (Wayne .F. Cascio 2023). The role of the mentor includes: Helping the mentee feel closely identified with his or her professional environment and assist through difficult situations, build the mentee's self-confidence and establish clear and open retention strategies in the process known as mentoring Dominguez, N., & Kochan, F. (2020).

**Employee(s):** A person(s) in the service of another under contract of hire, express or implied, oral or written where the employer has the right or power to control, instruct, command, and direct the employee in the material detail on how the work is to be performed (Aryee, S., et.al (2012).

**Employee Performance.** The attitudes and feelings people have about their job. It is the degree to which an employee has positive emotions towards the employee role. Agaba M, et al (2023)

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction.

This chapter reviews existing and related literature as it concerns the topic in focus. It was a survey of the views and opinions of various scholars, authors and individuals on the effect organizational socialization and employee performance of energy sector in Uganda.

#### 2.1 Theoretical review.

Theoretically, performance has been subjected to a number of theories of which according to in McClelland (1979) quoted by Ravesangar (2024) pointed out in his Human achievement motivation theory what most of us develop during our carrier that affects our performance.

McClelland's Human Motivation Theory states that every person has one of three main driving motivators: the needs for achievement, affiliation, or power (Mustaffa et al 2020). These motivators are not inherent; employees develop them through our culture and life experiences (Lai et al., 2022). This theory is also known as the Three Needs Theory, Acquired Needs Theory, Motivational Needs Theory, and Learned Needs Theory. According to McClelland, these motivators are learned (which is why this theory is sometimes called the Learned Needs Theory).

Decker et al (2012) says that, regardless of our gender, culture, or age, employees all have three motivating drivers, and one of these would be our dominant motivating driver. This dominant motivator is largely dependent on our culture and life experiences. According to McClelland's theory (1979) in Lai et al (2022), every

organization has that driving force which encourages employees to work and completing tasks such that they can achieve something in return.

For example; in achievement motivation domain, an individual has a strong need to set and accomplish a challenging goal, takes calculated risks to accomplish his goals, likes to receive regular feedback on their progress and achievements, and often likes to work alone.

Affiliation, an individual will always want to feel themselves and belonging (Arif et al 2020) This makes them to; Want to belong to the group, Wants to be liked, and will often go along with whatever the rest of the group wants to do, favors collaboration over competition, and doesn't like high risk or uncertainty.

For Power, an individual always wants to control and influence others, Likes to win arguments, and enjoys competition and winning, status and recognition, Garcia & Capitan, 2021)

According to Zaman (2021), human resource is the most important factor which brings or creates competitive advantage by contributing their works knowledge, skills and capabilities to the organization or company. The existing literature (Bakare, S. 2020) revealed that human resource can be preserved within the organization and optimally utilized by inspiring it, using various strategies like motivation, leaders' influence, training and development, learning culture. Lægaard (2019) urges that motivation means an 'inner wish to make an effort' and its results into performance. As employees are conditioned by motivational behavior, their performance increases.

## 2.2 Organizational Socialization and Employee Performance

Organizational socialization has been defined by various scholars. According to Reichers (2022), he defines organizational socialization as a procedure where an organization has the option of recruiting or terminating an employee, and the employees have the option of adapting the work or task set by the organization. According to ((Antonacopoulou, Güttel, 2020, 6p).Organizational socialization is “(... the process by which organizational members become a part of, or absorbed into, the culture of an organization” (Flanagin, Waldeck, 2021, 139p). The period of time, when newcomers enter the organization, contains new opportunities, as well as complex challenges (Bauer, et.al 2023, 150p). On the one hand, through organizational socialization new employees develop their attitudes, norms and behaviours which are fundamental in order to operate as a well-developed member in organization. (Antonacopoulou, Güttel, 2020, 6p). On the other hand, on the entry level new recruits have to deal with different types of challenges and issues that arise during the socialization process.

According to Simatwa, E.M, et al (2021) employee performance is defined as a function which is positively related to the degree to which one’s personal needs are fulfilled in the employee situation. Kuria (2021) argues that employees are the satisfied and highly productive when their employers offer them security from economic strain, recognition of their effort clean policy of grievances, opportunity to contribute ideas and suggestions, participation in decision making and managing the organizational affairs, clean definitions of duties and responsibilities and opportunities for promotion, fringe benefits, sound payment structure, incentive plans and profit sharing activities, health and safety measures, social security, compensation, communication, communication system and finally, atmosphere of

mutual trust respect. Employee performance means pleasurable emotional state of feeling that results from performance of work Simatwa, E.M, et al (2021). According to Cascio (2021) performance is the degree of an achievement to which an employee fulfils the organizational mission at workplace.

However, according to Louis (2020), it is a process through which an individual comes to appreciate the values, abilities, expected behavior and social knowledge essential for assuming an organizational role and for participating as an organizational members and how employee experience is transferred from one role to another. This involves an individual learning new experience and roles in the organization.

Organizational culture is a popular but also a very complex concept and has been identified as an influential factor affecting the successes and failures of organizations in diverse ways. However, culture is a very versatile concept, and there are many controversies in both defining and applying it. The existing Literature on socialization, organisation culture and employee performance is mainly focused and carried out in developed countries and considering the determinants, influences and composition of the culture it cannot apply universally in different environments like the developing countries (Author, 2014).

### **2.3 Organizational training and employee performance.**

According to Feldman (2016), formal training programs have become the main socialization process for many newcomers and many have become synonymous with socialization in different organisations and institutions. Further, “the overall training program plays a major role in how individuals make sense of and adjust to their new job settings” (Feldman, 2016). Although both training and socialization are critical for the development of newcomers, research in each area has tended to

ignore the other (Holton, 1996). Thus, a strong urge has emerged in the past few years to integrate these two research streams (Anderson, Cunningham-Snell, & Haigh, 1996; Feldman, 1989; Holton, 1995, 1996) and several studies have begun to do so. Nelson and Quick (1991) examined the availability and helpfulness of 10 socialization practices originally examined by George, J.M. (2018). They found that formal orientation was rated as one of the most available practices, whereas offsite training sessions were rated as one of the least available. However, the availability of formal orientation was not related to newcomers' adjustment, and the availability of offsite training was only related to psychological distress symptoms. Newcomers for whom offsite training was not available reported greater psychological distress. Neither the helpfulness of formal orientation nor offsite training was related to adjustment. Agaba M, et al (2023) extended this work by measuring the amount of training rather than just its availability, he found that newcomers' perceptions of the amount received was significantly related to their ratings of training helpfulness, and both the amount and helpfulness were related to work outcomes (performance). In addition, while none of the interactions between the amount and helpfulness of training were significant, some support was found for the hypothesis that anxiety reduction mediates the relation between training and performance. Chatman (2020) included a measure of formal training in her research on person-organization fit in public accounting firms. Attending firm sponsored events and spending time with a mentor were positively related to newcomers' Person organization fit, but formal training was not. She suggested that her results might be sample-specific because formal training in accounting firms is likely to focus more on the technical aspects of auditing than firm norms and values.

An organisation that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training (Agaba M, et al (2023). Pfeffer, (2010) believes that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage on the market (McKinsey, 2006). Further the research analyses the theoretical framework and models related to employee development through training and development programs, and its effect on employee performance and on the basis of the review of the current evidence of such a relationship, offers suggestions for the top management in form of a checklist, appropriate for all businesses, to assess the employee performance and to find out the true cause(s) of the performance problem such that the problem can be solved in time through desired training programs.

