MANAGERIAL SKILLS AND ORGANISATIONAL PERFORMANCE IN GOVERNMENT MINISTRIES: A CASE OF MINISTRY OF WORKS AND TRANSPORT UGANDA

BY

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DECLARATION

I. Sophia Namugenyi hereby declare that this research dissertation is my own effort and original work and that it has never been produced or submitted to Kyambogo University, or any other Universities or any higher Institute of Learning for any academic Award.

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APPROVAL

This research dissertation has been under our supervision and is now ready for submission for examination purposes

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DEDICATION

I dedicate this research dissertation to my Mother Ms. Flavia Zeridah Nassuna, my husband Nyenje Fred Daniel, my children Flavia Zeridah Nakakande, Michael Henry Buwembo, Samuel Jon Joe Kabuye, Fidel Daniels Mukwaya and Francis Denzel Lutakome, my sisters Dr. Lillian Matovu, Jackie Namugenyi, brothers Samuel Busulwa, Bob Evans Katumba and Daniel Mayanja and to all my friends especially Masters Students 2017. Thank you for the support, encouragement and the knowledge we are sharing.

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LIST OF ACRONYMS AND ABBREVIATIONS

CMA	: Commissioner Maritime Administration
CPS	: Commissioner Public Structures
DEW	: Director of Engineering and Works
DOT	: Director of Transport
EIC	: Engineer in Chief
MA	: Maritime Administration
MOWT	: Ministry of Works and Transport
PDU	: Procurement Department Unit
PE	: Principal Engineer
PEE	: Principal Electrical Engineer
PQS	: Principal Quantity Surveyor
PS	: Permanent Secretary
R&B	: Roads and Bridges
TOC	: Theory of Constraints

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ABSTRACT

This study examined the influence of managerial skills on organisational performance in government ministries using Ministry of Works and Transport as a case study. The study was motivated by the low organisational performance demonstrated in terms of low efficiency and effectiveness. In this study, managerial skills were independent variable measured using technical, conceptual and interpersonal skills. Organisational efficiency was the dependent variable measured by its efficiency and effectiveness. The study objectives were to analyse the influence of technical skills on organisational performance; examine the influence of conceptual skills on organisational performance and to assess the influence of interpersonal skills on organisational performance at Ministry of Works and Transport. A case study design utilizing mixed methods approach was adopted. A total of 91 participants were engaged, selected by simple random and purposive sampling techniques. Questionnaires and interviews were used for data collection. Findings show there is a strong positive relationship between technical skills and organisational performance (r= .885, beta= .367, $p<.05$); conceptual skills and organisational performance (r= .780, beta= .367, $p<.05$) and between interpersonal skills and organisational performance (r=.804, beta=.113, $p<.05$). Overall, managerial skills predicted 82.9% of organisational performance at the Ministry. All the null hypotheses were rejected, and it was concluded that managerial skills present a strong influence on organisational performance of government ministries. Major recommendations included supporting management with managerial skills through more workshops, conferences, seminars, capacity building, and field excursions. Management need also to doe job enrichment, team building, and put in place managerial meetings, managers' online-platform and trainings. There is also need to encourage a two-way communication approach. Further research should also be done managerial skills and organisational performance in other Ministries, Departments and Agencies in Uganda, and as a comparative study with other countries.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study explored managerial skills and organisational performance in Government Ministries. Specifically, it focused on Ministry of Works and Transport of Uganda. Managerial skills were conceptualised as technical, conceptual and interpersonal skills and constituted the independent variable. In addition, Organisational Performance-the dependent variable was measured basing on performance effectiveness and efficiency. Despite having a clear managerial structure and with enriched skills, MoWT has been performing below performance targets over the last years. Consequently, this motivated conducting a study to ascertain the influence of Managerial Skills on Organisational Performance at the Ministry.

Besides the background, this chapter also includes the statement of problem, study objectives, research questions, hypotheses and scope of study. The significance, justification, conceptual framework and definition of operational terms are also presented.

1.2 Background to the Study

In this section, the historical, theoretical, conceptual and contextual background perspectives of the study are explored.

1.2.1 Historical Perspective

Organisational performance has remained an important in ascertaining success of organisations. Studies on Organisational performance emphasise not only efficiency in achieving mission, goals and objectives, but also time and cost effectiveness (Lucianetti, Battista & Koufteros, 2018; Maestrini et al., 2018). Although these studies do not comprehensively cover public sector' performance, they point out the managerial skills is key in steering organisational performance. And

so organisational performance is an outcome of activities of management and employees. Globally, organisational performance has been aggravated by a shift in managerial placements by skills required. In early 1990s, many organisations focused on elevating their performance through improvement in human skills and information technology (IT) skills, but the post 2010 has focused on how management exhibit these skills at their stations.

In the new millennia, countries have invested in managerial efficiency, with keen interest in boosting organisational outcomes (Sinquobile, 2019). In the United States of America (USA), routine managerial trainings are offered to support organisational change and performance. Several efforts have been done in late 2000s, to improve management in Asia, Europe and Africa (Brusco, Singh, Cradit & Steinley, 2017). In many of these instances, strides in managerial skilling have supported performance of many firms, though the public sector is less covered. Cognizant of different managerial training backgrounds, organisations use varying approaches to empower managerial skills. However, in post 2000s, focus has been on conceptual, technical and interpersonal relations.

Attention to organisational performance in the public sector has been as key as the private sector in Africa since colonial times (Sinquobile, 2019). While in 1970s and 80s, Africa countries including Nigeria, Ghana, Egypt, Uganda and Kenya had a progressive in business management, several performance gaps continued to prevail accelerated by political turmoil. In the early 1990s while emphasising management by Objective (MBO) and result-oriented approaches, several countries experienced a positive shift in performance in their Ministries, Agencies and Departments (MDA's). However, this was not specific to MDA or country. Whereas scholars have given attention to organisational performance, provision of effective and efficient public services has persistently remained unrealised in many African countries to date. In Uganda, organisations categorised as MDAs in fulfilment of their mandate basing on public sector frameworks and national budget have

failed to meet their performance targets. In this study, attention was on Ministry of Works and Transport (MoWT) in Kampala, Uganda.

A study done in 2017, showed, that Ministry of Works and Transport (MoWT) experienced critical challenges in operational performance (Auditor General reports for 2018) and several performance shortfalls in MoWT in 2019 (Auditor General Report, 2019). Since 1960s, Ministry of Works and Transport's performance has remained critical in supporting national economic development, though with persistent poor performance (MoWT' Annual Performance Report, 2019). The Ministry has 2,860 employees national wide and 279 at the headquarters alone to effect this performance of whom 120 are managers. As part of the public sector standards, MoWT has managers at strategic, tactical and operational levels. In several instances, management position bases not only on qualifications, but also skills and competences. It is this management while harnessing their skills that have over time supported MoWT in its pursuance of its mandate and performance outcomes. However, the ministry has failed to attain desirable performance. While studies have explored managerial skills in facilitating organisational performance especially in private sector (Lucianetti, et al., 2018; Sinquobile, 2019) less focus has been put on the public sector in practice and theory. The theory underpinning this study is presented in next section of this study' background.

1.2.2 Theoretical Perspective

This study was guided by the Management theory and the Katz theory.

The management theory was propounded by Mintzberg in 1973 (Katz, 1995; Nadeem, Adnan. & Akhtar, 2019). The Mintzberg's theory assumes that manager's actions are guided by organisation's mandate and levels of seniority (Kumar, 2015). Additionally, the manager's work is branded by pace, fragmentation of activities and required skills at various levels of management. The management theory is relevant for this study as it aligns skills to experiences by management roles

and responsibilities (Kumar, 2015). More so, the theory is used by managers to improve their skills and to organise their work. Hence drawing from this management theory, managers are able to improve their skills and exhibit them through performance as the theory emphasises skills and abilities to use resources and work environment demands (Mulder, 2016). However, management theory may not be an inducement to task accomplishment, and if so, it may not account for constraints and weakness in application of management theory to account for public sector performance. Hence in this study, management theory was complemented by Katz theory.

Katz in 1995, proposed, a theory that focused largely on effective Administration, and this has been widely used in public administration today (Katz, 1995). The Katz theory assumes that management is guided by technical, human, and conceptual skills that help the manager to set pace at which to accomplish the mission, vision and mandate of the organisation (Afshari, Honari, Abib, Qafouri & Jabari, 2013). Hence, as defined in Katz's theory, effective administration utilizes fundamental skills to foster activity execution and organisational performance. These skills may be at strategic, tactical and operation levels of management (Afshari et al, 2013) or manifested as technical, conceptual and interpersonal (Luminita, Iancu, Avram, Avram & Popescu, 2019). Consequently, skills influence managers' ability to perform their roles more efficiently, hence relevant for this study (Mulder, 2016). This theoretical perspective provided a benchmark for exploring managerial skills and organisational performance concepts as further described.

1.2.3. Conceptual Perspective

Organisational performance is a product of the process of formulating a strategy through which organization achieve its mission and objectives in long term (Nwokah, 2008). Performance is a nonstop stretchy process involving managers and employees acting within a framework that sets out

how best employees work to achieve required results (Armstrong, 2012). When managed well, organisations attain not only effective but efficient performance for its continuity (Nwokah, 2008). Proper organisational performance is evident at top, middle and low levels of management. Several works on organisational have assessed their performance on inputs of resources, agreeable levels of accomplishments, and actual outputs in relation to goals and objectives (Luminita et al, 2019; Cappelli, 2019). As a result, Organizational performance incorporates inputs and returns. Most organizations view their performance in terms of effectiveness (Armstrong, 2012) and efficiency of doing it. In private sector, organisational performance is expressed in market, financial and growth. To the contrary, public entities' performance must not only be efficient but also time and cost effective, whichever case, this also depends on skills of managers (Brusco et al, 2017).

Managerial skills describe the ability to generate business decisions and lead subordinates within a company (Mulder, 2016). More so, managerial skills could mean, manager's skills to effectively implement tasks (Ramaswamy, 2006). Scholarly works further show that managerial skills are held by manager, though influenced by workplace obligations, what managers do, and how they handle job functions into ideas and outcomes (Prasad, 2007). Most often this depends on their skills and may translate into organisational performance in long run. Several managerial skills are expected of managers, but in this study focus was on cognitive skills (generating mental faculty ideas), technical skills gained by utilising facilities and interpersonal skills through working with people.

In the public sector, there is need for good managerial skills, given that through these skills, mangers implement matters profitably, efficiently and manage risk that may fall to an organisation (Prasad, 2007). Nonetheless, managerial skills in public sector are shaped by not only position but also job requirements. This may influence their performance when tallied to organization's levels of

management (Ramaswamy, 2006; Razaghi, 2014). Top level managers require more of conceptual skills, as compared to technical skills and interpersonal skills compared to middle and low level managers. Hence, lapses in managerial skills may impede performance based on nature of organisation (Mujtaba, 2010). How this is relevant for public entities, may also vary on whether entity is a ministry, an agency or department. In most Ugandan ministries however, effectiveness of managerial skills in decision making has not been explored, and its influence on organisational performance in Uganda is not well researched. Uganda's public sector comprises many MDAs of which 20 are government ministries. Hence focus in this study was on exploring managerial skills and organisational performance at Ministry of Works and Transport in Uganda.

1.2.4 Contextual Perspective

The Ministry of Works and Transport (MoWT) is a cabinet level government ministry of Uganda mandated to plan, develop and maintain an economic, efficient and effective transport infrastructure and services by road, rail, water and air (MoWT Strategic Plan, 2019). Located in the heart of Kampala city, MoWT remain imperative in supporting government's multi-sectorial constructions, movement of goods, people and services (MoWT Annual Performance, 2019).

The ministry is managed by Cabinet minister, and Permanent Secretary who directly report to Cabinet and President. These manage and lead over 2,000 employees at head office and other liaison offices in districts (MoWT Strategic Plan, 2018). There is a structured flow of management at strategic, tactical and operations levels consisting 110 managers (MoWT Annual report, 2019). These managers foster fulfilment of the ministry's mandate and performance by utilising their professional skills and work experiences.

Like many other government ministries, Ministry of Works and Transport is faced with critical challenges in service delivery (MoWT Annual report, 2019). Even with increased funding, there are several complaints about the sorry state of country's road network questioning the ministry's credibility to deliver efficient, effective, and value-for-money public services. Although this could be due to procurement process, managerial skill in handling activities is pivotal and may not be excluded. Several projects have not been well performed. These include upgrade road works on Fort Portal Bundibugyo-Lumia road took 51 months instead of 6 months, the Masaka-Mbarara road upgrade valued at UGX. 44,791,587= which ought to have included extensions to Busega, Nsangi, Kamengo and Lukaya. These were not included costing an extra extension cost UGX.46, 744,465. This could have been avoided and incorporated in first works (Auditor General's Report, 2011). This was associated with managerial weaknesses. Indeed, other ineffective performance outcomes are delays in completion, increased costs and poor quality roads works along Kafu-Kiryandongo road and Kawempe-Kafu section, among other stalled works (Auditor General's Report: 2011). Recent cases of poor performance in the Ministry are delays in Katosi-Mukono road, and delayed Standard gauge railway (MoWT Annual report, 2019).

While these several times are blamed on operational and field officers, the genesis of this usually draws mainly from the management point of view. Unrealised project work, does not only show field based incompetence, but also a shortfall in planning by managers right from top to lower levels (MoWT Annual report, 2017). Most scholarly works have focused on field gaps and less on managerial skills (Allen & de Grip, 2012; Beaudry & Francois, 2010). Stallment of projects has become a progressive hindrance to effective fulfilment of Ministry's mandate, attracting attention for research. The poor delivery of public infrastructure, a core performance parameter at the ministry could be attributed to gaps in managerial skills. This has however not been explored by any

empirical study. Owing to this background, this study on Managerial Skills and Organisational Performance at Ministry of Works and Transport was inevitable and timely.

1.3 Statement of the Problem

Ministry of Works and Transport have been faced with organizational performance challenges for long. In 2016, a meagre delivery of public infrastructure services, delayed projects and deficiency of value for money attainment at ministry were noted (MoWT Annual report; 2017). Later in 2018 and 2019, several other poor performance attributes such as shoddy works, poor accountability for Mukono-Katosi road, and other delayed projects such as delayed gauge railway. All these depict unmet performance targets at the ministry (MoWT Annual report, 2019). In response, Ministry of Works and Transport has put in place strategies such as performance evaluation processes for projects, outsourcing consultancy firms, and training for individual staff to deliver the ministry's mandate (Ministry of Works and Transport performance report; 2017; 2019). Likewise human resource policies in place which demonstrates a commitment to human capital development considerations of talent attraction and development based on competency commitment.

Despite of the instituted strategies to improve the ministerial performance, the situation continues to grapple with problems of delayed project implementation and completion (Auditor General's Report, 2016), budget overruns for several projects; failure to implement planned activities (Auditor General, 2016) unauthorized excess expenditure and persistent below target accomplishments (MoWT, 2019). Several works have focused on poor public sector performance but on other factors: project management (Abuya, 2015), financing (Ngazi & Ibrahim, 2018), and constructors' effectiveness but not on managerial skills. Where managerial skills have been considered, context has been private and not a government ministry (Kibuuka et al, 2015). The extent to which managerial skills influence organizational performance in a context of a government institution

remained unknown. As a result, this study examined the influence of managerial skills on organisational performance in government ministries using Ministry of Works and Transport as a case study.

