

**CONTRIBUTION OF COACHING AND FEEDBACK IN ENHANCING EMPLOYEE  
PERFORMANCE IN KOLIR SUB-COUNTY, BUKEDEA DISTRICT**

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## DECLARATION

I, Apolot Harriet, solemnly declare that the research report submitted in partial fulfillment of the requirements for the award of bachelors' degree in social work and social administration is the result of my own original work. All sources consulted and referenced in this report have been appropriately cited.

Signature: 

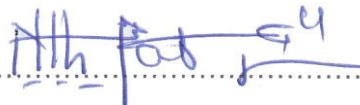
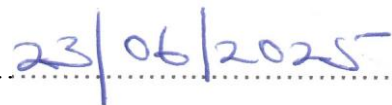
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## APPROVAL

The research report submitted by Apolot Harriet has been thoroughly reviewed and is hereby approved. The study is relevant, well-structured, and methodologically sound, demonstrating a clear understanding of the subject matter and adherence to academic standards. It meets the necessary requirements and therefore qualifies for submission to the Department of Social Sciences for award consideration.

Signature...  Date... 

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## **DEDICATION**

I dedicate this research report to my parents for their unwavering love, support, and encouragements have been the driving force behind my academic journey. Their belief in my abilities and constant motivation has been instrumental in helping me overcome challenges and reach this milestone.

## **ACKNOWLEDGEMENT**

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Lastly, I wish to acknowledge the support and friendship of Emapus Difas, who stood by me with encouragement, motivation, and practical assistance throughout this academic journey. Their companionship, moral support, and positive energy were a great source of comfort and strength, especially during demanding periods of the research process. I am truly blessed to have such dedicated and dependable friends, and I will always cherish their contributions to this accomplishment.

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## **LIST OF ABBREVIATIONS**

BDLG	:	Bukedea District Local Government
BDSC	:	Bukedea District Service Commission
BTC	:	Bukedea Town Council
IGA	:	Inspectorate of Government Act
KSC	:	Kolir Sub-county
LC1	:	local council one
LGA	:	Local Government Act
SMART	:	Specific, Measurable, Achievable, Relevant, Time-bound
UPSSO	:	Uganda Public Service Standing Orders

## ABSTRACT

This study sought to find out the contribution of coaching and feedback in enhancing employee performance in Kolir sub-county, Bukedea district and the literature is reviewed according to the three objectives which include; to investigate the effect of coaching on the performance of employees in Kolir Sub-county, to examine the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county, to identify strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county and gaps identified in the existing literature. The researcher used a sample size of 63 respondents and used questionnaires to collect data and later the data was analyzed using the statistical package for social sciences (SPSS). Results of the first objective showed that coaching has a significant effect on performance of employees in Kolir Sub-county. Supported by the following responses; 62% were positive to the statement that coaching helps in building strong relationships between staff and supervisors, which fosters trust and enhances workplace communication; 61% of the respondents were positive to the statement that employees feel more supported and valued when coaching is consistent, which boosts morale and increases job satisfaction. Results of the second objective revealed that feedback mechanisms on employee efficiency and productivity in Kolir Sub-county and were supported by; 56% of the respondents were positive to the statement that feedback mechanisms improve efficiency by helping employees understand what is expected and how they can adjust their actions accordingly, 80% of the respondents were positive to the statement that constructive feedback enables employees to correct mistakes early, which saves time and increases productivity. Results of the third objective showed that strategies include; adopting a structured, employee-centered approach that prioritizes clarity, consistency, and action ability have a significant effect on employee performance in Kolir Sub-county. 75% were positive to the statement that introducing peer coaching programs can enhance learning through shared experiences and build stronger team connections, 68% had a positive response to the statement that establishing a feedback culture where all employees feel safe to give and receive input can significantly improve performance outcomes. There is need for the government to establish partnerships with educational institutions and professional bodies to certify competent coaches and ensure standardized coaching practices across industries. Organizations must prioritize a coaching culture where learning and development are integrated into daily operations.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter presents background of the study, statement of the problem, general objective, specific objectives, research questions, scope of the study, significant of the study and conceptual framework.