Houger, (2019) believed that a good source of gaining competitive advantage, training is the only way of developing organizational intellectual property through building employees competencies. It is therefore suggested that employees who receive / engage in periodical and effective training sessions are more able to perform well on the job by increasing the quality of work, hence achieving organizational goals and gaining competitive advantage. (Wei-Tai, 2024).

## 2.4 Mentoring and Employee Performance

Mentoring is the act or process of creating the opportunity to make mentees become better on the job. It is according to Allen T. D. (2020) a system of semi-structured guidance where one person (Mentor) or a group of people (mentors) share their knowledge, skills, and experience to assist others in progressing in their own lives and careers. Dominguez, N., & Kochan, F. (2020) defines mentoring as a “developmental, caring, sharing, relationship where one person devotes time and skills to increase another’s growth, knowledge, and abilities”.

A mentor is "responsible for overseeing the career and development of another person outside the normal manager/subordinate relationship" (Clutterbuck and Sweeney 2020). N. M. Godshalk and J. J. Sosik (2024) suggest that a mentor is a person with experience and expertise, who is committed to providing better assistance and career mobility for the protégé. M. Murray (2019) also defines a mentor as one of the networks of individuals with equal or more significant experience than the protégé who can be a positive role model and provide emotional and career support.

This is done in a variety of ways to help individuals’ development and knowledge about the organization. McManus and Russell (2022) identify three phases of organizational socialization during which a mentor could play a useful role. Anticipatory socialization: learning about an organization that occurs prior to becoming an employee, including information from recruitment efforts, the organization's reputation and job previews. Encounter: becoming an employee and learning through direct experience. Most organisations use mentoring as a career development tool to socialize new comers to the new culture and environment.

**In summary, there are Gaps identified in the literature review.**

The review of the literature indicates that implementing organizational culture affects the performance of energy sector in Uganda that is to say it improves on organizational performance, efficiency on service delivery, and identifying performance gaps of the organisation means there is a relationship. These conclusions confirm after empirical evidence obtained from the researchers. However, much as literature review points out the advantage of implementing organizational culture, good management, there are some gaps identified as the study does not show as to why the company still register high rates of power thefts, high rates of energy lose, continuous vandalism of electricity materials, high rates of deaths due to electrocution, low connection rates of new clients to the power grid annually. The literature review is mainly for other countries and not Uganda since few researches have been able to conduct a related study in Uganda on effect of organizational socialisation on the performance of energy sector and engineering companies in Uganda. There's therefore need for further research on this topic in Uganda to ascertain the effect of organizational socialisation to fill the gaps mentioned above in Uganda.

## **CHAPTER THREE**

### **METHODOLOGY.**

#### **3.0 Introduction.**

This chapter contains a full and complete description of the research methodology that was used in the research study. This included the research design, study population, sample size, sampling techniques, research instruments, data collection from different forums according to Yuan (2022), research methods, data processing and analysis, quality control methods that is validity and reliability, ethical considerations and challenges to the study.

#### **3.1 Research Design**

The researcher used descriptive research design that aimed to systematically obtain information to describe a population. It helped answer the what, when, where and how questions regarding the research problem rather than the why.

#### **3.2 Population Size**

Daves, P. (2012), defines population size as the actual number of individuals in a population. For the purpose of this research the population size constituted of the entire 50 staff working at Umeme Mbale City branch.

#### **3.3 Sample size and techniques.**

According to Amin, (2019) a study population is a complete universe of all the units that are significant in a particular survey. According to Mugo (2021), it is a group of individuals, persons, objects, from which samples are taken for measurement. The study population (target population) consisted of managers, district supervisors, field staff, marketers and other employees in the organisation. The sample size of

the study was 44. The researcher used Krejcie & Morgan’s table (1970) to formulate the sample size (44) that was used in the study. Managers, line supervisors and foremen, front desk, stores officers and field staffs were included in the study to have a balanced result.

Table 1 shows the categories of respondents that participated and sampling technique during the study.

Category of Respondents	Nature of Respondents	Total population	Sample size	Sampling techniques / mode of selection
<b>Key Informants</b>	(1) Operations Manager	1	1	Purposive
	(2) Branch managers	4	3	Purposive
	(3) Commercial Officer	4	3	Purposive
<b>General Respondents</b>	(4) Field Supervisors	10	10	Simple Random
	(e) field Staff	20	19	Simple Random
	(5) Front desk	4	3	Simple Random
	(6) Stores officers	1	1	Simple Random
	(h) Fore-men	6	4	Simple Random
	Total	50	44	

Source: Sample breakdown formulated with guidance from Krejcie and Morgan (1970) modified by the researcher 2025

### **3.4 Sampling technique and Sampling procedures.**

According to Amin (2019), sampling is a process of selecting elements from the population in such a way that the sampled elements present the population under study. Bitner, J, W. (2016) defines sampling technique as the selection of components of the sample that gave a representative view of the whole. In this research, the researcher used a Purposive and simple random sampling method to select balance representation of employees which included top level management, middle level and bottom level management.

#### **3.4.1 Purposive sampling technique**

A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This was used to the branch manager because he is the one who has all the vital data of the Branch. Binks, M. & Ennew, T. (2011).

#### **3.4.2 Simple random sampling technique.**

This is a basic sampling technique where the researcher selects a group of subjects (a sample) for study from a larger group (a population). Every possible sample of a given size has the same chance of selection. Binks, M. & Ennew, C. (2015). The researcher used this technique which is a probability technique of sampling because every member in the sample has an equal chance of participation. This is because the technique reduces biasness among the population during the study.

### **3.5 Sources of data.**

For the purpose of obtaining data or information for this research, two basic sources of data collection will be used, namely; Primary and secondary sources as given by Bryman, A. and Bell, E. (2012).

#### **3.5.1 Primary source of data collection.**

The primary sources provide data collected from the original source including data gathered from the bank staff, customers and knowledgeable persons, using questionnaire. Primary data collection methods can be divided into two groups: quantitative and qualitative. *John Arnold, G. (2003).*

#### **3.5.2 Secondary source of data collection.**

This is a type of data that has already been published in books, newspapers, magazines, journals, online portals. There is an abundance of data available in these sources about the research area in business studies, almost regardless of the nature of the research area. Therefore, application of appropriate set of criteria to select secondary data to be used in the study plays an important role in terms of increasing the levels of research validity and reliability. These criteria will include, but not limited to date of publication, credential of the author, reliability of the source, quality of discussions, depth of analyses, the extent of contribution of the text to the development of the research area etc.

### **3.6 Data collection methods**

Data collection is the process of assembly and measuring information on targeted variables in an established systematic style which enables one to answer relevant questions and evaluate outcomes while methods vary by discipline (Lescrol, et al., 2020).

### **3.6.1 Questionnaire.**

According to Adetayo, E.A and Oladejo, B (2020), questionnaire is a reformulated written set of questions to which respondents record their answers usually within rather closely defined alternative. A questionnaire is a series of questions asked to individuals to obtain statistically useful information when properly constructed and responsibly administered. An open and closed ended questionnaire was used to collect information from the field officers, supervisors and store officers, customer care of Umeme Mbale branch. ). This is used to allow free responses from respondents that are engaged in the depth views about the study questions. A questionnaire was used as a data collection tool. This instrument was used because it is highly suitable where respondents found it easy to answer or write their concerns and according to Burns, (2020) the respondents were free from any influence that would bar them from giving the required responses which they would answer during their time of convenience.