1.4 General Objective

The study examined the influence of managerial skills on organisational performance at the Ministry of Works and Transport.

1.5 Specific Objectives of the Study

i) To analyse the influence of managerial technical skills on organisational performance at Ministry of Works and Transport

ii) To examine the influence of managerial conceptual skills on organisational performance at Ministry of Works and Transport

iii) To assess the influence of managerial interpersonal skills on organisational performance at Ministry of Works and Transport.

1.6 Research Questions

i. What is the influence of managerial technical skills on organisational performance at Ministry of Works and Transport

ii. What is the influence of managerial conceptual skills on organisational performance at Ministry of Works and Transport?

iii. What is the influence of managerial interpersonal skills on organisational performance at Ministry of Works and Transport?

1.7 Research Hypotheses

Ho_1: Technical managerial skills have no significant influence on organisational performance at Ministry of Works and Transport

Ho_2: Conceptual managerial skills have no significant influence on organisational performance at Ministry of Works and Transport.

Ho_3: Interpersonal managerial skills have no significant influence on organisational performance at Ministry of Works and Transport.

1.8 Scope of the Study

1.8.1 Geographical Scope

The study was carried out at Ministry of Works and Transport head office located in Kampala District. The head office was considered as the centre point for all management in the Ministry. All levels of decision making and necessary skill could be found at headquarters. This was helpful in accessing information about managerial skills and organisation performance of ministry. This informed actions by line public agencies and regional offices, accounting for entire organisational performance.

1.8.2 Content Scope

The study investigated effect of managerial skills on organisational performance at MoWT. Managerial skills was the independent variable and organisational performance-dependent variable. Managerial skills were measured basing on technical, conceptual and interpersonal skills, whereas organisational performance was measured on effectiveness and efficiency.

1.8.3 Time Scope

The study covered the time of operation of Ministry of Works and Transport from 2016 to-date. This period was opted for because it covered duration in which ministry (MoWT) focused on enhancing

managerial skills for all managers through conferences and workshops. More so, there had been persistent performance challenges at the ministry in this duration.

1.9 Significance of the Study

The study may enable the management of Ministry of Works and Transport policies with intention of enhancing organizational performance in form of effectiveness and efficiency. The findings generated from this study are useful in decision making regarding designing strategies and implementing strategies to enhance organizational performance. The results contribute to existing pool of knowledge and debate on managerial skills and organisational performance in the public sector. This in turn may be used as a future reference for other researchers by drawing examples from the Ugandan setting.

1.10 Justification of the Study

Following the continued declining organisational performance in public government ministries, the researcher was compelled to study how to address these problems as challenges had impacted on not only service delivery of ministry but also its performance (Auditor General's Reports 2017, 2018). According to Auditor General Report (2017), the ministry's level of effectiveness and efficiency was declining causing the ministry not to operate at optimum levels.

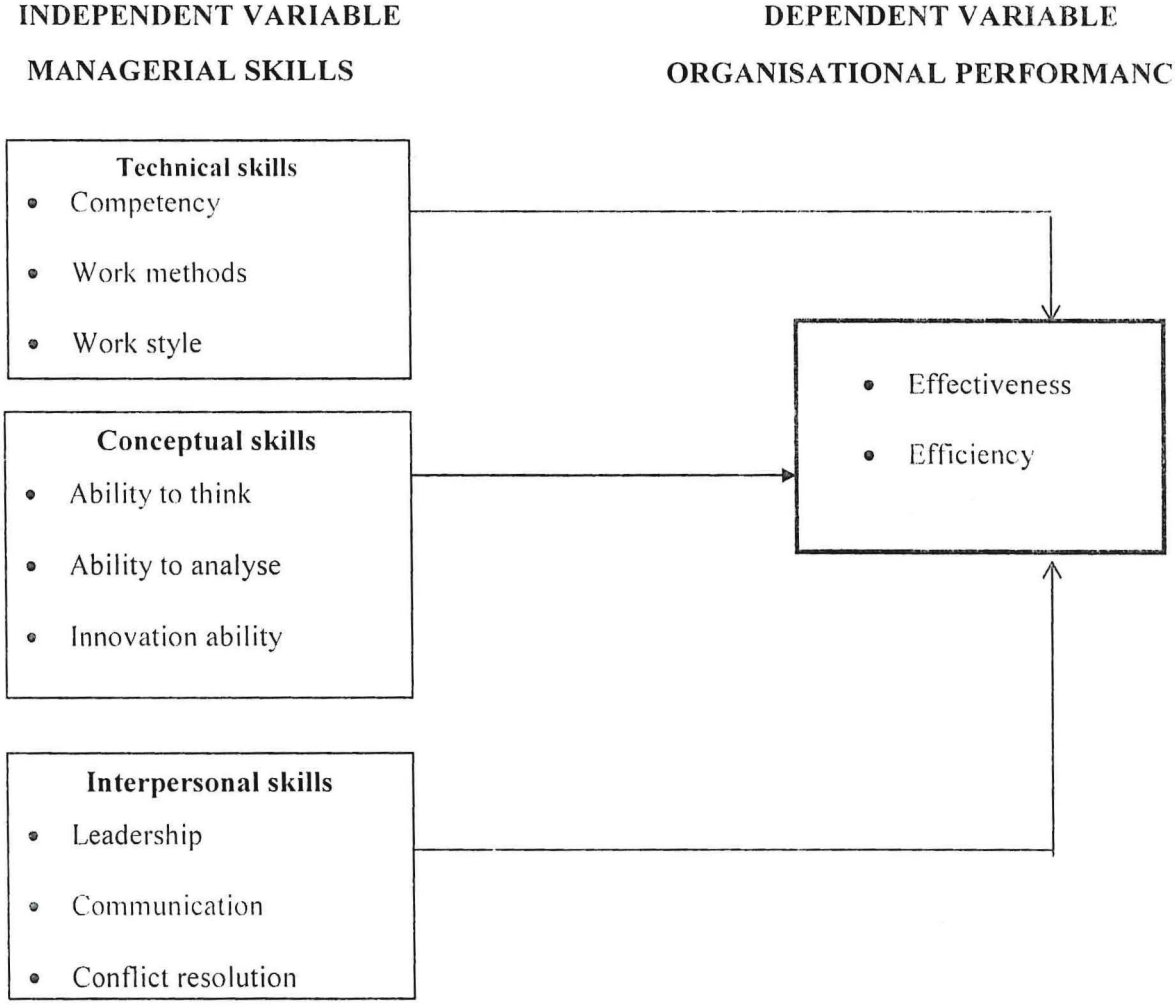
For the period 2015/2016 to 2017/2018, many of ministry's projects like Late Tito Okello House, Lukaya Market Construction, and Standard Railway Gauge were behind schedule, had stalled and were budget overruns projects. From the existing literature, lot of research had been carried out on managerial skills and other factors (Abuya, 2015; Beaudry & Francois, 2010; Kibuuka et al, 2015). However, no studies have been carried out to investigate the effect of managerial skills on organisational performance in government ministries like MoWT in Uganda. Therefore, the study

sought to fill gaps by exploring the influence of managerial skills on organisational performance at Ministry of works and Transport.

1.11 Conceptual Framework

A conceptual framework is either a graphical or narrative form of the main dimensions to be studied or the presumed relationship among them (Kombo & Tromp, 2010). The conceptual framework postulates relationships which improve understanding of the situation and explains the interface between the independent and dependent variables.

Figure 1: Conceptual Framework



Sources: *Armstrong (2012), Brusco et al, 2017; Mulder, 2016*

The above conceptual framework in the study demonstrates the effect of technical, conceptual and interpersonal skills on organisational performance. The technical skills, conceptual skills and interpersonal skills are the predicators of Managerial skills- independent variable. Technical skills, conceptual skills and interpersonal skills have been widely used in several works to measure managerial skills (Brusco et al, 2017).

Organisational performance was the dependent variable. The conceptual framework illustrates that organisational performance depends on the degree of managerial skills although this was prone for study. Organisational performance was measured basing on its effectiveness and efficiency as also illustrated in Nwokah (2008) and later by Armstrong (2012). Generally, the study model hypothesised that there is a relationship between managerial skills and organisational performance, other factors constant. This was a relationship proved through testing hypotheses set for this study.

1.12 Operational Definitions

- Skills. According to Green (2011), a skill is one of those social science words which mean ability, competence, aptitude and talent.

- Technical skills are abilities and knowledge needed to perform specific tasks (Razaghi, 2014). Mulder (2016) also ddescribes technical skills as knowledge and proficiency in specific kind of activity involving methods, processes, procedures, or techniques by application of facilities.

- Conceptual skills are the ability to work with ideas and concepts (Ghalandar, 2012)

- Interpersonal skills are those essential skills involved in dealing with and relating to other people, largely on a one- to-one basis (Barakat, 2007)

- Managerial skills refer to the ability to use one's knowledge effectively and readily in execution or performance (Razaghi, 2014).

- Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives) (Armstrong, 2012).

1.13 Conclusion

In conclusion, this chapter provided an insight on the background of the study clearly stating the problem of study and pointing out the general and specific objectives that guided the study, scope of the study, contributions and reasons for carrying out the study are also presented. Included also is the conceptual framework which identified the independent and dependent variables. Therefore, it provided ground for review of the existing literature in regard to the study objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter set out to review literature regarding the effect of managerial skills on organizational performance. Firstly, a review of theoretical issues on managerial skills and how this was associated with organizational performance was done. Secondly, is a review of managerial skills and organisational performance concepts. The chapter further presents a review of related studies on the relationship between technical, conceptual and interpersonal skills and organisational performance. The prevailing literature review also identified research gaps which this study sought to address. The chapter winds up with a conclusion to the review.

2.2 Theoretical Review

Mugenda and Mugenda (2005) defined a theory as a system of explaining portents by asserting concepts and the laws that inter-relate these constructs to each other. Several theories have been reviewed to explain consequence of managerial skills on organisational performance. Among this considered for this study are management theory, theory of constraints and Katz's theory.

2.2.1 Management Theory

In the late 1960s, Professor Henry Mintzberg conducted a detailed experimental study of managers' across a range of organisations and sectors and hence proposed the Management theory. According to management theory, managers play about ten different roles in their ordinary work in the organisation. The management theory's basics are that: manager's work is branded by pace, disruptions, concision and a fragmentation of activities, managers like talking to people and making connection with others, in meetings and networks (Nadeem et al, 2019). As expressed in this

management theory, management skills are key but not entirely taught in a classroom. Mintzberg theory also includes breaking down workplace organization, management roles and responsibilities to promote clear understanding of these sometimes complex concepts (Kumar; 2015).

Several studies have utilised the Mintzberg's management theories as a reflection on working conditions between managers, subordinates, and other stakeholders. By basing on the management theory, organisations improve their managers' skills, and focus on better work output, organising their operations (Afshari et al, 2013; Mulder, 2016). Consequently, the management theory of Mintzberg breaks down the manager's tasks into three areas: interpersonal, information processing and decision making. Understanding the tasks to be performed by a manager and can help employees become more effective in fulfil their roles. Mintzberg advocates a basic management theory that is designed to be practiced and experiential. According to Mintzberg's theory, when there is a close relationship between the staff's skills, competences and abilities supported with resources and work environment demands, performance of Ministries, Departments and Institutions are managed to acceptable levels since managerial skills are important for Ministries, Departments and Institutions (Kumar; 2015).

2.2.2 Theory of Constraints

According to Mabin (2014), the theory of constraints was formalized by Dr. Eliyahu Goldratt in the 1980s. The theory of constraints has three principles which include; convergence, consistency, and respect. The convergence principle implies that a complex system is simpler to manage because an adjustment or correction to one aspect of system that impact the whole system. The consistency principle implies that any internal conflict must be result of at least one flawed assumption (Zeynep,

Noyan & Vayvayc, 2014). And respect principle implies that humans are inherently good and deserving of respect even when they make mistakes.

One of the appealing characteristics of the Theory of Constraints is that it inherently prioritizes improvement activities. The top priority is always current constraint. In environments where there is an urgent need to improve, TOC offers a highly focused methodology for creating rapid improvement. A successful Theory of Constraints implementation has the following benefits; increased profit, fast improvement, improved capacity, reduced lead times and reduced inventory.

Several studies support the use of the Theory of Constraints as a core benchmark in exploring ways of improving an organisation, just collections of independent processes, and hence, managers should view organization as a web of interconnected processes and target a single process for improvement (Zeynep et al. 2014). Practically implementing the theory starts with defining the goal of your organization and this has been used to support managerial competences, to identify what factors must change to achieve organisational goals. Consequently, the theory of Constraints proposes that instead of managers attempting to improve each process, they should identify and fix only weakest link the single process that constrains the most (Pardeep. 2015). From the above perspective, the theory of Constraints, is critical in influencing manage staff skills and hence is a basis for improving organisational success evident in performance.

However, not always will the organisation be in conflict, and so the theory of Constraints, may not necessarily be applicable for all organisations. In conformity to the theory of constraints, employees identify their skill gaps and provide the required training to them to acquire the required managerial skills. However, with inclusion of adequate managerial support, this further helps MDAs perform

even better. Hence, this study complemented the theory of Constraints, with Katz' theory to explore managerial skills and organisational performance of MoWT in Uganda.

2.2.3 Katz's theory

The skills concept of leadership emerged as a major theory in 1955 (Razaghi, 2014). In the Katz's theory effective administration or leadership depends on three fundamental own skills: technical, human, and conceptual. The Katz's theory acknowledged these three skill areas as vital skills that the executives had in general and used on a regular basis. Katz well known three skills; technical, human, and conceptual as crucial private skills essential for leadership. Technical skills related to field, human skills related to communicating with people and conceptual skills related to setting vision. (Afshari et al, 2013).

Several scholars agree with Katz's theory that technical skill is more imperative in lower management levels and conceptual skill is more significant in upper management levels and human skill is regarded equally important in three management levels (Seyedeh, Razaghi & Morteza, 2014). A successful manager has triplet managerial skills which are conceptual, human and technical, and these are explored in this current study.

In recent studies it has been widely acknowledged in several organisations that thriving manager can hardly be imagined without basic skills (Ahmadi, 2011; Mulder, 2016). According to Katz's assumption, managerial skills in conceptual, human and technical should be possessed by all managers both public and private organizations, These skills are instrumental in influencing managers' ability to perform their roles more efficiently (Seyedeh et al, 2014). Therefore, managers are able to possess required managerial skills, strike a balance between conceptual skills, human

skills and technical skill although this varies between the organization's ability to offer the required training to staff.

The management theory, theory of constraints and Katz's theories provided some key principles of learning so that application of these principles in managerial skills may provide opportunities to employees to become more efficient so as the Ministries, Departments and Institutions (MDIs) to remain more competitive. The theoretical review provided a solid body of knowledge about how organisations and employees acquire managerial skills that affect organisational performance. This can significantly contribute to the managerial skills plans and programs alike. Hence, the Katz's theory underpinned study and helped in knowing whether managerial skills were effectively managed at Ministries, Departments and Institution and whether it affected organisational performance as postulated by researchers. This is because the theory showed that organisations can be able to manage skills, if employees are trained. This enhances ability to manage employee skills better (Mulder, 2016).