### **1.1 Background of the study**

At the global perspective, coaching and feedback have gained prominence as essential strategies for improving employee performance and organizational productivity in both the private and public sectors. According to Armstrong and Taylor (2014), performance management systems globally have increasingly integrated coaching and structured feedback mechanisms to boost motivation, address performance gaps, and align employee goals with organizational objectives. In developed countries such as the United States, the UK, and Australia, continuous feedback systems have replaced the traditional annual appraisal models, with over 89% of Fortune 500 companies incorporating coaching as part of their leadership development programs (Gallup, 2020). Moreover, globalization and the Fourth Industrial Revolution have necessitated responsive and adaptable public service personnel, thereby making coaching and feedback key drivers for change (Grant & Hartley, 2020). Despite these advancements, challenges remain in measuring the impact of coaching on performance, particularly in decentralized governance systems. There is a knowledge gap regarding the contextual effectiveness of coaching in different cultural, institutional, and infrastructural settings, especially within local governments in the Global South.

In the regional context of Sub-Saharan Africa, efforts to improve employee performance in the public sector through coaching and feedback have been minimal and often under-documented. According to Agyemang and Boateng (2019), most African governments still rely on traditional supervision and appraisal systems, which lack real-time feedback and personal development coaching, leading to persistent inefficiencies and low staff morale. A study by Muriithi and Kariuki (2021) in Kenya showed that less than 30% of local government employees had access to structured coaching programs, with feedback mostly limited to annual reviews.

In Uganda, the performance of employees in local governments has come under scrutiny due to poor service delivery, delayed implementation of government projects, and poor accountability (Tumwebaze & Nuwagaba, 2020). Despite the existence of performance appraisal frameworks, coaching and feedback remain underutilized, particularly at the local government level. A study by Okello and Mugabe (2017) found that only 25% of sub-county and district employees reported receiving feedback from supervisors more than once a year, and most of it was not developmental in nature. Additionally, budget constraints, lack of skilled coaches, and a culture of top-down management have hindered the establishment of coaching structures within decentralized units. This presents a significant gap in efforts to improve public service performance through participatory and capacity-building interventions. As Uganda moves toward results-oriented management, there is a need for more evidence-based interventions that emphasize continuous feedback and coaching, particularly within local government structures where service delivery directly affects grassroots communities.

In Kolir sub-county, Bukedea district, performance issues among employees in local government have persisted despite the presence of performance monitoring tools. Reports from the district service commission (Bukedea District Local Government, 2021) indicate that absenteeism, delays in project execution, and low commitment among workers remain key concerns. Local leaders have raised issues regarding the limited supervisory engagement and inadequate feedback mechanisms among parish chiefs, community development officers, and other frontline staff. According to Apio and Omagor (2022), there is little emphasis on developmental coaching at the sub-county level, and most feedback given is reactionary and punitive rather than supportive and growth-oriented. This situation highlights a clear knowledge gap on the role structured coaching and feedback can play in enhancing performance at this level of government. There is also limited academic literature exploring the effectiveness of coaching and feedback frameworks in Uganda's local government settings, particularly in Kolir sub-county. This justifies the need for the present study to examine how these tools can be integrated into the sub-county's human resource practices to foster improved employee performance and better service delivery outcomes.

## **1.2 Statement of the problem**

In an ideal public service environment, employees are expected to perform efficiently and effectively, driven by continuous professional development, regular feedback, and coaching from supervisors. Local governments should have well-established systems that empower employees through supportive leadership and developmental feedback mechanisms, leading to improved morale, accountability, and productivity. When implemented properly, such strategies not only enhance individual performance but also ensure better service delivery to the community. According to Armstrong and Taylor (2014), organizations that invest in structured coaching and consistent feedback frameworks are more likely to achieve higher employee engagement, innovation, and sustainable performance outcomes.

However, in many local governments, including Kolir sub-county in Bukedea district, employee performance has remained suboptimal due to inadequate supervisory practices and a lack of developmental feedback structures. A report by the Bukedea District Service Commission (2021) highlighted recurring issues such as high absenteeism, low motivation, delayed service delivery, and limited accountability among public servants. While performance appraisal tools exist, they are often applied inconsistently and with minimal follow-up. Apio and Omagor (2022) noted that most feedback provided to local government employees is reactive and punitive rather than constructive and supportive. Furthermore, coaching as a developmental tool is rarely practiced or institutionalized, leaving staff without the guidance and support necessary for professional growth and optimal service execution.