### **3.6.2 Interview Guide**

According to Patton (2020), the interview guide provides topics within which the interviewer is free to explore, probe, and ask questions. This helps to make interviewing several people more systematic and comprehensive by delimiting the issues to be explored. An interview guide is simply a list of the high level topics that you plan on covering in the interview with the high level questions that you want to answer under each topic. Involves an interviewee and interviewer where some questions are asked and answered as the interviewer notes down his/her findings. This allows the interviewer to clarify questions, the respondent responds in any manner he/she sees fit. It also helps the interviewers to observe verbal and nonverbal behavior of the respondents. The researcher intends to use an interview

guide for record findings concerning the subject topic and the findings shall be formulated and recorded in a professional manner.

### **3.7.0 Data quality control.**

Reliability and validity are the most important qualities of a good research and should be considered for an effective data quality control.

#### **3.7.1 Validity of instruments;**

According to Saunders and Thornhill, (2020), validity is referred to the extent to which data collection method accurately measures what is intended to measure. To ensure that the instruments to collect data as intended, the researcher will distribute copies for certifying to the supervisor and other experienced personnel such that they rate the valid items in the questionnaire. The content valid index (CVI) will be calculated by:

$$CVI = \frac{\text{Number of item rated as relevant}}{\text{Total number of items in the questionnaire}}$$

According to Amin (2020); Kathuri& Pals, (1993), an instrument with an average index greater or equal to 0.7 will be accepted as valid. ( $\geq 0.7$ ).

#### **3.7.2 Reliability**

Amin (2019) defines reliability as the measuring instrument that provides or produces consistent scores or results when the same groups of individuals are repeatedly measured under the same conditions.

### **3.8.0 Data analysis and presentation**

#### **3.8.1 Quantitative Data Analysis**

Quantitative data analysis categorizes and summarizes data so as to ease answering the research questions. Quantitative data was analyzed using statistical tools to reduce data, summarize it and make the most reliable and important facts and relationships. Quantitative data from the questionnaires were subjected to statistical analysis using the Statistical Package for Social Sciences (SPSS). Questionnaires were thoroughly checked for consistency and accuracy. Responses or data from respondents was analyzed by the Statistical Package for Social Sciences (SPSS) software program.

#### **3.8.2 Qualitative data analysis**

Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that has been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. Qualitative Data Analysis is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. This was analyzed through data reduction, editing, and categorizing into themes that are in line with the objectives of the study. According to Timmermans, S. and Tavory, I. (2022), data reduction is a form of analysis that sharpens, sorts, focuses, discards and recognizes data in such a way that final conclusion can be drawn and verified. The descriptive data was quantified using frequencies; the bulk of the analysis is interpretive to enable the researcher discover concepts and relationships in the raw data. Data was then analyzed by making explanations and notes.

### **3.9 Ethical considerations**

Firstly, the researcher sought permission from both the respondents and the regional manager to conduct a survey in the company. The time frame was set by which the survey would end such that individuals know the exact time the researcher would be conducting his research. The respondents or participants were also given right to participate or not to participate in answering the questions. In addition, the researcher promised to keep the respondents' response confidential. This would help to build or create confidence between the respondent and the researcher.

### **3.10 Limitations of the study.**

There was a likely possibility of obtaining wrong results due to a failure of the respondent to answer with honesty and results would be or not accurate.

Due to the failure of sampled respondents to answer with honesty, the results may not accurately reflect the opinions of the members included in the population.

Respondents would be or not available to answer the questions in the final stage as predicted by the sample size.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS OF RESULTS

#### 4.1 Introduction

This chapter covers the presentation of data and analysis of results on organizational socialization and employee performance in UMEME. It starts by presenting data on the study response rate, demographic data, descriptive findings, and inferential findings as per the study-specific objectives.

#### 4.2 Demographic Data

This sub-section presents the demographic data of the respondents in terms of gender, marital status, and age bracket of the respondents as presented below;

##### 4.2.1 Department

This section presents data on the department of work. Data collected from the field was analyzed and presented in Table 4.1 below;

Table 4.1 shows the department of work

#### Department

	Frequency	Percent	Valid Percent	Cumulative Percent
Operations	24	58.5	58.5	58.5
Engineering	8	19.5	19.5	78.0
Valid Finance	5	12.2	12.2	90.2
IT	4	9.8	9.8	100.0
Total	41	100.0	100.0	

Source; field data (2025)

Table 4.1 above reveals that 24(58.5%) of the respondents were from the operations department, 8(19.5%) were from the Engineering department, 5(12.2%) were from the Finance department and 4(9.8%) were from the IT department. The findings mean that most of the participants in this study were from the operations department meaning that since they do most of their work in the field, they interact from time to time among themselves. Much as this is so, other departments were equally represented indicating that balanced views were obtained for this study.

#### 4.2.2 Education

This section presents data on the education level of the respondents. Data collected from the field was analyzed and presented in Table 4.2 below;

Table 4.2 shows the education level

##### Education level

	Frequency	Percent	Valid Percent	Cumulative Percent
certificate	11	26.8	26.8	26.8
Diploma	14	34.1	34.1	61.0
Valid Bachelor's degree	13	31.7	31.7	92.7
Master's degree	3	7.3	7.3	100.0
Total	41	100.0	100.0	

Source; Field Data (2025)

Findings presented in table 4.2 reveal that 14(34.1%) of the respondents were diploma holders, 13(31.7%) were Bachelor's degree owners, 11(26.8%) of the respondents were certificate holders while the least 3(7.3%) were Master's degree

holders. The findings mean that most of the respondents had diploma degrees and this implies that the staff have sufficient skills since they have all obtained a certain level of education.

#### 4.2.3 Position Held at UMEME

This section presents data concerning the position held at UMEME. Data collected from the field was analyzed and presented in Table 4.3 below;

**Table 4.3 Shows the Position Held at UMEME**

##### Position held in UMEME

	Frequency	Percent	Valid Percent	Cumulative Percent
Manager	4	9.8	9.8	9.8
Accountant	2	4.9	4.9	14.6
Supervisor	5	12.2	12.2	26.8
Field staff	17	41.5	41.5	68.3
Customer relations	8	19.5	19.5	87.8
Store officer	5	12.2	12.2	100.0
Total	41	100.0	100.0	

Source; Field Data (2025)

Findings presented in the Table 4.3 reveal that 17(41.5%) of the respondents were field staff, 8(19.5%) worked with customer relations, 5(12.2%) were supervisors, 5(12.2%) were stores officers while 4(9.8%) and 2(4.9%) were managers and accountants respectively. The findings mean that most of the positions at UMEME

were filled and this closes the gap in service provision thereby enhancing staff performance.

### 4.3 Empirical Findings

This section presents the empirical findings regarding the study as per the study objectives. The findings are presented descriptively as represented by percentages, mean, and standard deviation based on a 5-point Like scale. Furthermore, inferential statistics including correlation and regression analysis are presented to aid in answering the research questions, study hypothesis, and research objectives. The qualitative data is also presented using quotations from the responses obtained from the field.