2.3 Managerial Skills

Managerial skills are competences, knowledge and behaviour attributes personified in ability to perform manual labour to produce economic value, knowledge and behaviour (Sullivan & Sheffrin, 2018). In the study by Mulder (2016), managerial skills are investment people make in them or organisations enhance their economic productivity. Relatedly, managerial skills help managers to do something in an effective manner. Thus, it can be deduced that managerial skills is a set of integrated complementary skills possessed by a person which assist the person in executing certain managerial responsibilities.

According to Prasad (2007), there are three managerial skills, namely; conceptual skills, human relations skills, and technical skills. All managers require above three managerial skills (Mujtaba, 2010). Additionally, Cappelli (2019) maintains that managerial skills are critical to the success of an enterprise and the general pool of management expertise has a crucial bearing on economic development of a nation (Tripathi & Reddy, 2015). In general, managers require a complex set of managerial and technical professional skills. According to Ramaswamy (2006), these skills include among others, strategic planning skills, technical skills, communication skills, financial business skills, legal skills, tactical, operational and behavioral skills. Several other skills include social skills, networking and knowledge and presentation skills. Despite these detailed scope of skills, this study specifically focused on technical, conceptual and interpersonal skills, being the most regularly used in facilitating managers foster organisational performance.

2.4 Organisational Performance

Organisational performance can be judged by different constituencies, resulting in several interpretations and perspectives. Each of these perspectives of organizational performance can be unique (Brusco et al, 2017). In the study by Guest (2011), Organizational performance is effectiveness, efficiency, satisfaction of employees and customers, innovation, quality of products or services, and ability to maintain a unique human pool. Relatedly, organisational performance variables include product quality, customer satisfaction, new product growth, capacity to attract and retain employees, and liaison between management and employees (Cappelli, 2019).

While explaining, organisational performance Katou and Budhwar (2010) state that transformation of in-puts into outputs for achieving certain outcomes. In their view, performance informs between minimal and effective cost (economy), between effective cost and realized output (efficiency) and

between output and achieved outcome (effectiveness). In most instances, the aspect of economy is exponentially inclusive in efficiency and effectiveness, ignored was explored in this current study.

Further, each organization has a unique set of circumstances, making performance measurement inherently situational (Katou & Budhwar, 2010). From this outlook successful organizational performance can be equated to triumphant value creation for common stockholders. Performance is a contextual concept associated with phenomenon being studied (Diego & Da Costa, 2019). In the context, performance is a measure of the change in the state of an organization as a result of management decisions and execution of those decisions by employees in the organization. Since the awareness of these outcomes are related, the measures used to symbolize performance are based on outcomes achieved, either good or bad by the organisation (Kiai, Lewa & Karimi, 2019).

In common the assumption of organisational performance is based on the idea that an organisation is the charitable association of creative assets, including human, physical, and capital resources, for the purpose of achieving a shared purpose (Diego & Da Costa, 2019). Those given that the assets only execute them to organization so long as they are content with the worth they collect in exchange, relative to option uses of the assets. As a consequence, the essence of performance is the creation of value. So long as the value created by the use of the contributed assets is equal to or greater than value expected by those contributing assets (Armstrong, 2012). How that assessment is shaped is most observed research in administration on the other hand, how that cost was deliberate aspect for this current research.

In the Organisational performance framework, guiding principle aspects of performance: regulatory environment, economic, political, socio-cultural, environmental and technological contexts are used to describe organisational performance. Organisations exist in certain exterior contexts or

environment that aid or hamper their performance. This however varies per organization does its work, or the work it does (Kiai et al, 2019).

As revealed in several works, performance determines organisation's motivation to realise its mandate, and to sufficiently meet its organizational culture, history, mission, values and objectives (Diego & Da Costa, 2019). These factors influence quality of work, nature of how the organization competes and degree of participation of internal stakeholders in decision-making processes. Performance is motivated in part, by organisational capacity, which we now appreciate as existing in seven essential areas: planned leadership, human resources, fiscal resources, infrastructure, training and development organisation, and inter-institutional linkages (Kiai et al, 2019).

2.5 Technical Skills and Organisational Performance

Skills are the expert guide, unwritten or psychological manipulations of information or things that permit the implementation of well specified task (Nwokah, 2008). Skills can be readily measured by performance tests where quality and quantity performance are tested usually within an established time limit. According to Abuya (2015) skills tells us, the manager's understanding and capability to achieve what they want to achieve. Technical skills are not linked merely for equipment fabrication tools or other apparatus but also skills that are necessary to boost sales, invent diverse types of merchandise and services, and bazaar products and services (Luminita et al, 2019). Technical skills are significant for operational managers, but for apex managers, these skills are not something with sky-scraping implication.

Technical skills are concerned with ability to use methods, technique and equipment. In broad-spectrum it was believed those financial professionals are especially successful if they possess technical skills. Technical skills top what financial managers want to see improved in financial institutions including micro deposit taking institutions (Allen & de Grip, 2012). Relatedly,

knowledge of technical skills, are core for manufacturing relationships (Luminita et al. 2019). Managers of financial organisations identified four general skills identified as most important to their job function.

The skills identified were negotiation, management, computer literacy and accounting. In public organisations, operational skills are vital but complemented by technical skills (Brusco et al, 2017). Technical skills and knowledge are acquired through training and capacity building which influence decision (Mulder, 2016). While these studies confer the relevance of technical skills to managers, focus was drawn from financial managers, who may not necessarily depict adequate knowledge regarding public sector operations, hence this study focused on the public sector.

Professionals managing strategic activities in public organisations require more high level strategic analytic skills than those managing tactical and operational activities (Beaudry & Francois, 2010). Acquiring knowledge and skills requires a strategy of building capacity of public managers by training institutions, colleges and universities which need and require for integrated, sequenced and well-coordinated approach to succeed. Public managers require skills to reason, communicate, and are able to use knowledge, personal experience, analyse problems effectively (Tripathi & Reddy, 2015).

From the review of literature on impact of technical skills on organisational performance, many studied have been conducted on the two subjects in public and private sector. However, much of the reviewed literature is centered on developed countries and little or no research has been carried out on subject in developing countries such as those in Africa where area of management is still in its advance stages and highly dominated by public management. In order to close this literature gap,

this study explored the effect of technical skills on organisational performance on Uganda's government ministries sector using MOWT as a case study.

2.6 Conceptual Skills and Organisational Performance

Within public organisations, top managers and supervisors differ with respect to function, authority and responsibility. Public apex managers need to be theoretical thinkers because they are accountable for entire ministry, whereas supervisors are in charge for particular groups within the division (Prasad, 2007). The manager's job is developing strategies, methods and tactics, then conveying that vision and objectives to supervisors. The supervisor applies strategies, ensure employees efficiently perform and accomplish objectives. Conceptual thinking is the capacity to name patterns or links that are not visibly associated and to recognize key or original issues in multifaceted situations (Diego & Da Costa, 2019). Conceptual skills allow public managers to envisage entire organisation employees with information.

Therefore, public managers with theoretical skills are talented to observe organisation as a whole, conceptualize about conceptual and multipart situations and to reflect strategically (Katou & Budhwar, 2010). Prasad (2007) asserts that conceptual skills present facts or ability of a manager for more abstract thinking. That means public managers can easily see the analysis and diagnosis to predict the future of a public institution. The conceptual skills help public managers to look outside goals of a public institution such as a ministry, make decisions that satisfy overall organisational goals. Public managers should learn or develop conceptual skills (Ramaswamy, 2006).

In a related study, it was established that a public manager must have ability to appreciate the role and supporting atmosphere and how it impacts on organisation. In most of these roles is supremacy and decency in actions and be able to depict outcomes and terms of contract. From this study, it was

also established that conceptual skills facilitate policy, guidance and legal framework (Kiai et al, 2019).

From the review of literature of Katcu & Budhwar, 2010; Kiai et al, 2019; Ramaswamy, 2006; Prasad, 2007 and others, it is evident that conceptual skills have a positive effect on performance of the organisation in public institutions including government ministries. Much as most of the literature to justify this is based on developed economies, scanty literature is available to justify the same in developing economies. More so, the available literature is centered on the financial sector in developed economies but in Uganda, there are still challenges of organisational performance in the public sector which had not been widely explored by this study time. This provides a literature gap which was addressed in this study in exploring the effect of conceptual skills as a dimension of managerial skills on organisational performance among government ministries in Uganda.

2.7 Interpersonal Skills and Organisational Performance

Human or interpersonal managerial skills present a public manager's information and capability to work with individuals in a public organisation. The most important management task is to labour with persons (Tripathi & Reddy, 2015). As established in other works, interpersonal skills enable public managers to develop into leaders, to stimulate workforce for improved actions, to create extra effectual use of human latent in organisation and consequently. Basically, they are the main significant skills for public managers (Prasad, 2007).

Interpersonal managerial skills are important for all hierarchical levels in public organisations (Beaudry & Francois, 2010). These are the necessary skills vital for a triumphant management as a procedure. Interpersonal communication involves interchanging information with others using a collection of methods, such as language, gestures, accent, facial expression and body posture. These

studies point closely on relevancy of interpersonal skills, although profoundly outside the scope of public sector in Uganda. Consequently, interpersonal skills are means of support organisations because successful communication dictates functioning efficiency and facilitates teamwork.

Scholars have persistently argued that competence in organisational functions such as overseeing, training, exchange and resolving conflicts in public organizations such as government ministries are simplified by use of interpersonal skills (Luminita et al, 2019). Research shows that interpersonal skills such as risk taking, in black and white and verbal communication, divergence resolution, influence and persuasion, collection dynamics, leadership, crisis solving, interpersonal and edifying awareness posits are key for assessing performance outcomes (Afshari et al. 2013). Relatedly, good interpersonal skills enhance cooperation among the workforce and clients, are imperative to public managers in-charged with building workplace confidence and support from employees' members who are jointly answerable for furthering organisational goals (Tripathi & Reddy, 2015; Kiai et al, 2019). Imprecise and rush business communication frequently results in wasted time because of the need to revisit matters that were not properly communicated.

Effective interpersonal communication equips public professionals with skills they need to efficiently instruct employees on technical and soft skills needed in their duties. Unfortunately, employees may not avoid conflicts or timely resolve a misunderstanding in the workplace with laxity interpersonal skills (Garmen et al, 2006). In these cases, interpersonal communiqué helps workforce to bind personal and social skills for conflict resolution (Abuya, 2015; Tripathi & Reddy, 2015). As public professionals are to a high degree interacting with stakeholders in and outside the organisation, they should be effective communicators, both within the organization and with customers (Afshari et al, 2013). This makes interpersonal skills vital, and hence a core factor for organisational performance, as explored in this study.

The public functions are not only driven by a flexible process but also by several trends that drive the public functions towards a more strategic direction. These trends include the implementation of strategic relationship management with providers, strategic cost reduction, integrated systems and collaboration, a greater focus on total cost and strategic versus tactical financial orientation (Chand & Katou, 2007). To manage with the more flexible and dynamic financial processes, personnel need interpersonal skills. Public professionals must influence and persuade their counterparts. Using a systematic review of information retrieved from documents mainly in electronic databases, most effective public practitioners have a blend of competency, good relationship management, communication skills and literally thinking. Interpersonal communiqué is essential for effective organisational performance. If the organisation is to run successfully there must be unbolt communication channels amid all members of the organisation. Everyone has a tendency to form factions within the organisation.

Good communication help reduce misunderstandings and conflicts (Drucker, 2010). Thus, public organizations need to invest in developing interpersonal skills of the staff. When public managers have conceptual skills, they make better decisions, just like when vested with technical skills (Ramaswamy, 2006). Therefore, the fundamental skills public managers need as explained are technical, conceptual and interpersonal managerial skills. These managerial skills are imperative to invent and realize sustainable organisational performance among workforce and managers. The yield and competence depend on manager's capacity and performance (Hanafi & Balali, 2018; Nassazi, 2013). Kumar (2015), additionally recognised value of management is the most significant determinant of economic performance. Thus, for government ministries in Uganda to perform well, managers should possess several human skills to motivate staff and organize tasks within their organisations.

2.8 Conclusion

In this chapter, a review of literature on the dependent and independent variables was carried out. During the review, the study considered a literature survey on the existing research that had been carried out locally. Literature review was linked to the problem under study which gave an in-depth understanding of the study variables. A review of literature on the relationships between the dimensions of managerial skills and organizational performance revealed that technical skills, conceptual skills and interpersonal skills affected organisational performance of public institutions. This is confirmation that in order to deliver public services, and henceforth desirable performance, there was need to ensure that public managers possess the required skills that help them to performance their role in efficient manner. Several factors and possible research gaps influencing organizational performance from the perspective of managerial skills were identified from existing literature.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focused on techniques that were used to obtain the required data for the study. It included the research design, population of study, sampling procedure, sample size and selection, sample techniques, data sources, data collection methods, instruments for data collection and data collection procedure. More so, validity and reliability testing for the instruments, data processing, analysis and ethical consideration are also presented.

3.2 Study Design

Ministry of Works and Transport was used as a case of study. Case study is an in-depth, detailed study of an individual or a small group of individuals (Bryman, 2016). A case study was preferred and considered a flexible research design. Specifically, a cross- section research design was adopted to collect, analyse and interpret the study phenomena. This was because data was collected at one point in time, allowing for the inquiry to discover more regarding study variables (Creswell, 2018). In addition, a mixed methods approach was used. Choice of this research design also allowed for the researcher to explore as the research develops, it emphasize in-depth content and often shed new light on an established theory that results in further exploration (Russell, 2012).

3.3 Study Population

The study was carried out at Ministry of Works and Transport and restricted itself to the head office of the Ministry in Kampala district. Ministry of Works and Transport (MoWT) has 379 employees of which 120 are in managerial positions at MoWT's quarters. Therefore, the population of the study was 120 consisting of the different categories of Managerial Staff. These were three (3) ministers, four (4) directors, 10 commissioners, 27 assistant commissioners, 34 principal engineers

and 42 operations officers involved in management activities at Ministry of Works and Transport (MoWT Annual report, 2019). Only managerial staff at the ministry was selected because the study was primarily on managerial skills, which other officials (not managers) could not competently provide. It was believed that only managers were knowledgeable enough about the study.

3.4 Sample Size

Given that the study population is large, a sample size was selected from the population to represent the entire population. The sample size of 92 was selected scientifically using the table for determining sample size developed by Krejcie and Morgan, (1970) (see appendix 3). The sample was distributed from the overall population as shown in Table 1

Table 2: Sample Size

Population category	Population	Sample size	Sampling technique
Ministers	3	3	Purposive
Permanent Secretary	1	1	Purposive
Directors	4	4	Purposive
Commissioners	10	10	Stratified, simple random
Assistant commissioners	26	24	Stratified, simple random
Principal engineers	34	31	Stratified, simple random
Operations officers	42	38	Stratified, simple random
Total questionnaires	120	**111**	

Source: Based on MoWT Human Resource Records, 2020; Krejcie and Morgan, 1970

A total of 104 questionnaires were distributed, and seven (7), strategic managers-key informants, were contacted by interview. The response rate up on which the study findings in the next chapter was as shown in Table 2.