This persistent challenge reveals a practical and knowledge gap in understanding how effective coaching and feedback mechanisms could be utilized to improve employee performance in local government settings. Despite interventions such as performance review systems and periodic trainings, there is limited empirical evidence examining the actual contribution of coaching and feedback to performance improvement, particularly at sub-county level. The absence of contextual studies within Kolir sub-county on this matter creates a significant void in both practice and academic literature. Therefore, despite the interventions put in place, the problem has still persisted, hence calling for a research study.

### **1.3 Research purpose**

To investigate the contribution of coaching and feedback in enhancing employee performance in Kolir sub-county, Bukedea district

### **1.4 Specific objectives**

- i. To investigate the effect of coaching on the performance of employees in Kolir Sub-county.
- ii. To examine the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county
- iii. To identify strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county.

### **1.5 Research questions**

- i. What is the effect of coaching on the performance of employees in Kolir Sub-county?
- ii. How do feedback mechanisms influence employee efficiency and productivity in Kolir Sub-county?
- iii. What strategies can be adopted to improve coaching and feedback practices to enhance employee performance in Kolir Sub-county?

### **1.6 Scope of the study**

#### **1.6.1 Geographical location**

This study was carried out from Kolir Sub-county is located in Bukedea District, in the eastern region of Uganda, and forms part of the Teso sub-region. The sub-county is predominantly rural and lies approximately 8 kilometers southeast of Bukedea Town Council, the district headquarters. It is bordered by Kachumbala Sub-county to the north, Kidongole Sub-county to the east, Kamutur Sub-county to the south, and Bukedea Town Council to the west. Kolir Sub-county is administratively composed of several parishes (wards), which include Kolir, Kirionen, Apopong, and Kanyangan.

#### **1.6.2 Time scope**

The period to be considered for the study was 3 years that is from 2021-2024, this is because during that period, Kolir sub-county in Bukedea district, employee performance has remained suboptimal due to inadequate supervisory practices and a lack of developmental feedback structures.

### **1.6.3 Content scope**

The study was limited to the contribution of coaching and feedback in enhancing employee performance in kolir sub-county, Bukedea district

### **1.7 Significance the study**

The study may be of great importance to local government administrators in Kolir sub-county as it may equip them with practical strategies for strengthening employee guidance and support, ultimately leading to improved work output and service delivery within the sub-county. It may help them adopt more effective supervisory techniques that inspire staff commitment and accountability.