#### 4.3.1 Descriptive Findings on Employee Performance

This section sought the respondents' responses regarding employee performance of UMEME as a study variable. Data on this objective was collected and presented in Table 4.4 below;

**Table 4.4 Descriptive Findings on Employee Performance**

Statement	SD	D	NS	A	SA	Mean	Std. Dev	Comment
Employees always complete their tasks in the time allocated	9.8%	58.5%	22.0%	4.9%	4.9%	2.37	.915	Low
Employees' ability to work has increased	17.1%	48.8%	14.6%	14.6%	4.9%	2.41	1.095	Low

the revenue to the organization.								
Employees can perform without any supervision.	17.1%	61.0%	17.1%	2.4%	2.4%	2.12	.812	Low
Employees have a positive attitude towards the organization.	12.2%	34.1%	22.0%	24.4%	7.3%	2.80	1.167	Low
Employees are devoted to their tasks	7.3%	29.3%	19.5%	36.6%	7.3%	3.07	1.127	Moderate
The employees actively explore new possibilities to complete the given tasks due to training	14.6%	24.4%	7.3%	51.2%	2.4%	3.02	1.214	Moderate
Employees can identify how to create more value for customers by addressing current problems	0.0%	4.9%	7.3%	63.4%	24.4%	4.07	.721	Very High

The quality of work produced by the employees has greatly improved	7.3%	7.3%	4.9%	58.5%	22.0%	3.80	1.100	High
OVERALL						2.9575	1.018	Moderate

Source; Field Data (2025)

Findings in the table 4.4 reveal that 58.5% and 9.8% of the respondents disagreed with the statement, 22.0% were neutral about the statement and 4.9% and 4.9% disagreed with the statement that employees always complete their tasks in the time allocated. The calculated mean ( $\mu = 2.37$ , Standard deviation= 0.915) indicates that employee task completion is at a low level in UMEME. This implies that the time taken to complete tasks is longer and this affects employee work output.

Regarding whether employees' ability to work has increased the revenue to the organization, findings presented in the table above reveal that 48.8% and 17.1% of the respondents disagreed, 14.6% and 4.9% agreed while 14.6% were uncertain about the statement. The calculated mean ( $\mu = 2.41$ , Standard deviation= 1.095) indicates that employees' ability to work has not increased the revenue to the organization. This implies that employee's ability to work is low which affects the entire organization's revenue streams.

Regarding whether employees can perform without any supervision, findings presented in the table above reveal that 61.0% and 17.1% majority of the respondents disagreed with the assertion, 17.1% were uncertain while 2.4% and 2.4% of the respondents agreed with the statement. The calculated mean  $\mu = 2.21$ ,

standard deviation = 0.812) indicates that employees cannot perform without any supervision as per the low mean value.

On whether employees can perform without any supervision, findings presented in the table above reveal that 61.0% and 17.1% of the respondents disagree with the statement, 17.1% were neutral while 2.4% and 2.4% agreed with the statement. The calculated mean (2.12, standard deviation = 0.812) also indicates Employees cannot perform without any supervision hence implying that the employees need to be supervised from time to time.

Concerning whether employees have a positive attitude toward the organization, findings in the table above reveal that 34.1% and 12.2% of the respondents disagreed, 24.4% and 7.3% agreed while 22.0% were uncertain about the statement. The stated mean score of 2.80 and standard deviation of 1.167 indicate that employees have no positive attitude toward the organization.

Findings on whether employees are devoted to their tasks, findings presented in the table above reveal that 36.6% and 7.3% of the respondents agreed with the statement, 29.3% and 7.3% disagreed while 19.5% were uncertain about the statement. The calculated mean score of 3.07 and standard deviation of 1.127 indicate that employees are devoted to their tasks to a moderate level.

On whether the employees actively explore new possibilities to complete the given tasks due to training, findings presented in the table above reveal that 51.2% and 2.4% of the respondents agreed with the assertion, 24.4% and 14.6% disagreed while 7.3% of the respondents were uncertain about the statement. The stated mean score of 3.02 and standard deviation of 1.214 indicate that the employees actively explore new possibilities to complete the given tasks due to training at a moderate level.

Regarding whether employees can identify how to create more value for customers by addressing current problems, findings presented in the table 4.4 above reveal that 63.4% and 24.4% of the respondents agreed to the statement, 7.3% were uncertain while 4.9% agreed to the statement. The stated mean score of 4.07 and standard deviation of 0.721 indicate that employees can easily identify how to create more value for customers by addressing their current problems.

On finding out whether the quality of work produced by the employees has greatly improved, findings presented in the table above reveal that 58.5% and 22.0% of the respondents agreed with the statement, 7.3% and 7.3% of the respondents disagreed while 4.9% were uncertain about the statement. The stated mean score of 3.80 and standard deviation of 1.100 indicate that the quality of work produced by the employees has greatly improved to a high level.

The overall mean is (2.957) implying that employee performance in UMEME is at a low level.

When the Branch manager was interviewed whether Employees complete their tasks in the time allocated, he said *“well, the tasks are not accomplished in time not because of limited resources that are provided late for example, connections in 2022 were subjected to customer funded instead of government funded and this reduced on meeting targets since self-funding meant a client meeting the whole connection cost which was expensive and this greatly affected performance for both employees and the organization since there was a reduction in the funds for the connections”*

#### 4.5 Descriptive Findings Organizational Culture

This section sought the respondent's responses regarding organizational culture in UMEME. Data on this objective was collected and presented in Table 4.5 below;

**Table 4.5 Descriptive Findings on Organizational / Institutional culture.**

Statement	SD	D	N	A	SA	Mean	Std Dev	Comment
The organisation has a well-defined culture	41.5%	14.6%	7.3%	22.0%	14.6%	2.54	1.567	Low
There is existence of shared assumptions among employees in the organisation.	19.5%	36.6%	9.8%	24.4%	9.8%	2.68	1.312	Low
There is teamwork and cooperation among employees in the organization	14.6%	22.0%	12.2%	26.8%	24.4%	3.24	1.428	Moderate
There is an understanding of customer needs across the organisation.	2.4%	12.2%	2.4%	53.7%	29.3%	3.95	1.024	Moderate

All staff highly observe organisational values	9.8%	12.2%	2.4%	39.0%	36.6%	3.80	1.327	Moderate
Organizational culture has helped in improving the overall performance of employees in this organization	2.4%	29.3%	4.9%	48.8%	14.6%	3.44	1.141	Moderate
<b>OVERALL</b>						3.275	1.299	<b>Moderate</b>

Source; Field Data (2025)

On finding out whether the organization has a well-defined culture, findings presented in the table 4.5 reveal that 14.6% and 41.5% of the respondents disagreed to the statement, 22.0% and 14.6% agreed while the least 7.3% were uncertain about the statement. The calculated mean scores of 2.54 and standard deviation of 1.567 indicate that the organisation having a well-defined culture was at a low level.

Similarly, on whether there is existence of shared assumptions among employees in the organisation, findings presented in the table above show that majority of the respondents 36.6% and 19.5% were disagreeing, followed by 24.4% and 9.8% who agreed while the least 9.8% of the respondents were uncertain about the statement. The findings are supported by a mean score of 2.68 and standard deviation of 1.312

which signify that is the existence of shared assumptions among employees in the organisation was at low level.