Table 2: Response rate for respondents

Population category	Sample size	Participated	Response Rate
Permanent Secretary	1	1	100%
Ministers	3	2	67%
Directors	4	3	75%
Commissioners	10	8	80%
Assistant commissioners	24	22	92.0%
Principal engineers	31	24	77.4%
Operations officers	38	31	81.6%
Total questionnaires	**111**	**91**	**82.0%**

Source: Primary data 2020

Table 2 above shows a response rate of 82% which was high and suggesting that the survey results were representative of the survey of the sample in the survey population. Amin (2005) contends that a response rate of 50% is representative and acceptable for a correlational survey in social sciences.

3.5 Sampling Techniques

Mugenda and Mugenda (2005) define sampling as a formulation of a procedure of selecting the subjects or cases to be included in the sample. In other words, a sampling technique is a plan for obtaining a sample from a given population (Kothari, 2011). A sampling framework which comprised a list of staff per department at Ministry of Works and Transport was obtained from Human Resource offices at MoWT head office in Kampala district. This study used stratified random sampling and purposive sampling to select the departments and respondents. Each of these sampling techniques was explained hereunder;

3.5.1 Stratified Random Sampling

Stratified random sampling is where population embraces a number of distinct categories; the frame can be organized into separate "strata." Each stratum is then sampled as an independent sub-population, out of which individual elements can be randomly selected (Mbabazi, 2011). In this case

of the study, each department formed a stratum. All strata were merged into one to form a sampling frame. Thereafter, departments were selected randomly. Different respondents were selected randomly from the departments based on the list of names of all employees in a given department. Papers, equivalent by the total number of employees were prepared, marked on yes, and no. The yes totalled to the number of persons to be selected in that department as defined in Table 1. These pieces of papers bearing Yes, and No markings were folded and dropped into a bowl. Thereafter, the papers were randomly picked by all employees in the department. Only employees who picked the yes marked papers constituted the required sample from a given department. Preference of this approach, was based on the need to ensure representativeness, and reduce sampling error and bias (Bryman, 2016). This selection however, did not include the ministers and directors, who were identified by purposive sampling.

3.5.2 Purposive Sampling

It is a non-random technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. It is typically used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources. This involves identification of individuals or groups of individuals that are proficient and well-informed with a phenomenon of interest (Creswell, 2018). This sampling technique was to obtain information from the Permanent Secretary (MoWT), honourable Ministers and Directors as key informants. These were considered to have accumulated knowledgeable about Ministry of Works and Transport.

3.6 Data Collection Sources

Primary data was acquired from face to face interviews with honourable ministers and directors; and questionnaires administered to all other selected managers. Primary data aid in interacting directly with source of information and get the data that is original and not analysed to suit specific premises (Amin, 2005).

3.7 Data Collection Instruments

The tools used for collecting data were: a structured questionnaire and an interview guide.

3.7.1 Structured Questionnaire

A self-administered structured questionnaire was used to collect information during the study. The questions covered components of managerial skills on technical, conceptual and interpersonal skills. These were compared against organizational performance. The items were anchored on a 5 Likert scale ranging from 1-Strongly Disagree, 2-Disgaree, 3-Undecided, 4-Agree to 5-Strongly Agree. The questionnaire contained demographic characteristics such as gender, age, qualification and tenure of employment. The structured questionnaire was used to collect data from Commissioners, Assistant Commissioners, Principal Engineers and Operations Officers.

3.7.2 Interview Guide

An interview guide was used to collect data from key informants who comprised honourable Ministers, Permanent Secretary and Directors. Face to face interviews were conducted. Interviews were a good tool as they helped in gathering in-depth information around topic to meet specific needs. This enabled to clarify unclear issues in questionnaire to the respondent. This data assisted in clarifying data collected by the structured questionnaires since it involved a face to face interaction and it also provided a whole range of views. The interview guide collected data from key informants.

3.8 Data Quality Control

3.8.1 Validity Test

To establish validity of tools qualitatively, the instruments were given to two experts (supervisors) to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of not relevant (1), somewhat relevant (2), quite relevant (3) and very relevant (4). The purpose of qualitative research was to describe or understand the phenomena of interest from the participant's eyes. Therefore, the participants were allowed to legitimately judge the credibility of the results. Quantitatively, validity was determined by using face validity where items included in questionnaire were derived from previous empirical studies as those that explained the construct variables well.

Table 3: Validity test for Tools

Variable	Total Items tested	No. of Valid items	Content Validity Index [CVI]
Technical Skills	16	13	0.81
Conceptual Skills	16	12	0.75
Interpersonal Skills	15	13	0.87
Organisational performance	16	12	0.75
Av. CVI			**0.795**

Source: Primary data 2020

3.8.2 Reliability Test

Reliability was assessed through Cronbach's alpha. When assessing reliability through Cronbach's alpha authors suggest different levels of acceptance. Cronbach (1951) suggest a rule of thumb level of higher that 0.70 with level as low as 0.60 being acceptable for new scale. All the Cronbach's alpha for the variables were within the limits as suggested by Cronbach (1951) signifying that the measurement instrument was reliable as indicated in Table 4.

Table 4: Reliability of the research variables

Variable	No. of items	Cronbach Alpha
Technical Skills	13	0.83
Conceptual Skills	12	0.70
Interpersonal Skills	13	0.70
Organisational performance	12	0.70

Source: Primary data 2020

3.9 Measurement of Variables

The Measurement of Variables was conducted using the works of Zikmund, Babin, Carr & Griffin (2017) and three scales of measurement used; nominal, ordinal and interval. A five Likert scale tried to find respondents to give their views on items or statements on instruments basing on their degree of agreement which include strongly agree (5), agree (4), undecided (3) disagree (2) and strongly disagree (1). This chose of measurement with each point on scale carried a numerical score which was used to measure the respondent's attitudes, perception, values and behaviours of individuals. The measure had an advantage that it enabled data to be subjected to further manipulation in order to generate descriptive statistics (Amin, 2005).

3.10 Data Analysis

Data from the field was compiled, sorted, edited and coded to have the required quality, accuracy and completeness. It was then entered into the computer with the facilitation of Statistical Package for Social Sciences (SPSS) for analysis. The data was cleaned and analysed according to the research questions where frequency tabulations were generated to present the results of the sample characteristics. The frequency, means, and standard deviations were generated to present the results of objectives of the study. For purposes of establishing the relationships- Pearson Correlation

Analysis (PCA) and a Multiple Regression analysis was adopted. All the null hypotheses (Ho_1-Ho_3) were tested on the 95% confidence interval. Any null hypothesis not significant (sig >.05) was rejected (Bryman, 2016). This formed a basis for making conclusions about the study objectives.

Qualitative data was analysed into a manageable form and a narrative constructed around it (Amin, 2005). Examples were used in the narrative in order to review trends and compare the respondents' opinions/perspectives of the issues under discussed. The data was classified into simple content categories, themes and sub-themes, closely examined and compared for similarities and differences. Qualitative data were obtained by way of an interview guide which were used to reinforce information gathered using the questionnaire to draw meaningful conclusions.

3.11 Ethical Considerations

When carrying out research the following ethical considerations were observed. Permission of the people who were interviewed were sought to conduct research involving them. This was done by obtaining an introductory letter from the University introducing the student to the management of Ministry of Works and Transport. Written or verbal informed consent from all respondents was sought before interviews are conducted and the purpose and objectives of the study was carefully explained to them. Physical or emotional harm to respondents was not caused so as to ensure objectivity during the research and eliminate personal biases. Likewise, to ensure confidentiality of the respondents, tools were designed in such a manner where they are not required to provide personal details such as names.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS

4.1 Introduction

This chapter presents the findings about the study on relationship between managerial Managerial Skills and Organisational Performance in Government Ministries. Specifically, the study was conducted on technical, conceptual and interpersonal skills, and how they influence organisational performance at Ministry of Works and Transport (MoWT), Uganda. In the chapter, are demographic characteristics of participants described by position held at the ministry, sex, duration of service, age, marital status and education level attained. In addition, the findings are presented according to study objectives, in both quantitative and qualitative perspectives.

4.1.1 Response rate

Results below shows the response rate for each category from the sample size selected. A total of 111 were sampled, but only 91 (82%) managers at strategic, tactical and operational levels in the MoWT fully participated. This provided appropriate, reliable and detail scope of managerial skills and organisational performance at Ministry of Works and Transport in this study. Five (71%) were interviewed and 86 (83%) filled and returned questionnaires shown in Table 5.

Table 5: Study response rate by tools administered

Tools		Responded	Percent	Did not Respond	Percent	Total
Response rate	Interview	5	71%	2	19%	7 (100%)
	Questionnaires	86	83%	18	17%	104(100%)
	Total	**91**	**82%**	**18**	**18%**	**111(100%)**

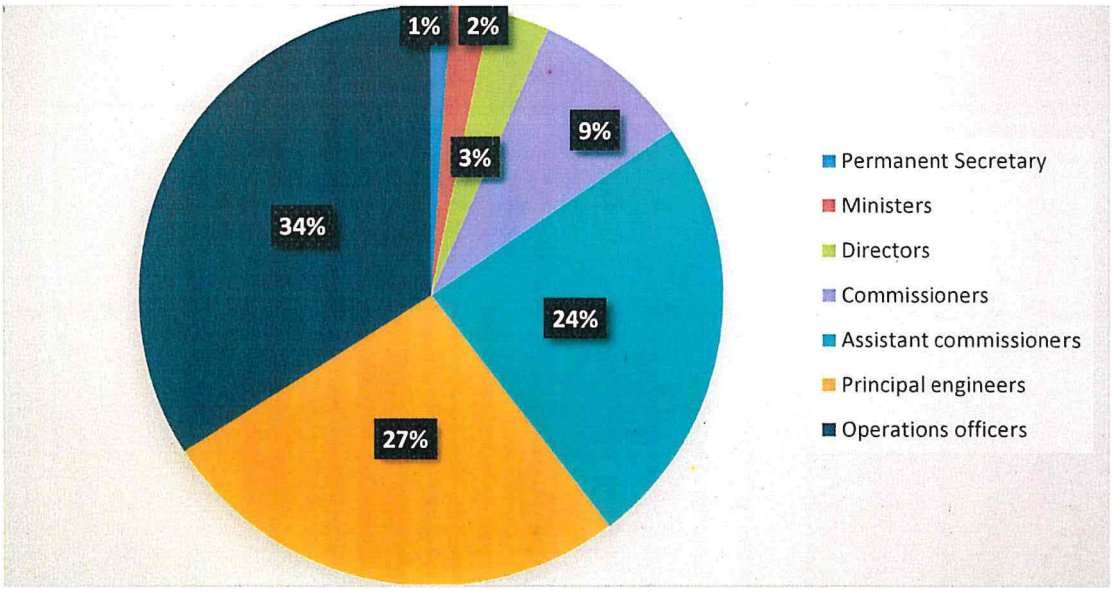
Source: Field data, 2020

As noted in Table 5, overall study response rate was representative, inclusive and high as recommended. The necessity of a high response rate was also pointed out by Fincham (2008), who advises that researchers ought to aim at realizing a response rate of approximately 60%, expected for most publication journals. Relatedly, Amin (2005) contends that a response rate of 50% is representative enough and acceptable for a correlational survey studies. Hence this study response rate (82%) satisfied fully these requirements.

4.2 General information and demographic characteristics of participants

Bio data of participants is vital for providing information to the researcher so as to be able to comprehend the participants' detail. More specifically, general information on participants' position is vital for explaining managerial skills as skills preliquisite increases with position responsibilities (Kiai et al, 2019). In the first instance, based on their positions, study participants were distributed as in Figure 2 below.

Figure 2: Distribution of study participants positions held at the Ministry



Source: Field data, 2020

Based on the stratification of departments, positions varied and majority were in the operations. This was a hands-on/implementing unit covering-Quantity Surveyors, Procurement Department Unit (PDU) officials, Maritime Administration (MA) officials, Public structures, Roads and Bridges (R&B) officials, etc. The accounted for 34% of study participants, and were low level (operational) managers. Additionally, 27% were principal engineers in works and electrical sections, and nearly one quarter (24%) of participants were assistant commissioners and principals (Engineer in Chief [EIC]; Principal Electrical Engineer [PQS] and Principal Quantity Surveyor [PQS]. These constituted the tactical (Middle level) Managers.

Third, is the top (strategic level) managers who included Ministers, Directors (Engineering & Works-DEW; Transport-DOT), Commissioners (Maritime Administration-CMA and Public Structures-CPS) and Permanent Secretary, accounting for 15% of the participants. This distribution was necessary for internalizing study results, as skills enrichment is a vital preliquisite at all (strategic, tactical and operational) levels of management, as a foundation for performance perfection in MDAs.

The demographic details of participants on the basis of sex, age, marital status, level of education, and duration spent serving at the Ministry (MoWT) as presented in Table 6.

Table 6: Demographic details of participants

Characteristic	Description	Frequency (N=93)	Percent %
Sex of respondent	Female	36	38.7
	Male	57	61.3
Age of respondent (years)	Less than 25	2	2.2
	25-35	30	32.3
	36-45	46	49.5
	46-60	14	15.1
	Above 60	1	1.1
Marital status of respondent	Married	52	55.9
	Single	34	36.6
	Cohabiting	2	2.2
	Separated	1	1.1
	Widow	4	4.3
Highest level of education attained	PhD	9	9.7
	Masters Degree	18	19.3
	Bachelor Degree	66	71.0
Duration of service at MoWT	Less than 1 year	2	2.2
	1-5 years	39	41.9
	6-10 years	41	44.1
	Over 10 years	11	11.8
	Total	93	100.0

Source: Field data, 2020; Sd- Standard deviation.

The study was gender sensitive, where six (6) of each ten respondents (61.3%) were male, and the rest were female. Opinions from interviews were dominantly raised by male respondents, except two (2) directors. Fifty two (52) of 86 participants who filled questionnaires were male. Males dominated because of the nature of services (highly preferred masculine), offered by MoWT. The gender aspect was core at all managerial level in defining skill competences and deployments at MoWT.

Regarding age, the modal age bracket was 36-45 years (49.5%), though most managers were in range of 25-60 years. This covered the recommendable age of active public servants, and often followed lapse of extensive academic education. Inspite of this, new employees and mainly operational officers were 25-35 years (2.2%). A few (based on Public service pensionable age in Uganda), were above 60 years (1.1%).

Additionally, in exploring skills managers possess, it was vital to explore their level of education. As shown (Table 6), majority of the employees had a bachelor degree (71%) and others held Masters and PhD degree qualification. None had a highest qualification as a diploma or certificate. This implied that basic minimum levels of education were a bachelor's degree as required in addition to extensive experience for a managerial position. More so, education is vital for examining managerial skills as educational attainment does not only enrich conceptual but also technical and interpersonal skills. With this education, MoWT had managers with varying skills. This was also associated with job specifications (Majtaba, 2010).

Results in Table 6, show that more than half of the managers were married (55.9%). Stable family positions was also expressed as relevant for managerial focus, efficiency and goal-oriented performance of managers. It was a personal initiative, but vital in shaping experience in managerial problem solving, important for public service. More so, from interviews, it was observed that managerial skills are expected to increase, with exposure, duration, and responsibilities. This was also echoed in related studies (Par deep, 2015; Kiai et al. 2019). Education abilities and marital status like, experience helped managers at all levels to attain, and put to use their skills. Nonetheless, all other marital status were accommodated (see Table 6), though cohabiting and couple separations were discouraged and the least represented.