Further still, on whether there is teamwork and cooperation among employees in the organisation, findings presented in the table above reveal that majority of the respondents 26.8% and 24.4% agreed with the statement, followed by 22.0% and 14.6% who disagreed while the least number of the respondents 12.2% were uncertain about the statement. The findings therefore mean that teamwork and cooperation among employees in the organisation is at a moderate level.

Regarding whether there is an understanding of customer needs across the organisation, results in the table above reveal that 53.7% and 29.3% of the respondents were agreeing to the statement, 12.2% and 2.4% of the respondents disagreed while 2.4% of the respondents were uncertain about the statement. The calculated mean score is 3.95 and standard deviation is 1.024 signifying that understanding of customer needs across the organisation is a moderate level. This implies that getting to understand the needs of the customer helps the organisation meet these needs satisfactorily.

On inquiring whether all staff highly observe organizational values, findings presented in the table above show that majority of the respondents 39.0% and 36.6% agreed to the statement, followed by 12.2% and 9.8% who disagreed while 2.4% of the respondents were uncertain about the statement. The findings are supported by a mean score of 3.80 and standard deviation of 1.327 which signify that staff highly observe organizational values to a moderate level.

Regarding whether organizational culture has helped in improving the overall performance of employees in this organization, findings presented in the table above reveal that 48.8% and 14.6% of the respondents were agreeing to the statement,

followed by 29.3% and 2.4% who disagreed while 4.9% of the respondents were uncertain about the statement. The calculated mean score of 3.44 and standard deviation of 1.141 indicate that organizational culture has improved performance of employees in the organization to a moderate level.

**Table 4.6. Model Summary showing effect of Organisational culture on employee performance in UMEME**

**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
1	.384 <sup>a</sup>	.148	.126	.68725	.148	6.748	1	39	.013	

a. Predictors: (Constant), organizational culture

From the table 4.6, the most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (employee performance) which can be explained by one construct (organisational culture). This reveals that organizational culture has a significant effect on employee performance in UMEME of R Square indicates the Coefficient of Determination which was found to be 0.148 translating to 14.8% which implies that the construct (organisational culture) accounted for 14.8% of employee performance in UMEME. This implies that organizational culture influences employee performance by 14.8%. The remaining balance can be explained by other factors that are beyond this study.

On interviewing the operation’s supervisor about whether the organisation has a well-defined culture, he answered, *“Umeme stands on core values which are well*

*defined like, integrity, fairness and transparency in all dealings and are all impacted into every employee such that he/she knows the right decision to be made. Knowing the values helps to reduce customer complaints and avoid sexual harassment amongst the employees, regardless of knowing these values, some employees still break rules and regulations in line with core values which paints a bad image of Umeme to the public and this also negatively affects the performance of the organization”*

When asked about the effect of team work across the organization, one of the supervisor said *“all teams work as one for example on no pole connections they must always work in pairs that is a lines man and a mate. This is to control near-misses and ensuring that customers are connected in time. For pole service, at least 14 casual workers combine their effort to ensure the pole is erected in the shortest time period. This kind of team work is encouraged across the organization so as to speed up the task which has greatly improved on the performance.*

On interviewing the branch manager about clients’ needs, he said *“all the employees are trained in a way that they know exactly what clients need and this case they exercise good customer service. They all train clients on the usage of meter connected like how to purchase yaka token, how to load it on the interface unit, what to do when experience any power shortage by either calling them for assistance or calling customer care. Clients’ feedback indicates good services and are rated 5. However, there are those complaints of field staff soliciting money or demanding money from clients at connection or surveying. We are facing this as the biggest threat to the communities which we have tried to eliminate by punishing any doer or even imprisoning them. This has made them respect the values of the company*

such as integrity. This has positively improved on the performance of the employees.

#### 4.4.3 Descriptive Findings Training

This section sought the respondent's responses regarding training in UMEME. Data on this objective was collected and presented in Table 4.6 below;

**Table 4.7 Descriptive Findings on Training in UMEME**

Statement	SD	D	N	A	SA	Mean	Std Dev	Comment
Employees understand the training operations of the organisation.	17.1%	17.1%	9.8%	26.8%	29.3%	3.34	1.493	Moderate
The organisation understands training needs of the employees.	4.9%	26.8%	22.0%	31.7%	14.6%	3.24	1.157	Moderate
The organisation has the ability to adjust to new setting roles and responsibility.	7.3%	19.5%	9.8%	48.8%	14.6%	3.44	1.184	Moderate
The organisation carries out training for all its employees.	9.8%	22.0%	9.8%	48.8%	9.8%	3.27	1.205	Moderate
Employee training needs are all met by the organisation.	4.9%	17.1%	14.6%	48.8%	14.6%	3.51	1.098	Moderate

The organisation offers clear information on its operations to employees.	4.9%	14.6%	17.1%	46.3%	17.1%	3.56	1.097	Moderate
Various training methods are adopted by the organisation	7.3%	29.3%	12.2%	41.5%	9.8%	3.17	1.181	Moderate
AVERAGE						3.361	1.202	Moderate

Source: Field Data (2025)

Findings on whether employees understand the training operations of the organisation, results presented in the table 4.7 above reveal that 26.8% and 29.3% of the respondents were agreeing to the statement, followed by 17.1% and 17.1% of the respondents who disagreed while 9.8% were uncertain about the statement. The calculated mean scores of 3.34 and standard deviation of 1.493 indicate that the employees understand the training operations of the organisation to a moderate level.

Regarding whether the organisation understands training needs of the employees, findings presented in the table above reveal that majority of the respondents 31.7% and 14.6% were agreeing to the statement, followed by 26.8% and 4.9% who disagreed while 22.0% were uncertain about the statement. The calculated mean score of 3.24 and standard deviation of 1.157 signify that the organisation understands training needs of the employees to a moderate extent and this implies that they are in a good position to address them.

On whether the organisation has the ability to adjust to new setting roles and responsibility, findings presented in the table above show that majority of the

respondents 48.8% and 14.6% agreed to the statement, 19.5% and 7.3% of the respondents disagreed while 9.8% were neutral about the statement. The calculated mean score of 3.44 and standard deviation of 1.184 indicates that the organisation has the ability to adjust to new setting roles and responsibility to a moderate level. Regarding whether the organisation carries out training for all its employees, findings presented in the table 4.7 above indicate that 48.8% and 9.8% majority of the respondents agreed to the statement, 22.0% and 9.8% of the respondents disagreed with the statement while 9.8% were uncertain about the statement. The findings are supported by a mean score of 3.27 and standard deviation of 1.205 which signify that the organisation carries out training for all its employees at a moderate level.

Results in the table above show that 48.8% and 14.6% of the respondents agreed that employee training needs are all met by the organisation, followed by 17.1% and 4.9% who disagreed while the least 14.6% of the respondents were uncertain about the statement. The findings are supported by a mean score of 3.51 and standard deviation of 1.098 which signify that employee training needs are all met by the organisation to a moderate level.

On inquiring whether the organisation offers clear information on its operations to employees, findings presented in the table above show that 46.3% and 17.1% of the respondents were agreeing to the statement, 14.6% and 4.9% disagreed while 17.1% were uncertain about the statement. The findings are supported by a mean score of 3.56 and standard deviation of 1.097 which signify that the organisation offers clear information on its operations to employees to a moderate level.