Of the participants, four out of each ten (44.1%), had spent 6-10 years in service, and so had amassed experiences in addition to their education qualifications. This implied the study I engaged people who had exposure regarding management and organisational performance of Ministry. In addition to being literate, well trained and knowledgeable, the managers based on their education and experience to steer activities at the Ministry, despite inconsistences in performance trends. It was also a basis of inquiry since skills are vital in decision making. As also earlier noted, a detailed understanding of personal factors, describe clearly the complexity of skills and individual's performance in many organisations (Deigo & Da Costa, 2019).

In the findings, and on basis of above demographic data, status of managerial skills and organisational performance is established. Later through inferential statistics relationships between the managerial skills and organisational performance as defined in the study objectives is established and results presented.

4.3 Managerial Skills and Organisational Performance' statuses at Ministry of Works and Transport

4.3.1 Managerial technical skills' status

The study established the status of managerial technical skills at MoWT. Technical skills are vital for managerial efficiency and effectiveness as they support productivity and output levels (Nwokah, 2008). The influence often stem from status of managerial technical skills among managers. This study used managerial competency abilities, work methods, workstyle skills attributes to describe technical skills. This benchmarked on earlier studies on managerial technical skills (Mulder, 2016; Cappelli, 2019). Test statements were analysed by SPSS, and on linkert scale of 1-5. The mean and standard deviation, with a mean average of 2.5, considered as a yardstick for considering skill as relevant were used. All mean scores 2.5 and above denoted the support by participants as regards the

test statement. Generally, descriptive statistics on managerial technical skills were established as in Table 7.

Table 7: Descriptive status of managerial technical skills at Ministry of Works and Transport

Descriptive statements	N	Max	Mean	Std. Deviation (Sd.)
Competency technical skills				
Managers are only appointed on high merit of accomplishment	86	4	3.36	.126
All our managerial level are fitted with enough ICT facilities	86	4	2.16	.309
Managers have experience in works and transport services	86	5	2.43	1.530
Ability to advise lower managers basing on hands-on experience	86	5	4.52	.979
Work methods skills				
All our top level managers were promoted from field offers	86	5	1.60	.171
Our working schedule involves routine office and field tasks	86	5	3.37	1.228
We advocate for maximum use of available facilities on ministry projects	86	5	3.85	.790
As a manager, I have knowledge of facilities required in my department	86	5	4.07	.256
Workstyle skills				
Managers use previous performed work procedures to influence decisions	86	5	3.86	.238
Managers posess special skills in assessing and analysis activities	86	5	1.07	.253
Managers base on long term experience to advise on style of work	86	5	2.83	.843
Have used my training to facilitate capacity building	86	5	2.19	.297
As a manager, I participate in task performance capacity building	86	5	1.99	.324

Source: Field data, 2020

One of the key aspects of managerial technical skills are competency skills. Competence skills were found vital as they support patterns of production (Prasad, 2007). Findings on conceptual skills explored personal attributes related to managerial competency skills. Results in Table 7, shows that majority of managers at MoWT agreed that they advised colleague managers and staff to execute their duties basing on hands-on experience (Mean= 4.52, Sd. = .979). Competence skills also emerged from education training (see Table 5), and also high level of accomplishment of tasks (Mean = 3.36, Sd = .126). However, not all managers had enough ICT skills (Mean=. 2.16). Nonetheless, there were inconsistent responses on the experience in work and transport services by

managers, shown by standard deviation above 1. Competence skills were generally report as good, except for managerial skills in ICT, and specifically in works and Transport discipline especially for lower level managers. This was fundamental in guiding decision making, and influencing organisational performance efficiency and effectiveness at various managerial levels (Kiai et al., 2019).

A view shared by the majority regarding technical work method skills was that, regardless of fact that MoWT was not well fit with necessary facilities, most managers had knowledge of required facilities specifically for their departments (Mean= 4.07, Sd. = .256), and advised for their maximum use on ministry projects (Mean = 3.85). Work methods stem from facilities in place, not field experiences, except for operational managers. This is shown by a mean of 3.37, although attracting several inconsistent opinions (Sd. 1.228). A few top managers are engaged in field activities, and so were not privy of what takes place in the field, as middle and low level managers do (Mean= 1.6). Managerial technical skills are ideal at all levels (Abuya, 2015), but were more pronounced in tactical and operational managerial levels at MoWT. On average, most respondents agreed that managers at MoWT' work related skills were inadequate and varied with managerial levels.

Owing to minimal exposure to field especially for top managers, most workstyle is defined basing on previous decisions and activities (Mean= 3.86, Sd. =.238). A few managers have analytical skills (Mean = 1.07) and depend on aides and experience in management. As a result, they do less training or personally get involved in capacity building, vital for enhance overall organisational performance (Ghalandar, 2012). This was shown by means below average (Mean= 2.19; 1.99) respectively. Generally, work style managerial skills varied depending on previous experience and work accomplished, to support and advise low level officials at the ministry.

Complementary opinions were cited from interviews showing that there was still need to improve on technical skills. Two (2) of the five (5) interviewees said except for a few, and mostly top managers, technical skills were okay. Indeed, one of the interviews, revealed:

> "Most employees at the ministry of Works and Transport are equipped with relevant knowledge through offering on-the-job training. Technically, they share and gain these skills as they are transferred (rotated) in different departments as a way of ensuring that they are continuously equipped with different skills and these generously improve the organisational performance".

The opinions of the DEW, in fact agree with the earlier perspective held in Table 7, that technical skills were more of hands-on , attained by exposure, in the various works and assignments over work life span. This indeed, required practice that was less focus at top management level, as compared to other levels. Additional opinions from showed that:

> ".....all employees are often given an opportunity to go for further trainings... However, as defined by scope of work in this ministry.... more of the technical skills are gained their field work..... An employee who does less field activities often has little of these (technical) skills..".

Conversely, the above opinion shows that in most instances, as echoed in quantitative findings, technical skills were only good among lower managers, and the rest (middle and top) based on field reports. Technical skills were inadequate and varied with managerial levels. Complementing to this perspective is the perspective held by another interviewee, that:

> "I cannot certainly tell, how each manager is technically competent, but this bases on the reports we get from them..... Field reports, tell us a lot, and suffice to say, some managers are still short of relevant technical skills. However, this is slowly being handled..... for better performance".

Akin to the above opinions especially in tandem with the quantitative perspective that workstyle managerial skills varied, and there was less of capacity building in this category of skills, are the views of observed by a minister, that:

> "We gauge these skills (meaning technical skills), on the work methods. Unless one exhibits cordial work methods, it is bound to say their technical competencies are still inadequate as compared to our expectations as a ministry. At MoWT, cases of job aspects without work methods are not common, but absolutely there. A few instances of shoddy/substandard roads complaints, which we obviously address before completion of

> a project..... All this shows we are not yet there--- in terms of required skills and methods required to do their work by some of our managers if, we are to improve performance outcomes".

Based on the findings above, it can be concluded that technical skills in the perspectives of knowledge of workers, work methods and work styles influence organisational performance. However, and to the contrary, if it was not of contracting, some managers could not easily execute and utilise facilities without getting support from contractors (external parties). Attested to by one of the interviewees, who said that:

> "When employees do not have relevant work methods, even when they go to procure equipment for technical works, they end up buying inferior items that end up giving us inferior output that's why you find poor roads being constructed, buildings collapse, buildings are burnt due electric short circuits because the people who bought the items had no knowledge of what they were buying and lacked the relevant work methods".

Generally, understanding the relevancy of technical skills was key, and findings denote that the overall technical skills was okay, especially for low level managers (operational level), than counterparts. Conquently, yet desirable, this had bearing on overall performance of the ministry.

4.3.2 Managerial Conceptual skills' status

The study further sought to establish first the status of managerial conceptual skills before exploring its influence on organisational performance at MoWT. The descriptive statistics mainly utilised were mean and standard deviation, good to describe central tendency and dispersion levels (Pallant, 2005). In addition, conceptual skills were explored basing on employees' ability to think, to analyse, and have innovation abilities. This was also drawn from the basis of earlier studies, which also based on conceptual skills that set pace for hands-on potentials and tasks accomplishment (Sullivan & Sheffrin, 2018; Pardeep, 2015). The average score was 2.5 on linkert scale of 1-5 to describe the test statement as a true representation of the status of conceptual skills defined. Results are in Table 8.

Table 8: Descriptive status of managerial conceptual skills at ministry of works and transport

Descriptive statements	N	Mean	Std. Deviation (Sd.)
Ability to think			
All managers require skills to reason	86	4.58	.988
Managers base on previous projects to advise junior staff	86	4.07	1.478
Managers base on general understanding to execute works	86	2.06	1.221
Managers recognize that different functions of organization are interdependent	86	3.93	.837
Ability to analyse			
Have necessary skills to foster capacity building at the ministry	86	2.00	1.355
Our managerial team is knowledgeable in problem analysis	86	3.56	1.194
Most managers at this ministry act out of experience	86	3.62	1.076
Managers can easily forecast project trends beforehand	86	2.17	1.200
Innovation ability			
As a manager I have a skill of motivating other human resources	86	3.93	1.454
Iam creative and advise staff basing on situations arising in the ministry	86	1.19	.324
As a manager, I supplement ideas presented by junior staff	86	4.60	.858
Have strong conscience required to achieve the ministry's vision	86	2.41	1.444

Source: Field data, 2020

Results in Table 8 shows that majority of the respondents strongly agreed to the statement that all managers require skills to reason (Mean= 4.58). This was an indication that managerial conceptual skills were not up-to-standard. Most managers, did not have strong conceptual skills that often based on previous accomplishments to make decisions and advise junior staff (mean= 4.07). More so, a few based on their own understanding to do work, but took up on reports by their aides. This was pointed up to a mean score of 2.06. Majority respondents shared the view that different functions of ministry are interdependent, and all this supported their ability to think.

Akin to the above is the view that majority respondents agreed that managerial team is knowledgeable in problem analysis (Mean= 3.56), and most often act out of experience (mean= 3.62). However, most participants did not agree with the view that managers have necessary skills to foster capacity building at the ministry (Mean=.2.00). In fact, a few could easily forecast project

trends beforehand as shown by mean of 2.17. However, there were varying perceptions on these aspects, shown by standard deviation above 1 for all these responses obtained at MoWT. All these shows, inadequate managerial analysis abilities that had strong bearing on effectiveness and efficiency in organisational performance.

Closely related, majority of the respondents strongly agreed that managers have innovation abilities of support human resources' ideas (Mean= 4.6, Sd. =.858), and most relatedly several agreed that managers also had motivational skills to boost other human resources (Mean= 3.93). However, a large portion of respondents disagreed with assertion that managers were creative and advised staff basing on situations in the ministry (Mean= 1.19, Sd. = .324). Additional, respondents revealed that a number of managers did not have strong conscience required to achieve the ministry's vision (Mean= 2.41). Generally, the position of managerial conceptual skills in terms of innovation abilities, creativity, and conscience was below average (mean < 2.5) at MoWT, where the study was conducted.

The above quantitative descriptions were further enriched by interview opinions. The interviewees strongly agreed that managerial conceptual skills were relevant for organisational performance. This is fore seen, and attested to by the following arguments. One of the interviews for instance revealed:

> "There are some employees who are innovative and creative in their respective areas but even when they have an idea, it may not be valued so much because at the end of the day, we implement orders not making orders."

While, some managers had a potential to being creative, the bureaucratic flow of instruction at times, hampered with their conceptual skills, and this closely binds with the quantitative results, that to a large extent, managers were not creative. A reflection on the above denotes low creativity skills, as exorbitant among middle and top level Managers. Relatedly, another top level respondent, observed:

> "I agree that being innovative can lead to organisational performance however, even if

someone is innovative, there is nothing much they can do to influence efficiency and effectiveness given the nature of the work we have at the ministry that usually depends on standing orders."

The above narrative as also pointed out in quantitative responses, describes that conceptual abilities are based on previous experience and influence of top level managers. Concretizing this perspective, a director, said:

> ".....Rare, is a case when even with a well conceptualized, does a low level manager, object to the ideas of a top manager at MoWT. We implement ideas, often decided upon by officials, who are not at the implementation end....."

Indeed, the level of conceptualization goes hand in hand with levels of management, although each manager has to conceptualize for purpose of guiding subordinates. A minister, while complementing opinions of the above strategic managers at MoWT, asserted that:

> "Certainly, yes.... Managers out of training and experience, decide after carefully study and analysis of the situations. Most often they get support from their technical teams, and assistants. However, as a ministry we have guiding principles and work standards, all conceptualized ideas, are matched with these standards. An idea outside scope, may not be performed....when it's not a priority..."

The above perspective, relate closely with managers at MoWT, work out of experience, but in line with situations at the ministry. This influences performance outcomes. Another respondent, agreed that managerial conceptual skills support line units, other MDAs and third party. He said:

> "We uphold these conceptualization abilities not only for MoWT, but also for sister MDAs, and other stakeholders. Though not at top, MoWT managers, are knowledgeable, and focused and strive to do things in a better way. Always, managers, advise staff to think and be creative..... this eases their work, and our roles....."

Therefore, it was noted from quantitative and qualitative perspectives, that as a ministry, MoWT, is keen on fostering managerial conceptual skills, although, the scope was still low and delimited mainly to top level managers, with a few ideas from lower and middle managers integrated.

4.3.3. Managerial interpersonal skills' status

The study further explored the managerial interpersonal skills' status, prior to exploring their

influence on organisational performance at MoWT. The descriptive statistics were utilised. The descriptive statistics are presented and analysed on the basis of mean and standard deviation. In addition, the interpersonal skills were explored on the basis of leadership, communication and conflict resolution attributes. These were scored on a scare of 1-5, with 2.5 as an average yardstick. The descriptive statistics on status of managerial interpersonal skills at MoWT were as noted in Table 9.

Table 9: Descriptive status of managerial interpersonal skills at ministry of works and transport

Descriptive statements	N	Mean	Std. Deviation Sd.
Leadership			
Managers have ability to direct activities of other officials	86	3.56	1.377
Managers lead as a team to influence field officers and staff	86	3.15	1.288
Leadership decision making at this ministry is consultative	86	4.48	.955
Managers stimulate workforce for improved actions	86	3.81	1.213
Managers enhance cooperation among the workforce	86	3.62	1.558
Communication			
Managers facilitate a free flow of information	86	3.99	.677
Management uses all means of communication to inform employees	86	4.78	.495
Some managers make haste communications to junior managers and staff	86	1.76	1.345
Have strong human relations skills in providing feedback to employees	86	3.94	.962
Conflict resolution			
Managers have skills in reducing misunderstandings and conflicts	86	4.65	.930
Managers support employees with confidence building skills	86	3.84	1.245
Leaders provide strong crisis solving working environment	86	4.47	.979
Managers emphasize a one-to-one conflict solving approach	86	2.42	1.401

Source: Field data, 2020

In Table 9 above, results show that as part of interpersonal leadership, majority of the respondents strongly agreed that at MoWT, work is done consultatively (Mean= 4.48, Sd= .955). Most respondents also agreed that managers stimulate workforce and other staff for improved work

actions (Mean= 3.81). When the above are well done, respondents conferred that it enhances cooperation between managers as leaders and the workforce (Luminita et al., 2019). This aspect was also shown by a mean of 3.62. Indeed, managers lead as a team influencing field officers and staff, as well as focusing on the ability to direct activities of other officials. On basis of these findings, it was established that most managers at MoWT had exemplary leadership interpersonal skills, although a significant standard deviation (above 1), depicting variance in responses was obtained on most the test statements.