Regarding whether various training methods are adopted by the organisation, findings presented in the table above show that 41.5% and 9.8% of the respondents

agreed with the statement, followed by 29.3% and 7.3% who disagreed while the least 12.2% of the respondents were uncertain about the statement. The calculated mean of 3.17 and standard deviation of 1.181 indicates a high variation in responses. The findings mean that various training methods are adopted by the organisation to a moderate level.

**Table 4.8. Model Summary showing effect of training on employee performance in UMEME**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.580 <sup>a</sup>	.336	.319	.60636	.336	19.768	1	39	.000	

a. Predictors: (Constant), training

The most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (employee performance) which can be explained by one construct (training). This reveals that organizational culture has a significant effect on employee performance in UMEME of R Square indicates the Coefficient of Determination which was found to be 0.336 translating to 33.6% which implies that the construct (training) accounted for 14.8% of employee performance in UMEME. This implies that training influences employee performance

by 33.6%. The remaining balance can be explained by other factors that are beyond this study.

### **Qualitative findings of training on employee performance.**

When one of the Supervisors was interviewed on the trainings needs of the employees and its effect on the performance, he calmly said *“Umeme has had a demand and need to expand electricity supply by adding a high number of clients to its connection grid within time, the organisation has been able to recruit qualified personnel easy to be trained. Given that training resources are available like weekly workshops and monthly safety trainings, this has greatly helped employees perform their duty after getting hands on skills and this improved on their performance and high volumes of clients connected monthly and reduction of near-misses.”*

What are some of the training methods that are being used by UMEME in Mbale city?

One of the supervisor was asked about training strategies and types carried out in the organization and he responded. *“Trainings are done in specific periods like workshops, group trainings, classroom/boardroom trainings, simulations, leadership development skills and others. These trainings aim at skilling employees so as they perform their duties. We have tried to do our best only that we have some challenges of employees not willing to be trained claiming to be busy throughout the year. The organization is looking into creating a specific period for different department take part. Other challenges are administrative and might not be discussed without permission from head office.”*

#### 4.4.4 Descriptive Findings on Mentoring

This section sought the respondent's responses regarding mentoring in UMEME. Data on this objective was collected and presented in Table 4.7 below;

**Table 4.9 Descriptive Findings on Mentoring in UMEME**

Statement	SD	D	N	A	SA	Mean	Std Dev	Com ment
The organisation carries out mentoring for all its employees.	7.3 %	43. 9%	12.2 %	29.3 %	7.3 %	2.85	1.15 2	Low
There is an existing relationship between new comers and other employees of the organisation.	9.8 %	48. 8%	12.2 %	29.3 %	0.0 %	2.61	1.02 2	Low
New employees are given appropriate assistance.	22.0 %	51. 2%	14.6 %	9.8 %	2.4 %	2.20	.980	Low
Career development and guidance are offered to employees.	0.0 %	39. 0%	12.2 %	48.8 %	0.0 %	3.10	.944	Mode rate
Mentorship has helped employees improves their	7.3 %	43. 9%	24.4 %	14.6 %	9.8 %	2.76	1.11 3	Low

self-confidence hence increasing performance								
Staff mentoring enabled staff to develop the core skills and competency for the job	9.8 %	46.3 %	12.2 %	26.8 %	4.9 %	2.71	1.12 3	Low
Average						2.45	1.05 56	Low

Source: Field Data (2025)

Concerning whether the organisation carries out mentoring for all its employees, findings in the table 4.9 reveal that 43.9% and 7.3% of the respondents agreed to the statement, 29.3% and 7.3% of the respondents disagreed with the statement while 12.2% were uncertain about the statement. The calculated mean score of 2.85 and standard deviation of 1.152 indicate that the organisation carries out mentoring for all its employees to a low level.

Regarding whether there is an existing relationship between new comers and other employees of the organisation, findings presented in the table above reveal that 48.8% and 9.8% of the respondents agreed to the statement, 29.3% of the respondents agreed while 12.2% were uncertain about the statement. The findings are supported by a mean score of 2.61 and standard deviation of 1.022 which signify that the existing relationship between new comers and other employees of the organisation is at a low level.

On whether new employees are given appropriate assistance, findings presented in the table above show that 51.2% and 22.0% of the respondents disagreed with the

statement, 14.6% were neutral while 9.8% and 2.4% of the respondents agreed with the statement. The stated mean score of 2.20 and standard deviation of 0.980 indicates that new employees are not given appropriate assistance.

On whether career development and guidance are offered to employees, findings presented in the table above reveal that 48.8% of the respondents agreed to the statement, 39.0% disagreed while 12.2% of the respondents were uncertain about the statement. The findings are supported by a mean score of 3.10 and standard deviation of 0.94 which signify that career development and guidance are offered to employees is at a moderate level.

Regarding the statement “Mentorship has helped employees improves their self-confidence hence increasing performance,” findings presented in the table above reveal that 43.9% and 7.3% of the respondents agreed with the statement, followed by 24.4% who were uncertain while 14.6% and 9.8% of the respondents agreed with the statement. The f=calculated mean score of 2.76 and standard deviation of 1.113 indicates that mentorship has helped employees to improve their self-confidence hence increasing performance to a low level.

On whether staff mentoring enabled staff to develop the core skills and competency for the job, findings presented in the table above show that 46.3% and 9.8% of the respondents disagreed with the statement, 26.8% and 4.9% of the respondents agreed while 12.2% were uncertain about the statement. The calculated mean score of 2.71 and standard deviation of 1.123 indicates that staff mentoring enabled staff to develop the core skills and competency for the job is at a low level.

**Table 5.0. Model Summary showing effect of mentoring on employee performance in UMEME**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.715 <sup>a</sup>	.511	.499	.52041	.511	40.782	1	39	.000	

a. Predictors: (Constant), mentoring

The most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (employee performance) which can be explained by one construct (mentoring). This reveals that organizational culture has a significant effect on employee performance in UMEME of R Square indicates the Coefficient of Determination which was found to be 0.511 translating to 51.1% which implies that the construct (mentoring) accounted for 51.1% of employee performance in UMEME. This implies that mentoring influences employee performance by 51.1%. The remaining balance can be explained by other factors that are beyond this study.

When the Branch manager was asked whether employees are mentored by the organisation, he frankly said *“Truthfully the organisation has not been able to carry out extensive mentorship activities simply because some of these activities are expensive and most of the employees focus on short term achievements and pay less attention to long term outcomes and because of this the company has not been able to put much emphasis on mentorship related activities although we try to mentor them and their participation has improved on their performance positively”*

On interviewing the branch manager about the effect of mentorship and its strategies, he said *“we have consistently laid various mentoring opportunities starting with supervisors at different departmental level becoming mentors to their juniors. We have also introduced every week mentoring programme with the consultant who helps employees discover their talents and exercising their skills to better both their personal development and company development. The company has given individuals choose their parent mentors on a regional level whom they contact daily to learn new things from. This is aimed at ensuring employees work freely focusing not only on the company but also focusing on life after Umeme.”*

A correlation and a multiple regression were run to determine the relatedness of the three independent constructs (organizational culture, training and mentoring) and their overall effect on Employee Performance in UMEME. The results are presented in the following tables. The results in Table 5.0 above revealed that all the three constructs are strongly correlated with Employee Performance in UMEME.