Regarding communication, as an interpersonal skill, results show majority of respondents strongly agreed that communication management uses all means to communicate (mean= 4.78, Sd=.495), and this facilitates proper and free flow of information (Mean = 3.99), and management is able to provide feedback to employees (Mean= 3.94). These findings were significantly consistent, with a standard deviation below 1. Through these communication interpersonal skills, effectiveness in organisational performance was supported. This was also maintained in Beaudry & Francois (2010). On the contrary, there were rigidities in communication from senior to junior staff. As a result, some managers could not make decisions on their own before seeking communication from strategic leaders, and this was responded by a mean response of 1.76. Generally, interpersonal communication was a top-bottom approach, with most low cadres at reception end of managerial information, inspite of having reliable relations skills (Tripathi & Reddy, 2015). This implicitly showed the relevancy of interpersonal skills in execution of managerial duties. This agrees with Tripathi & Reddy (2015)' opinion that at all levels, interpersonal skills develop leaders.

The views from Ministers, Directors and the Permanent Secretary who were interviewed, generally supported the above quantitative results. In line with above thought, one of the interviewees revealed relevancy of interpersonal skills, though still lacking among low level managers.

In his opinion, he remarked:

> ".... its right to say, our focus is on having the right employees, who do not only serve but lead. Effective managers should be good leaders who relate, communicate and share with staff, and outside parties. However, not all our managers have developed desired interpersonal skills.... Cases of indiscipline and poor communicators exist among staff, and a section of managers...."

The above findings tailored well with quantitative results in Table 9, where interpersonal skills are highly exhibited through good communication. Most managers at MoWT exhibited good leadership traits, but poorly communicated. This had profound effects on their performance. Attesting to the above, one of the directors revealed that:

> "When you communicate efficiently you are likely to get positive results because people have clearly understood the instructions, there will be limited or no corrections by the implementers. Ideally, communication can end up increasing productivity and also leads to performance feedback."

Akin to the above is the view that interpersonal skills, are vital tools in reducing misunderstanding, but to a great extent few managers, have these skills in practice. When asked about employee interpersonal skills and organisational performance, one of the respondents said:

> "Leadership styles influences organisational performance in a way that if your supervisor for example all he does is to command, bosses around, you may find that a person does something just to please the boss. But if the employees are taught to be responsible, they don't need to be pushed, but do everything willingly and this eventually will lead to improved performance."

Another key component of interpersonal skills, is management of workplace and employee related conflicts. Similarly, managers were reported having good conflict management skills, a few handled it a one-to-one basis, but used meetings, and directives. Similarly, when asked about conflict resolution and how it influence organisational performance, one of respondents revealed that:

> "At MoWT, like any organisation, a few conflicts emerge but are handled.....When there is a misunderstanding among employees, it is very important to find out the root cause of that misunderstanding and find a way of resolving. The more grievances that come up and not resolved, the lesser project works and other activities, managers

accomplish through teams.... people are rather dissatisfied and grumbling..... and this affects their performance."

4.3.4. Organisational Performance status

In this study, organisational performance of lecturers was dependent variable. As expressed in several earlier studies, organisational performance is a measure of outcomes on target set in any organisation (Munder, 2016). In this study, organisational effectiveness and efficiency attributes were considered and explored to explain and describe organisational performance at MoWT. Respondents ranked their opinions basing on assertion statements arranged on a Likert scale of 1-5. The mean average of 2.5 was the score considered for perceptive that test statement was accepted by respondents. Detail of organisational performance as explored by descriptive statistics is in presented in Table 10.

Table 10: Descriptive status of organisational performance at Ministry of works and transport

	N	Mean	Std. Deviation Sd.
Effectiveness			
Most ministry's activities/projects are done in time	86	2.53	.361
As a ministry, our activities have always been cost effective	86	2.47	1.253
In the last five years, the ministry has improved its performance outcomes	86	2.16	.371
The ministry always utilizes its budget well	86	4.17	.330
Our performance as a ministry offers value for money provided by budget	86	2.78	1.704
Managers foster activity accomplishments well	86	2.93	1.437
Efficiency			
Managers perform their roles as expected	86	2.72	.577
Ministry departments meet their performance targets	85	3.02	.676
There has been a cut in costs of operations as a ministry	86	2.27	1.434
We have not experienced delays in delivery of public infrastructure services	86	1.94	.521
There are no complaints of unauthorized excess expenditure	86	1.56	.591
There are no complaints of shoddy and poor quality roads works	86	2.40	1.433

Source: Field data, 2020

Two dimensions- effectiveness and efficiency were considered to explore the status of organisational performance during the study, as shown in Table 10. Results show that majority of respondents agreed that MoWT, as part of its mandate effectively utilizes its budget (Mean= 4.17). The overall performance was moderately effective, given that a few of the test statements were above the average mean of 2.5. For instance, respondents seemed to averagely support the statement that managers take efforts to foster task accomplishments well (mean= 2.93, Sd. = 1.437). More so, the ministry further focused on attaining value for money as set in the budget with hardships, shown by mean of 2.78. The results also showed not all projects at MoWT, were completed in time. This was shown by a slight above average mean of 2.53. This was key, as it shaped overall performance outcomes, and balanced realization of the organization's targets relevant for effectiveness (Guest, 2011).

Further still majority of the respondents seemed to disagree with the assertion that the Ministry's activities have always been cost effective (Mean= 2.47). This is an indication that most often project were out of budget, and planned schedule, rendering them less effective. Effectiveness in time and financial resources management was key for project activities, as those done at MoWT (Kiai et al, 2019). As regards effectiveness, majority of respondents did not agree that ministry has improved its performance outcomes in last five years (Mean=2.16). Despite a few inconsistent opinions, the level of organisational performance effectiveness at MoWT was not yet effective, as desired.

In matters of efficiency, results show that with exception of managers performing their roles as expected, and ministry departments struggling to meet their performance targets, most parameters were below average. This is indicated by means= 2.72 and 3.02, in table 10 respectively. Majority of the respondents disagreed with the perception that there has been a cut in costs of operation at the Ministry, shown by Mean= 2.27, and also could not agree that there were no complaints of shoddy

and poor quality roads works, indicated by mean response of 2.40. There were still complaints of unauthorized excess expenditure at MoWT. This was indicated by a mean response of 1.56. Indeed, out of these eventualities, majority of respondents did not agree to the statement that MoWT has not experienced delays in delivery of public infrastructure services. Several delays were reported, and overall efficiency of the MoWT's performance was not yet good.

Complementing views were also obtained from interviews, on this status of performance at MoWT. In most instances, organisational performance was remarked, as not yet to target, but on progress. A reflection that efficiency and effectiveness levels were still low. Pointing to this narrative, one of the interviewees stated:

> "As you will recognize, we are not always at our best, but we try to do the best.... Most of our employees strive to hit their targets. Eventually, out of a few challenges, in operations, we still experience performance shortfalls...."

From the above perspective, it's a reflection that MoWT, still experience performance gaps, and it could have been due to operational factors- including managerial related skills and competences. Attesting to this perspective, a director at MoWT, remarked:

> "we are not exceptionally good.... sometimes management falls short of oversight, and do not guide staff well. Inspite of their training, and experience, once in a while they do not provide technical support required..... This is however, not to say that performance solely depends on manager's skills..."

Related were several opinions from most of the other interviews, and it can be pointed out that several impediments in managerial scope of service, and skills, related with the realization of targets, and creation of value. These echoed a lot to earlier opinions also experienced on organisational performance (Armstrong, 2012; Kiai et al, 2019). To clearly understand, the relationship between managerial skills and organisation performance, the next section presents analyses conducted, and the hypotheses tests that relate to the study objectives, based on the descriptive opinions above.

4.4 Relationship between Managerial Skills and Organisational Performance

To establish the associations and relationships between variables, inferential statistics were utilized, primarily, Pearson Correlation Analysis (PCA) and Multiple Regression Analysis (MRA). A Pearson Correlation Analysis was undertaken to establish association between managerial (conceptual skills, conceptual, and interpersonal) skills and organisational performance. Results are in Table 11.

Table 11: Pearson's Correlation for study variables

Variables	TS	CS	IS	OP
Technical Skills (**TS**)	1			
Conceptual Skills (**CS**)	.431*	1		
Interpersonal Skills (**IS**)	.350**	.559*	1	
Organisational Performance (OP)	**.855****	**.780****	**.804****	1

Correlation is significant at 0.05level (2-tailed).. Correlation is significant at the 0.01 level (2-tailed).*

Findings in Table 11 above show that there is significant positive association between managerial technical skills and organisational performance (r= .855, n= 86, $p < .000$). An enhancement in the managerial technical skills, is more likely to positively associate with organisational performance exhibited at MoWT in Uganda. As regards the association between managerial conceptual skills and organisational performance, a significant association was established (r= .780, n= 86, $p < .000$). It was strongly established that managerial conceptual skills and organisational performance were associated. This was also pointed out by Zeynep et al (2014). A strong significant positive association was also established between managerial interpersonal skills and organisational performance (r= .804, n= 86, $p < .000$). An indication that improvements in organisational performance at MoWT were also positively associated with prevailing managerial interpersonal skills. This perspective was also established in earlier studies (Drucker, 2010).

To ascertain the relationship between variables and to further test study hypotheses, data was analysed by SPSS software and a Multiple Regression Analysis (MRA) carried out. The independent variable constructs (Technical [TS], Conceptual [CS], and Interpersonal [IS]) skills were regressed with the dependent variable- Organisational Performance. The results of MRA are in Table 12.

Table 12: Regression analysis on the relationship between Managerial Skills and Organisational Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865[a]	.831	**.829**	.35218

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	137.890	3	45.963	3.7062	.000[a]
	Residual	10.171	82	.124		
	Total	148.061	85			

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.769	.181		5.3520	**.000**
	TS	.742	.168	**.367**	1.1531	**.000**
	CS	.609	.175	**.542**	4.6170	**.000**
	IS	.162	.162	**.113**	1.004	**.031**

a. Predictors: (Constant), IS, CS, TS . b. Dependent Variable: OP

Results in Table 12, show the results on the relationship between managerial skills and organisational performance. The general objective of the study was to examine the influence of managerial skills on organisational performance at the Ministry of Works and Transport. Results show that there was a strong, positive relationship between managerial skills and organisational performance at MoWT (adjusted R Square= .829). This indicates that a change in managerial

(interpersonal, conceptual and technical) skills contributed to 82.9% of the variation in organisational performance at MoWT. Hence, for better organisational performance, MOWT, need to invest in enhancing managerial skills at strategic, tactical and operational levels. More so, results in ANOVA section, show that the level of significance, '*p*' was .000 < 0.05. This implies that the regression model was a good fit in predicting the relationship between managerial skills and organisational performance.

From Table 12, a regression model could be established, defined as:

$$\mathbf{OP = \beta 0 + \beta 1 TS + \beta 2 CS + \beta 3 IS + \epsilon}$$

Where, OP – Organisational Performance at the Ministry; β0 – Constant, TS – Technical Skills, CS– Conceptual Skills, IS – Interpersonal Skills, β1 – β3= Measure of sensitivity of independent variable (Managerial Skills) to changes in OP and Є= Error term. The new model after regression obtained was: **OP** =.769+ .367**TS** + .542**CS** + .113**IS.**

The model shows that independent variable constructs (conceptual, technical and interpersonal skills) positively predict the dependent variable- Organisation Performance. This is indicated by a positive constant (.769). On the basis of the model above, and Table 12, specific findings on study objectives and null hypotheses (**Ho_1- Ho_3**) were tested as further described.

4.4.1. Relationship between Technical managerial skills and Organisational performance

The first objective was to analyse the influence of managerial technical skills on organisational performance at Ministry of Works and Transport. In regard to this objective, a null hypothesis (Ho_1): Technical managerial skills have no significant influence on organisational performance was set. With 95% confidence and level of significance 0.0001, there was evidence to reject this hypothesis. Alternatively, the hypothesis that technical managerial skills have a significant influence on organisational performance at Ministry of Works and Transport was accepted. This was indicated by

(beta= .367, p<.05). This showed that an improvement in a unit of managerial technical skills would improve .367 organisational performance by .367 units at MoWT.

4.4.2. Relationship between Managerial Conceptual skills and Organisational performance

The study sought to examine the influence of managerial conceptual skills on organisational performance at MoWT. In regard to this objective, a null hypothesis (Ho_2): Conceptual managerial skills have no significant influence on organisational performance. The study sought to test the hypothesis that conceptual managerial skills have no significant influence on organisational performance (Ho_2= 0). However, results show at 95% confidence, the relationship was significant (p= 0.0001). The $Ho_2 \neq 0$), and thus the null hypothesis rejected. The results showed that the managerial conceptual skills have a significant influence on organisational performance at Ministry of Works and Transport (beta= .542, p<.05). Therefore, a unit improvement in managerial conceptual skills would improve organisational performance by .542 at the ministry.

4.4.3. Relationship between Technical Interpersonal skills and Organisational performance

In order to assess the influence of managerial interpersonal skills on organisational performance at MoWT, a null hypothesis 3 (Ho_3): Interpersonal managerial skills have no significant influence on organisational performance was set. Implicitly, it denoted that managerial interpersonal skills has no significant influence on organisational performance (Ho_3= 0). However, results in Table 12, at 95% confidence showed a significant relationship between variables (beta= .113, p= 0.031<.05). Therefore null hypothesis $Ho_3 \neq 0$ and was rejected. Thus, alternative hypothesis that: managerial interpersonal skills have a significant influence on organisational performance at MoWT was accepted.

4.5 Conclusion

The above findings show that effectiveness and efficiency in organisational performance has a strong significant relationship with managerial skills, except for interpersonal skills that was as low as 11.3% (Table 12). More so, altogether, managerial skills accounted for 82.9% of the attained organisational performance at MoWT. Additionally, all set null hypotheses were rejected and alternative ones accepted. This implies that on basis of these findings, there was a strong positive relationship between managerial skills and organisational performance at Ministry of Works and Transport. The next chapter presents discussion of these findings, highlights conclusions and suggests recommendations for better management and organisational performance in government ministries.

CHAPTER FIVE

SUMMARY, DISCISSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings. It incorporates a discussion of these findings, and generates conclusions and recommendations. More so, few limitations experienced are presented, in addition to areas of further research, enhancing body of knowledge about managerial skills, organizational performance and public sector management in general.

5.2 Summary

The study focused on examining the influence of managerial skills on organisational performance at the MoWT. Three objectives were set and below is summary of the findings.

5.2.1 Objective 1: The influence of managerial technical skills on organisational performance at Ministry of Works and Transport

Results show that in government MDAs including MoWT, managerial technical skills are broadly explored on basis of competency abilities, work methods, workstyle attributes. More so, descriptive statistics showed that managers at MoWT, did not have relevant skills to execute their duties, basing on their hands-on experience and education. Not all managers were able to utilise ICT technical skills. Lower level managers did not have competence technical skills. Managerial skills were relevant in supporting use of facilities, defining work methods and bridging field experience with office desk work engagements. However, most government top officers did not go to the field, and their technical skills were largely dependent on aides, and assistants, which affected their performance. A significant positive relationship between managerial technical skills and organisational performance (r= .855; beta= .367, p<.05).

5.2 Second objective: The influence of managerial conceptual skills on organisational performance at Ministry of Works and Transport

The study found out that all managers require managerial conceptual skills, though it was below standard among management at MoWT. Managers require conceptual skills to make decisions, but at MoWT, it was found lacking at the ministry. Subsequently, it was established that managerial conceptual skills were key in problem analysis, building capacity, innovations and creativity. Results however, found that most managers had strong conceptual knowledge and skills, but lacked field based exposure. More of conceptual managerial skills were common among middle and top level managers and few low level managers. Overall, the study established that managerial conceptual skills have a significant influence on organisational performance at MoWT (beta= .542, r= .780; p<.05).

5.3 Third objective: The influence of managerial interpersonal skills on organisational performance at Ministry of Works and Transport

The relevancy of interpersonal skills was found vital and often exhibited in managerial leadership, communication and conflict resolution attributes. The results established show that on average, managers at MoWT exhibited exemplary leadership interpersonal skills. However, there was one-way communication, which affected decision making, stimulate work force and facilitate flow of instructions. There was strong limitation for lower level managers to make strategic decision. A few managerial officers had limited conflict management. A strong significant positive relationship was also established between managerial interpersonal skills and organisational performance (r= .804, n= beta= .113, $p < .000$).

Regarding performance, the overall performance at MoWT, was found neither effective not efficient. Organisational performance derailments were evident in delayed completion of projects, less cost effective operations, complaints of shoddy, poor quality roads works, delivery of public

infrastructure services, increased costs of production and complaints of unauthorized excess expenditure at the ministry. However, progressive efforts were observed through effective utilisation of the budget and foster task accomplishment.

Generally, it was established that managerial skills significantly influenced organisational performance at MoWT. Nearly 83 percent of organisational performance at MoWT was related with managerial skills at strategic, tactical and operational levels. Technical skills, predominant among low level managers was leading managerial skills accounted for 76.9%, followed by conceptual skills, and lastly interpersonal skills. Nevertheless, all managerial skills were relevant for effective managerial work and organisational performance.

5.3 Discussion of the findings

This sub section presents a discussion of the study findings, exploring the extent to which technical, conceptual and interpersonal skills influences organizational performance. The discussion ensues on the findings based on the following objectives

5.3. 1. Relationship between technical skills and organizational performance

Several studies have focused on organisational performance, but the relationship between technical skills and organisational performance at Ministry of Works and transport, had not been undertaken. Results from this survey study, show that managerial technical skills especially competency abilities, work methods, workstyle, were core for better organisational performance. This aspect was core since, technical skills shaped what is done, how it done, and facilities used. Simply put, technical skills provide work place operational support, subsequently enhances performance. Related, Abuya (2015) also revealed this perspective. Indeed, work methods, knowledge of employees and work styles results into organizational performance in terms of efficiency and effectiveness, but this was

not the case, given that often not all department had these facilities. Most participants revealed, inspite of having knowledge, facilities are not well fit (Table 7). As a result, Managerial technical skills are relevant in supporting use of facilities, defining work methods and bridging field experience with office desk work engagement, except where they are not well enhanced, like at MoWT. This perspective, drawing from the results, helps to support hands-on, and skills linkage. This perspective agrees with, Kiai, and colleagues perspective on skill linkages in technic skills of managers (Kiai et al., 2019).

Relatedly, the study found out that efforts to enhance organisational performance should focus on enhancing managers' knowledge and abilities to do tasks. This was also echoed in several other studies (Armstrong, 2012; Cappelli, 2019; and Pardeep, 2015). Indeed, Kumar (2015), just like this study findings, shows that managerial technical skills are vital for MDAs. Government agencies, should focus on boosting technical skills to all levels, not only for low level managers, as established in this study (Table 7). This many have profound significance as observed in this study (Tables 11, and 12).

Further focus on the study results, shows that with a high level of education and experience (Table 5), technical skills should be translating into effective organisational performance, when well harnessed. This conjures us to relate the performance trail backs to low focus on technical skills, right from aides, assistants to all managers. A significant positive relationship between managerial technical skills and organisational performance (r= .855; beta= .367, $p<.05$), and this finding is in agreement with the earlier view Beaudry & Francois (2010) that technical skills relates with what is done, the costs spent and effectiveness of the service plan. Relatedly, the relevance of technical management skills in fostering problem solving, providing value-for-money and streamlining

operation is profound, as expressed, though inadequate at MoW (Table 7). This finding is in agreement with Sullivan & Sheffrin (2018), and her emphasis that organisations should focus on enhancing technical skills for effective task accomplishment. This is core as well for ministry of works and transport in Uganda.

5.3.2 Relationship between conceptual skills and organizational performance

Findings of the study indicated that ability to think, ability to analyze and innovation ability are key aspects that define managerial conceptual skills (Table 8). In this study findings, it was established that all managers require managerial conceptual skills. This is also expressed and emphasised by Pardeep (2015), as key for managers' to meet their obligations. Unfortunately, results at MoWT, show this skill category was highly vested among the top and middle level managers, and less among the operational managers (table 8). This was not a unique case for MoWT (Majtaba, 2010), but ought to be enhanced. Evidence in the study show that MoWT's managers exhibited these conceptual skills including decision making, problem analysis, but less in capacity building, innovations and creativity (Table8). This finding, indeed is a reflection of what earlier studies revealed that managerial competencies is key when managers can think, conceptualize, and use expertise to steer goal achievements (Diego & Da Costa, 2019; Kiai et al., 2019).

Results further show that conceptual skills motivate performance, vital in decision making and often manager's especially top level managers based on these skills to boost their operations. However, Manager's job is developing strategies, methods and tactics, was low for managers (low level) at MoW, in handling performance challenges, due to inadequate managerial conceptual skills. These findings agree with Ramaswaynny (2006) who revealed that these skills (conceptual) are key for complex solutions to complex ideas. Relatedly, it was found that there was a strong association between managerial conceptual skills, and organisational performance at MoWT (Table 11). This

association is also pointed out in several strategic management studies that relate with the current study findings (Zeynep et al, 2014). From the study, findings in Table 12, it was established that managerial conceptual skills have a significant influence on organisational performance at MoWT (beta= .542, r= .780; p<.05). This concurred with Afshari et al (2013), that organisations required concrete and well versed managers in conceptual skills for effective performance. This was because managerial conceptual skills enrich other skills, motivates workers, is critical for success and performance achievements (Tripathi & Reddy, 2015). The study hence found that an improvement in the managerial conceptual skills, improved organisational performance close to and by 54.2% (Table 12). This finding is in strong agreement with Rahman and Yang, (2009) and also later Mulder (2016), studied that emphasised that conceptual skills have a positive effect on performance of organisation. In this study, this discourse was focused on performance of MoWT, in Kampala, a core service unit for public sector works and infrastructure in Uganda.

5.3.3 Relationship between interpersonal skills and organizational performance

Organisations work with, and for people and interpersonal skills are vital for effective management, as it is for performance. Results of this study (table 9) explicitly shows that interpersonal skills were still in moderate levels at MoWT. Managers mainly handled well leadership and partly communication at the expense of a one-on-one conflict resolution skills. These findings concur with what Tripathi & Reedy (2015) reported that interpersonal skills are needed for all managers/leaders. The findings also agrees with Luminita et al (2019) who expressed that interpersonal skills facilitates team work and steers performance outcomes.

More so, results indicated that the level of managerial interpersonal skills in leadership were well expected, and this in providing guidelines, work station roles, and extemporary leadership. This was highly vested among the top, at expense of middle and low level managers at MoWT (Table 9). The relevance of interpersonal leadership skills was vital for service delivery, monitoring, and controlling

resource utilisation (Germen et al, 2006). Additionally, prevalence of a one-way communication, which affected decision making, stimulate workforce, facilitate flow of instructions and subsequently lowering performance effectiveness. Several scholars have also revealed and agreed that proper communication is an ideal interpersonal leadership traits and skill (Beaudry & Francois, 2010; Hanafi & Balali, 2018). Indeed, the effectiveness of organisational performance was closely associated with managerial interpersonal skills (Table 11).

A related perspective that these variables were associated was also pointed out in earlier studies (Nassazi, 2013; Katou & Budhwar, 2010). These findings were also re-emphasized with a significant relationship between managerial interpersonal skills and organisational performance (Table 12). Similar findings, in agreement with the above are echoed in Prasad, 2017). It was noted that any improvement in managerial interpersonal skills, predicted 11.3% of organisational effectiveness and efficiency in performance. This is in agreement with Chaid & Katou (2017), and also later in Luminita et al (2019), a high command of good interpersonal skills was emphasised.

Generally, it was expressed in the findings that close to 83 percent of organisational performance at MoWT was related with managerial skills at strategic, tactical and operational levels, with technical and conceptual skills far better predictors (Table 12).This implied that for MoWT to enhance its organisational performance, the efforts to improve managerial skills was a critical. This is because it fostered greatly interpersonal communication, managerial decision making, cost management and effecting management of human resources.

5.4 Conclusion

This sub section presents the learning points of the study findings, providing conclusions reached from the study findings and discussions. The conclusions are aligned per objectives.

5.4.1 The influence of managerial technical skills on organisational performance

The study found out that managerial technical skills were key for managers at MoWT, although not all managers exhibited these techniques in their work. A significant positive relationship between managerial technical skills and organisational performance (r= .855; beta= .367, $p<.05$). Thus, it was concluded that managerial technical skills significantly influence organisational performance of government Ministries, specifically Ministry of Works and Transport, Kampala Uganda.

5.4.2 The influence of managerial conceptual skills on organisational performance

In regard to the second objective to finding out the influence of managerial conceptual skills on organisational performance at Ministry of Works and Transport several findings were established. It was concluded, that all managers require conceptual skills. It was established that managerial conceptual skills have a significant influence on organisational performance at MoWT (beta= .542, r= .780; p<.05). Therefore, managerial conceptual skills had strong positive influence on organisational performance at Ministry of Works and Transport.

5.4.3 The influence of managerial interpersonal skills on organisational performance

Interpersonal skills were vital for facilaiting leadership, communication and conflict resolution as managers handled, despite its low effectiveness at MoWT. Managerial interpersonal skills and organisational performance were related (r= .804, bet= .113, $p < .000$). Indeed, it was concluded that improvement in managerial interpersonal skills had a strong influence of close to 80.4% on the organisational performance exhibited at Ministry of Works and Transport.

Overall, it was established and concluded that 83 percent of organisational performance at MoWT was related with managerial skills at strategic, tactical and operational levels, and only 17 percent was due to other factors. Thus, managerial skills had a strong influence on the organisational performance in government ministries, specifically at Ministry of Works and transport, Kampala, Uganda.

5.5 Recommendations

Considering the findings, and the above conclusions, several recommendations are put forward. These are presented in line with the study objectives.

As per the first objective, the study found out that in most cases, managerial technical skills were highly emphasised and exhibited at low level of management, and hence there was need to have these skills become inclusive for all levels of management. Ministry of Works and Transport, should put in place managerial workshops, conferences, and seminars to emphasize this.

More so, there is need to support enrich technical skills through job enrichment for top most managers so that they maximize work methods and styles that support capacity building, and field excursions, that were missing at Ministry of Works and Transport. This can be done through reviewing the work load of managers and asking for cost analysis and performance reports.

Regarding the second objective on influence of managerial conceptual skills on organisational performance. The study found out that like in technical skills, these skills were vital for all managers, but most pronounced among top and middle level managers at MoWT. There was need to develop the conceptual skill levels among low level managers. This could involve among others but not limited to refresher courses, effective human resource sourcing, and innovation abilities. The

study further recommends that Continuous Professional Developments (CPD) in order to improve these abilities is also vital necessary.

The study further suggests that there is need strengthen innovation abilities, boost creativity thinking through team building, vision sharing, capacity building, and putting in place managerial meetings, managers' online-platform and trainings. To improve performance through conceptual skills enrichment, management should allow for centralized planning, effective engagement of all managers in project work, especially in costing, budgeting, and monitoring.

Thirdly, study aimed at examining the influence of interpersonal managerial skills on organisational performance. Aware that the interpersonal skills, were not evenly exhibited by all managers, and that there was a strong positive relationship between interpersonal managerial skills and organisational performance, the study recommends that Ministry of Works and Transport should allow for a two-way mechanism of communication to as to support lower level managers engaged in sharing their conceptual traits and talents.

5.6. Study limitations

This study was restricted to Ministry of Works and Transport to analyse the influence of managerial skills on organisational performance. Therefore, the findings, though could be generalized with other MDAs, do not given the overall context of all the government ministries in Uganda. Therefore, there is a need to focus on all other ministries and public service entities in Uganda.

The current study used mainly descriptive statistics and inferential statistics, but ultimately these may not provide an interval or trends of events in performance levels of the ministry. It was a one-time case study, and yet performance may change over years. Therefore, efforts need to be driven towards undertaking a same study focusing on secondary data. This may give a long term position

on the influence of managerial skills on organisational performance at Ministry of Works and transport.

5.7 Future Research

This study was delimited to the influence of managerial skills on organisational performance at MoWT. As a result, there is need for further study on: The influence of managerial skills on organisational performance in other MDAs in Uganda.

There is need for a secondary data based approach in exploring the relationship between these variables. A comparative study ought to be done on analyzing the influence of managerial skills on organisational performance in Uganda, and other countries.

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APPENDICES

Appendix 1: Questionnaire for Top Level Managers

Dear Participants;

My name is Sophia Namugenyi a student of Kyambogo University carrying out research on Managerial Skills and Organisational Performance in Government Ministries using a case study of Ministry of Works and Transport Uganda, in Partial Fulfillment of the Requirements for the Award of Master of Science in Organization and Public Sector Management of Kyambogo University. The individual responses will be treated with utmost confidentiality and will only be for academic purpose in fulfillment of my research project. I humbly request you to take some of your time to fill in this questionnaire. Your response will be of great value in the success of this research study. Thank you in advance.

Please circle appropriate answers. Single response questions have answers numbered 1, 2, 3

Section 1: Background Information

1.1 Position held.....

1.2 Sex of respondent 1=Female; 2=Male

1.3 Age of respondent (State in complete years) I_____I

1.4 Marital status of the respondent

1=Married; 2=Single; 3=Cohabiting; 4=Divorced; 5=Separated

6=other; specify.....

1.5 Highest Level of Education you have attained

1=Masters; 2=Degree; 3=Diploma 4=Certificate; 5=others; specify

1.6 How long have you been working the ministry? (Number of years) I_____I

*In sections **2, 3, 4** and **5** on managerial skills and performance of Ministry of Works and Transport, please respond by giving your level of agreement to the statements items provided. The rating scale is as follows:*

Rating	*Strongly disagree*	*Disagree*	*Undecided*	*Agree*	*Strongly agree*
Score	*1*	*2*	*3*	*4*	*5*

Section 2: Technical Skills among Managers at Ministry of Works and Transport.