**Table 4.7.2: Multiple Regression**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.776 <sup>a</sup>	.602	.570	.48182	.602	18.692	3	37	.000

a. Predictors: (Constant), mentoring, organizational culture, training

Source: Field Data (2025)

Results in the model summary table 4.7.2 that R Square = 0.602. This implies that three variables of organizational culture, training and mentoring together predict employee performance by 60.2%. In other words, whenever organizational socialization dimensions are improved and strengthened, they positively affect employee performance by 60.2%, and then the remaining percentage is due to other factors.

The researcher also ran regression analysis to ascertain the individual contributions of the dimensions of project management on operational performance. The results are presented in table 5.1 below.

**Table 5.1 Regression Coefficients**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.368	.409	.269	.901	.373
	Organizational culture	.272	.125	.269	2.182	.036
	training	.066	.139	.071	.473	.639
	mentoring	.548	.113	.640	4.867	.000

a. Dependent Variable: employee performance

Source: Field Data (2025)

Results in the table 5.1 above reveals that organizational socialization through organizational culture, training and mentoring all have a positive effect on employee performance. For example, mentoring has a positive contribution of 0.640 on

employee performance while organizational culture has a positive contribution of 0.269 on employee performance and on the other hand, training has a positive contribution of 0.071 on employee performance. The results therefore imply that mentoring activities yields 0.640 which is positive and significant implying that there is improvement in employee performance due to mentoring. Organizational culture yields a 0.269 of positive and significant improvement on employee performance. On the other hand, training results into a 0.071 positive and insignificant which implies a need to improve on training of employee. Therefore, mentoring and organizational culture are strong and positive significant predictors of employee performance while training is positive but weak in predicting employee performance and need much attention so as to improve.

## CHAPTER FIVE

### DISCUSSION AND INTERPRETATION OF FINDINGS

#### 5.1 Introduction

This chapter discusses and interprets the research findings while examining the extent to which the study managed to achieve the set objectives. The findings were triangulated with other studies to strengthen the analysis. Study also discusses and explains the results and their relationship to set research questions

#### 5.2 Organisationl Culture and Employee Performance

Basing on the study finding, the mean scores of 3.275 indicated moderate level of agreement with that organizational culture affected employee performance. This signifies that organizational culture when emphasized within the organisation positively affect employee performance of the organisation. The findings are in tandem with Van Maanen, (1979) who noted that organizational culture involves learning and acquiring new culture of the organisation and behaving according to its expectations. The study also indicated that the organisation having a well-defined culture was at a low level and this implies that the new and old staff will find it hard to fit in the organisation as it will be hard for them to appreciate the culture of the organisation. The study also indicated that understanding of customer needs across the organisation is a moderate level. This implies that getting to understand the needs of the customer helps the organisation meet these needs satisfactorily. The staff highly observe organisational values to a moderate level hence implying that when staff respect the values of the organisation, they become submissive and tend to show more commitment towards their work. In terms of the effect, organisational culture accounts for 14.8% of the variations in employee performance. This implies

that organisational culture is a weak but significant predictor of employee performance in UMEME. These findings resonate with Ojo O. (2018) who noted that despite the plethora of studies on organizational culture / socialization in the last few decades, the empirical evidences emerging from various studies about the effect of organizational culture on performance have so far yielded mixed results that are inconclusive and contradictory.

### **5.3 Training and Employee Performance**

The findings represented in the descriptive statistics give a fairly general picture. The grand mean stands at 3.361, which was strengthened by the standard deviation at 1.202. The results therefore give a fairly a general picture indicating that training moderately affects employee performance at UMEME. This is in tandem with (Leonard-Barton,1992) who noted that an organisation that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training.

The findings reveal that training is positively correlated to employee performance by 58 % at  $p= 0.000$ . In terms of the effect, training accounts for 33.6% of the variations in employee performance. This implies that training is a significant determinant of employee performance in UMEME. The findings are supported by Houser, (2006) who believes that a good source of gaining competitive advantage, training is the only way of developing organizational intellectual property through building employees competencies.

#### **5.4 Mentoring and Employee Performance**

The findings represented in the descriptive statistics give a fairly general picture. The grand mean stands at 2.45, which was strengthened by the standard deviation at 1.1045. The results there give a fairly a general picture indicating that mentoring affects employee performance at a low level in UMEME. In terms of the effect, mentoring being one of the variables accounts for 33.6% of the variations in employee performance. This implies that mentoring is a moderate and significant predictor of employee performance in UMEME. These findings are supported by Allen T. D. (2007), who noted that mentoring is a system of semi-structured guidance where one person (Mentor) or a group of people (mentors) share their knowledge, skills, and experience to assist others in progressing in their own lives and careers. Similarly, the findings also agree with Godshalk and J. J. Sosik (2024) who suggest that a mentor is a person with experience and expertise, who is committed to providing better assistance and career mobility for the protégé.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Introduction

The chapter covered the conclusion and recommendations and presented according to the specific objectives of the study. The chapter also includes areas for further research as follows;

#### 6.2 Conclusions

##### 6.2.1 Organisational Culture and Employee Performance

The study concludes that organizational culture positively affects employee performance in UMEME and this implied that when the more emphasis on ensuring that all employees are made aware of the culture and values that govern work, the performance is enhanced. The study also concluded that the organisation to a low extent has a well-defined culture and this may greatly affect the morale to perform better by the staff. Teamwork and cooperation among employees in the organisation is at a moderate level and this plays a significant role in improving the performance of the staff in UMEME.

##### 6.2.2 Training and Employee Performance

The study concluded that training played a significant role towards improving employee performance in UMEME and hence implying that providing timely training to all the staff helps improve their skill set and hence produce better work results. Training has greatly helped the staff to get to understand their work in a much better way. The employees in the organisation have the ability to adjust to new setting roles and responsibility.

### **6.2.3 Mentoring and Employee Performance**

The study concludes that mentoring being one of the variables in this study also plays a significant role in improving staff performance and hence putting more emphasis and having more mentors in the organisation can greatly help improve performance of the staff. Existing relationship between new comers and other employees of the organisation is at a low level.

### **6.3 Recommendations**

The following recommendations were made as per the specific objectives

#### **6.3.1 Organisational Culture and Employee Performance**

The management of UMEME should put more emphasis in ensuring that the employees are all well versed with the values of the organisation as this shall help promote positive work teams. More emphasis should as well be put towards ensuring that the culture established in the organisation is well explained to staff so that they get to know what is expected of them. More emphasis should as well be put towards ensuring that all employees get to understand and appreciate the needs of the customers of the company.

#### **6.3.2 Training and Employee Performance**

The company should put more emphasis on ensuring that routine training is provided to the staff at all levels as this shall help improve on their skill set and hence enhance performance. Emphasis should as well be put on ensuring that staff flexibility is emphasized such that the staff can be able to move from one task to another.

#### **6.3.3 Mentoring and Employee Performance**

The management of UMEME should put more emphasis towards strengthening the mentoring activities of the organisation as this plays a key role in grooming staff to be better people. The organisation should as well put more emphasis towards

providing the necessary assistance to new staff and also promote a health work environment that is aimed at promoting good relations among the staff.

#### **6.4 Areas of further research**

The researcher suggests that a further study should be carried out to establish the relationship between recruitment process and employee performance at Umeme Mbale city.