2.1. The following statements reflect on the technical skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Technical skills among Managers at Ministry of Works and Transport*	**Scoring**				
		1	2	3	4	5
TSC	**Competency**					
TSC1	Managers are only appointed on high merit of accomplishment					
TSC2	All our managerial level are fitted with enough ICT facilities					
TSC3	Managers at this ministry have experience in work and transport services					
TSC4	Ability to advise lower managers basing on hands-on experience					
TSM	**Work methods**					
TSM1	All our top level managers were promoted from field offers					
TSM2	Our working schedule involves routine office and field tasks					
TSM3	We advocate for maximum use of available facilities on ministry projects					
TSM4	As a manager, I have knowledge of facilities required in my department					
TSW	**Work style**					
TSW1	I use previous performed work procedures to influence decisions					
TSW2	I posess special skills in assessing and analysis activities at this ministry					
TSW3	Base on long term experience to advise juniors on style of work expected					
TSW4	Have used my training to facilitate capacity building					
TSW5	As a manager, I participate in task performance capacity building					

Section 3: Conceptual skills among managers at ministry of works and transport

3.1. The following statements reflect on the conceptual skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Conceptual skills among Managers at Ministry of Works and Transport*	**Scoring**				
		1	2	3	4	5
CST	**Ability to think**					
CST1	All managers require skills to reason					
CST2	I base on previous projects to advise junior staff					
CST3	Managers base on general understanding to execute works at the ministry					
CST4	Managers recognize that different functions of organization are interdependent					
CSA	**Ability to analyse**					
CSA1	Have necessary skills to foster capacity building at the ministry					
CSA2	Our managerial team is knowledgeable in problem analysis					
CSA3	Most managers at this ministry act out of experience					
CSA4	Managers can easily forecast trends of the ministry' projects beforehand					
CSI	**Innovation ability**					
CSA1	As a manager I have a skill of motivating other human resources.					
CSA2	Iam creative and advise staff basing on situations arising in the ministry					
CSA3	As a manager, I supplement ideas presented by junior staff					
CSA4	Have strong conscience required to achieve the ministry's vision					

Section 4: Interpersonal skills among Managers at Ministry of Works and Transport

4.1. The following statements reflect on the Interpersonal Skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Interpersonal Skills among Managers at Ministry of Works and Transport*	Scoring				
		1	2	3	4	5
ISL	**Leadership**					
ISL1	I have ability to direct activities of other managers and officials well					
ISL2	I lead other managers as a team to influence field officers and staff					
ISL3	Leadership decision making at this ministry is consultative					
ISL4.	I stimulate workforce for improved actions					
ISL5.	Managers enhance cooperation among the workforce					
ISC	**Communication**					
ISC1	Managers facilitate a free flow of information					
ISC2	Management uses all means of communication to inform employees					
ISC3	Some managers make rush/haste communications to junior managers and staff					
ISC4	Have strong human relations skills in providing feedback to employees					
ISR	**Conflict resolution**					
ISR1	Leaders emphasizes a one- to-one conflict solving approach					
ISR2	Leaders provide strong crisis solving working environment					
ISR3	Managers support employees with confidence building skills					
ISR4	Managers have skills of reducing misunderstandings and conflicts					

Section 5: Organisational Performance of Ministry of Works and Transport

5.1. The following statements reflect on attributes regarding performance of Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Statements of Performance of Ministry of Works and Transport*	Scoring				
		1	2	3	4	5
OPE	Effectiveness					
OPE1	Ministry's activities/projects are done in time					
OPE2	As a ministry, our activites have always been cost effective					
OPE3	In the last five years, the ministry has improved its performance outcomes					
OPE4	This ministry always utilizes its budget well					
OPE5	Our performance as a ministry offers value for money provided by budget					
OPE6	Managers foster activity accomplishments					
OPF	Efficiency					
OPF1	Managers perform their roles as expected					
OPF2	Ministry departments meet performance targets					
OPF3	There has been a cut in costs of our operations as a ministry					
OPF4	We have not experienced delays in delivery of public infrastructure services					
OPF5	There are no complaints of unauthorized excess expenditure					
OPF6	There are no complaints of shoddy and poor quality roads works					

Thanks for your co-operation

Appendix 2: Questionnaire for Middle Level Managers

Dear Participants;

My name is Sophia Namugenyi a student of Kyambogo University carrying out research on Managerial Skills and Organisational Performance in Government Ministries using a case study of Ministry of Works and Transport Uganda, in partial fulfillment of the requirements for the award of Master of Science in Organization and Public Sector Management of Kyambogo University. The individual responses will be treated with utmost confidentiality and will only be for academic purpose in fulfillment of my research project. I humbly request you to take some of your time to fill in this questionnaire. Your response will be of great value in the success of this research study. Thank you in advance.

Please circle appropriate answers. Single response questions have answers numbered 1, 2, 3

Section 1: Background Information

1.1 Position held.....

1.2 Sex of respondent 1=Female; 2=Male

1.3 Age of respondent (State in complete years) I_____I

1.4 Marital status of the respondent

1=Married; 2=Single; 3=Cohabiting; 4=Divorced; 5=Separated

6=other; specify.....

1.5 Highest Level of Education you have attained

1=Masters; 2=Degree; 3=Diploma 4=Certificate; 5=others; specify

1.6 How long have you been working the ministry? (Number of years) I_____I

*In sections **2, 3, 4** and **5** on managerial skills and performance of Ministry of Works and Transport, please respond by giving your level of agreement to the statements items provided. The rating scale is as follows:*

Rating	*Strongly disagree*	*Disagree*	*Undecided*	*Agree*	*Strongly agree*
Score	*1*	*2*	*3*	*4*	*5*

Section 2: Technical Skills among Managers at Ministry of Works and Transport.

2.1. The following statements reflect on the technical skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Technical skills among Managers at Ministry of Works and Transport*	**Scoring**				
		1	2	3	4	5
TSC	**Competency**					
TSC1	Managers are appointed after showing high level of accomplishment					
TSC2	Most managers are literate about the ICT facilities in their department					
TSC3	All directors and subordinate managers have experience in works and transport related services					
TSC4	I have the ability to advise lower managers basing on experience					
TSM	**Work methods**					
TSM1	All directors and commissioners were promoted from field offers					
TSM2	Our working schedule involves routine office and field tasks					
TSM3	We instruct employees to properly use of available facilities in my department					
TSM4	As a manager, I have knowledge of facilities required in my department					
TSW	**Work style**					
TSW1	I base on previous work procedures to decide for my subordinates' tasks					
TSW2	I posess special skills in assessing and analysis activities at this ministry					
TSW3	Base on long term experience to advise juniors on style of work expected					
TSW4	Have used my training to facilitate capacity building in my department					

Section 3: Conceptual skills among managers at ministry of works and transport

3.1. The following statements reflect on the conceptual skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Conceptual skills among Managers at Ministry of Works and Transport*	**Scoring**				
		1	2	3	4	5
CST	**Ability to think**					
CST1	All managers require skills to reason					
CST2	I base on previous projects to advise staff in my department					
CST3	I base on general understanding to execute works in my department					
CST4	Managers recognize that different functions of organization are interdependent					
CSA	**Ability to analyse**					
CSA1	Have necessary skills to foster capacity building in my department					
CSA2	Our managerial team is knowledgeable in problem analysis					
CSA3	Most managers in my department act out of experience					
CSA4	Managers in my department forecast trends of the projects and advise					
CSI	**Innovation ability**					
CSA1	As a manager I have a skill of motivating other human resources.					
CSA2	Iam creative and advise staff basing on situations arising in my department					
CSA3	I supplement ideas presented by staff in my department					
CSA4	Have strong conscience required to achieve the ministry's vision					

Section 4: Interpersonal skills among Managers at Ministry of Works and Transport

4.1. The following statements reflect on the Interpersonal Skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Interpersonal Skills among Managers at Ministry of Works and Transport*	Scoring				
		1	2	3	4	5
ISL	**Leadership**					
ISL1	I have ability to direct activities of other officials in my department					
ISL2	I work a team to influence field officers and staff in my department					
ISL3	Leadership decision making in my department is consultative					
ISL4.	As a manager, I stimulate workforce for improved actions in my department					
ISL5.	I work towards enhancing cooperation among the workforce in my department					
ISC	**Communication**					
ISC1	Managers facilitate a free interchange of information with others					
ISC2	Management use all means of communication to inform employees					
ISC3	Some managers make rush/haste communications to junior staff					
ISC4	I rregularly provide feedback to employees in my department					
ISR	**Conflict resolution**					
ISR1	I emphasize a one-to-one conflict solving approach					
ISR2	As a leader, I provide a good crisis solving working environment					
ISR3	Our department support employees with confidence building skills					
ISR4	I empower staff with skills of reducing misunderstandings and conflicts					

Section 5: Organisational Performance of Ministry of Works and Transport

5.1. The following statements reflect on attributes regarding performance of Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Statements of Performance of Ministry of Works and Transport*	Scoring				
		1	2	3	4	5
OPE	Effectiveness					
OPE1	Most of the ministry's activities/projects are done in time					
OPE2	As a ministry, our activities have always been cost effective					
OPE3	In the last five years, ministry has improved its performance outcomes					
OPE4	This ministry always utilizes its budget well					
OPE5	Our performance as a ministry offers value for money provided by budget					
OPE6	Managers well organise their work, and foster activity accomplishments					
OPF	Efficiency					
OPF1	All the managers have ability to perform their roles well					
OPF2	All ministry departments meet their performance targets					
OPF3	There has been a cut in costs of our operations as a ministry					
OPF4	We have not experienced delays in delivery of public infrastructure services					
OPF5	There are no complaints of unauthorized excess expenditure					
OPF6	There are no complaints of shoddy and poor quality roads works					

Thanks for your co-operation

Appendix 3: Questionnaire for Lower Level Managers

Dear Participants;

My name is Sophia Namugenyi a student of Kyambogo University carrying out research on Managerial Skills and Organisational Performance in Government Ministries using a case study of Ministry of Works and Transport Uganda, in Partial Fulfillment of the Requirements for the Award of Master of Science in Organization and Public Sector Management of Kyambogo University. The individual responses will be treated with utmost confidentiality and will only be for academic purpose in fulfillment of my research project. I humbly request you to take some of your time to fill in this questionnaire. Your response will be of great value in the success of this research study. Thank you in advance.

Please circle appropriate answers. Single response questions have answers numbered 1, 2, 3

Section 1: Background Information

1.1 Position held.....

1.2 Sex of respondent 1=Female; 2=Male

1.3 Age of respondent (State in complete years) I_____I

1.4 Marital status of the respondent

1=Married; 2=Single; 3=Cohabiting; 4=Divorced; 5=Separated

6=other; specify.....

1.5 Highest Level of Education you have attained

1=Masters; 2=Degree; 3=Diploma 4=Certificate; 5=others; specify

1.6. How long have you been working the ministry? (Number of years) I_____I

*In sections **2, 3, 4** and **5** on managerial skills and performance of Ministry of Works and Transport, please respond by giving your level of agreement to the statements items provided. The rating scale is as follows:*

Rating	*Strongly disagree*	*Disagree*	*Undecided*	*Agree*	*Strongly agree*
Score	*1*	*2*	*3*	*4*	*5*

Section 2: Technical Skills among Managers at Ministry of Works and Transport.

2.1. The following statements reflect on the technical skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Technical skills among Managers at Ministry of Works and Transport*	**Scoring**				
		1	2	3	4	5
TSC	**Competency**					
TSC1	Officers are appointed to management after being competent at work					
TSC2	Most managers are literate about the ICT facilities employees use in field					
TSC3	All operational managers have experience in works and transport related services					
TSC4	I have the ability to advise employees/staff basing on experience					
TSM	**Work methods**					
TSM1	All operational managers were promoted from field offers					
TSM2	Our working schedule involves routine office and field tasks					
TSM3	We instruct staff to properly use of available facilities in my department					
TSM4	As a manager, I have knowledge of facilities required in my department					
TSW	**Work style**					
TSW1	I base on previous work procedures to decide for my subordinates' tasks					
TSW2	I posess special skills in analysing activities in my department					
TSW3	I have experience to advise juniors on style of work expected in a project					
TSW4	Have used my training to facilitate capacity building in my department					

Section 3: Conceptual skills among managers at ministry of works and transport

3.1. The following statements reflect on the conceptual skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Conceptual skills among Managers at Ministry of Works and Transport*	Scoring				
		1	2	3	4	5
CST	**Ability to think**					
CST1	All managers require skills to reason					
CST2	I base on previous projects to advise staff in the field					
CST3	I base on general understanding to execute works in my department					
CST4	I recognize that different functions of organization are interdependent					
CSA	**Ability to analyse**					
CSA1	Have necessary skills to foster capacity building among field officers					
CSA2	Our managerial team is knowledgeable in field problem analysis					
CSA3	Most managers in my department act out of experience to advise field staff					
CSA4	Managers in my department forecast trends of the projects and advise					
CSI	**Innovation ability**					
CSA1	As a manager, I have a skill of motivating other human resources.					
CSA2	Iam creative to advise staff on situations arising in the field activities					
CSA3	I supplement ideas presented by staff in my department					
CSA4	Have strong conscience required to achieve the ministry's vision					

Section 4: Interpersonal skills among Managers at Ministry of Works and Transport

4.1. The following statements reflect on the Interpersonal Skills among Managers at Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Interpersonal Skills among Managers at Ministry of Works and Transport*	Scoring				
		1	2	3	4	5
ISL	**Leadership**					
ISL1	I have ability to direct activities of other officials in my department					
ISL2	I work a team to influence field officers and staff in my department					
ISL3	Leadership decision making in my department is consultative					
ISL4.	As a manager, I stimulate workforce for improved actions in my department					
ISL5.	I work towards enhancing cooperation among the workforce in my department					
ISC	**Communication**					
ISC1	Managers facilitate a free interchange of information with others					
ISC2	Management use all means of communication to inform employees					
ISC3	Some managers make rush/haste communications to junior staff					
ISC4	I rregularly provide feedback to employees in my department					
ISR	**Conflict resolution**					
ISR1	I emphasize a one-to-one conflict solving approach					
ISR2	As a leader, I provide a good crisis solving working environment					
ISR3	Our department support employees with confidence building skills					
ISR4	I empower staff with skills of reducing misunderstandings and conflicts					

Section 5: Organisational Performance of Ministry of Works and Transport

5.1. The following statements reflect on attributes regarding performance of Ministry of Works and Transport. Please respond (√) giving your level of agreement to the items.

Code	*Statements of Performance of Ministry of Works and Transport*	**Scoring**				
		1	2	3	4	5
OPE	Effectiveness					
OPE1	Most of the ministry's activities/projects are done in time					
OPE2	As a ministry, our activities have always been cost effective					
OPE3	In the last five years, the ministry has improved its performance outcomes					
OPE4	This ministry always utilizes its budget well					
OPE5	Our performance as a ministry offers value for money provided by budget					
OPE6	Managers well organise their work, and foster activity accomplishments					
OPF	Efficiency					
OPF1	All the managers have ability to perform their roles well					
OPF2	All ministry departments meet their performance targets					
OPF3	There has been a cut in costs of our operations as a ministry					
OPF4	We have not experienced delays in delivery of public infrastructure services					
OPF5	There are no complaints of unauthorized excess expenditure					
OPF6	There are no complaints of shoddy and poor quality roads works					

Thanks for your co-operation

Appendix 4: Interview Guide for top technical staff in MoWT

1. How does technical skills in terms of knowledge, work methods and work style influences organisational performance at Ministry of Works and Transport.

2. How do conceptual skills in terms of ability to think ability to analyse and innovation ability influences organisational performance at Ministry of Works and Transport

3. How do interpersonal skills in terms of leadership, communication and conflict resolution influences organisational performance at Ministry of Works and Transport.

Appendix 5: Determination of Sample Size

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	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970