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## APPENDICES

### Appendix I: Questionnaire

Dear respondent, I am Tumwebaze Pastor a student of Uganda Christian University pursuing a master of business administration. As an academic requirement, I am meant to undertake research as a partial fulfillment of the requirement for the award of Master of business administration. So, kindly feel free to respond to the questions listed below which are related to subject of the study, “Organisational socialization and employee performance in Umeme Mbale City”.

#### SECTION A: DEMOGRAPHIC CHARACTERISTICS (tick where appropriate)

##### 1. Education level

Certificate	Diploma	Bachelor's degree	Master's/post graduate	Professional ACCA, CPA, CISPS etc

##### 2. Department

Operations	Engineering	Metering	Finance	Information Technology	Human Resource	Customer Service

**3. Position held in the organisation.**

Manager	Accountant	Supervisors	field Staff	Customer Relations officer	Stores officers

NB: In the sections below there are statements intended to measure the extent to which you agree or disagree. Kindly indicate with a tick inside the box, circle/tick (against) the number that best represents your views on the given statements or fill in the blank spaces provided on a scale of 1-4 as follows;

*Criteria: 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree*

**SECTION B: Organizational / Institutional culture.**

S/N	STATEMENT	RATING				
		SD	D	NS	A	SA
1	The organisation has a well-defined culture					
2	There is existence of shared assumptions among employees in the organisation.					
3	There is teamwork and cooperation among employees in the organisation					

4	There is understanding of customer needs across the organisation.					
5	All staff highly observes organisational values					
6	Organisational culture has helped in improving the overall performance of employees in this organisation					

S/N	STATEMENT	RATING				
		SD	D	NS	A	SA
1	Employees understand the training operations of the organisation.					
2	The organisation understands training needs of the employees.					
3	The organisation has the ability to adjust to new setting roles and re` sponsibility.					
4	The organisation carries out training for all its employees.					
5	Employee training needs are all met by the organisation.					

6	The organisation offers clear information on its operations to employees.					
7	Various training methods are adopted by the organisation					

**SECTION C: Training in UMEME**

**SECTION D: MENTORING IN UMEME**

S/N	STATEMENT	RATING				
		SD	D	NS	A	SA
1	The organisation carries out mentoring for all its employees.					
2	There is an existing relationship between new comers and other employees of the organisation.					
3	New employees are given appropriate assistance.					
4	Career development and guidance are offered to employees.					
5	Mentorship has helped employees improves their self-confidence hence increasing performance					

6	Staff mentoring enabled staff to develop the core skills and competency for the job					
7	Mentoring helps mentees Improve confidence in their ability to execute the task at hand					

**SECTION E: Employee Performance.**

S/N	STATEMENT	RATING				
		SD	D	NS	A	SA
1	Employees always complete their tasks on the time allocated.					
2	Employees' ability to work has increased the revenue to the organisation.					
3	Employees have the ability to perform without any supervision.					
4	Employees have positive attitude towards the organisation.					
5	Employees are devoted to their tasks					
6	The employees actively explores new possibilities to complete the given tasks due to training					

7	Employees have the ability to identify how to create more value for customers by addressing current problems					
8	The quality of work produced by the employees has greatly improved					

## **APPENDIX III: INTERVIEW GUIDE TO TOP MANAGEMENT STAFF**

### **TRAINING IN UMEME**

1. What is your perception regarding employee performance in Umeme in Mbale city?
2. Do you think the training efforts are yielding any positive results?
3. What are some of the training methods that are being used by UMEME in Mbale city?

### **MENTORING IN UMEME**

1. What is your opinion regarding the various mentoring strategies used in this organization?
2. Do you think Career development and guidance are offered to employees are yielding any positive results?
3. What is your opinion regarding the confidence of employees after being mentored?

### **ORGANIZATIONAL / INSTITUTIONAL CULTURE**

- 1 What is your opinion regarding UMEME's culture on employee performance?
- 2 In your opinion, do you think teamwork and cooperation among employees in the organization is yielding any positive results?
- 3 How would you gauge the understanding of customer needs by the employees across the organization?

Thank you for your time.

**End of Interview**

**Thanks for your cooperation**

**APPENDIX IV: Table for determining sample size of a known population.**

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N is population size

Source: Krejcie & Morgan 1970

S is sample size

**APPENDIX V: DISSERTATION CORRECTION COMPLIANCE REPORT.**



# UGANDA CHRISTIAN UNIVERSITY

**A Centre of Excellence in the Heart of Africa**

**UGANDA CHRISTIAN UNIVERSITY**

**SCHOOL OF RESEARCH & POSTGRADUATE STUDIES**

**DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)**

**Date:** ..... 16/09/2025 .....

**Name of Candidate:** TUMWEBAZE PASTOR **Reg. No:** S19/MUC/MBA/009

**Title of Dissertation** ORGANISATIONAL SOCIALISATION AND EMPLOYEE PERFORMANCE IN UMEME MBALE CITY

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Abstract lacks clear methodology and key findings	Addressed	Preliminary page (xi)
2	The historical review is overextended and at times irrelevant to the study context.	Addressed	Pages 1, 2,3 and 4 corrected
3	The explanation of methodology is unnecessarily repetitive.	Addressed	Pages 22-36 corrected
4	<ul style="list-style-type: none"> <li>i. APA style and eliminate non-credible sources.</li> <li>ii. Edit the entire text for grammar, coherence, and conciseness.</li> </ul>	Addressed	Corrected from page1-47
5	Statistical analysis is reported but not sufficiently interpreted; regression results are included without a detailed explanation	Addressed	Pages32-40 corrected

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	List of Figures missing.	addressed	preliminary page xi

2	The summary of literature is missing	Addressed	Page 18, corrected
3	Some sections show the futuristic nature of the methodology used by the candidate yet its assumed the student already completed field work and report writing	Addressed	Pages 20-25 corrected
4	The use of Krejcie and Morgan table in population determination and sampling needs to be revised as its misleading	Addressed	Pages 20 and 21 corrected
5	The candidate should ensure the conclusions address the research objectives by stating the level significance levels.	addressed	Page 48 corrected

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Correct population and sample size	addressed	Page 20 & 21
2	Emphasized focus on regression coefficients and the significance	addressed	Page 45 corrected
3	Explaining the relevance of the McClelland's human motivational theory to the study	Addressed	Page 7 explained
4	Include recommendations	addressed	Included on page 50
5	Requested to present data collection methods used	addressed	Explained

TUMWEBAZE  
PASTOR

*[Handwritten Signature]*

PHOENIX  
KUKA

*[Handwritten Signature]*

.....  
Candidate's Name

.....  
Signature

.....  
Supervisor's Name

.....  
Signature

**APPENDIX VI: LETTER OF INTRODUCTION TO CARRY OUT RESEARCH**



**UGANDA CHRISTIAN  
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**  
A Centre of Excellence in the Heart of Africa

**Department of Business**

To MANAGER  
UMEME MBALE

Dear Sir/Madam,

**Re: Academic Research**


Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss TUMWEBAZE PASTOR  
Of Registration Number; S19/MUC/MBA/009 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree  
MASTER OF BUSINESS ADMINISTRATION

He/ she is required to carry out an academic research on the topic  
ORGANISATIONAL SOCIALIZATION AND EMPLOYEE PERFORMANCE  
IN UMEME MBALE ~~MBALE~~ CITY

and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.  
Thank you.  
Yours faithfully,

  
.....  
**Omache Henry**  
**HOD- Business Department**