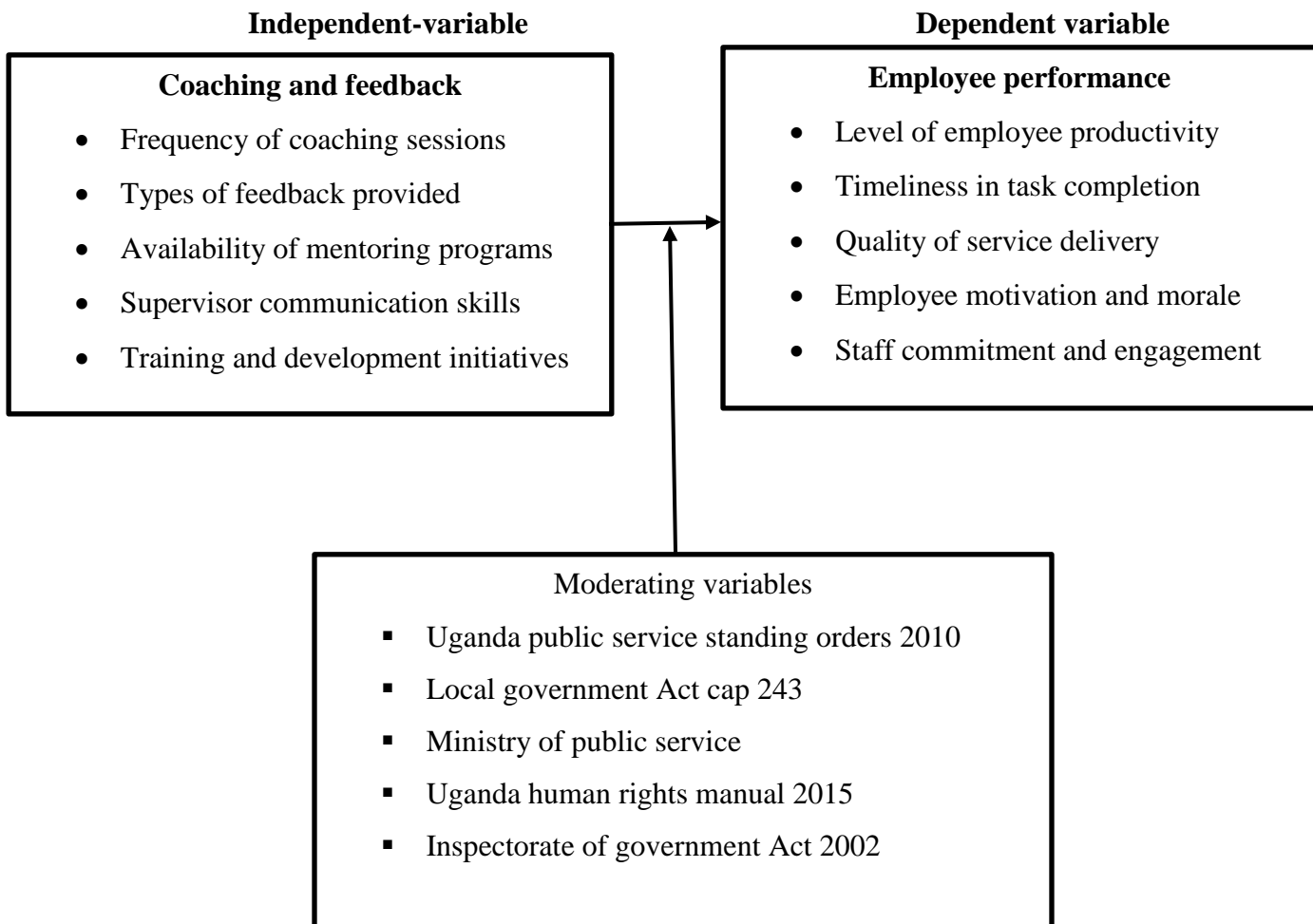
Policymakers and district leaders may benefit from the study by gaining evidence-based knowledge that may inform policy formulation and review regarding staff development and performance management. This may result in the creation of more responsive frameworks that encourage sustainable public service delivery at the grassroots level.

The study may be useful to human resource officers by enabling them to understand how to implement effective feedback mechanisms and coaching practices that promote staff growth. This may help improve staff appraisal systems, reduce workplace conflicts, and increase morale across various departments.

Community members may also benefit indirectly from the study since improved staff performance may result in faster, more reliable, and people-centered public services. When service providers are more effective and motivated, the overall quality of life within the community may be positively influenced.

Academic scholars and future researchers may find the study valuable in building upon its findings to further explore similar challenges in other districts or regions. It may also contribute to the academic literature by addressing gaps related to staff development in local government institutions, especially in rural settings.

**1.8 Figure 1 Conceptual frame work**



Source: Researcher’s conceptualization (2025)

With reference to figure 1 above, it indicates coaching and feedback as an independent variable, play a vital role in shaping employee performance by providing continuous support, direction, and development opportunities. The frequency of coaching sessions ensures that employees receive regular guidance, allowing them to track progress, address challenges promptly, and stay aligned with performance expectations. The type of feedback provided, whether positive reinforcement, corrective feedback, or developmental advice, directly influences motivation, self-awareness, and improvement efforts. The availability of mentoring programs offers employees a structured platform to learn from experienced colleagues, enhancing both technical and soft skills while promoting career advancement. Supervisor communication skills are equally critical, as clear, empathetic, and effective communication fosters trust, minimizes

misunderstandings, and encourages open dialogue, which boosts morale and performance. Additionally, training and development initiatives equip employees with up-to-date knowledge and skills, increasing their competence and confidence in handling job responsibilities.

Employee performance, as a dependent variable, reflects the overall effectiveness and contribution of an employee to organizational goals and is influenced by several key factors. The level of employee productivity indicates how efficiently tasks and responsibilities are completed within a given time, while timeliness in task completion demonstrates an employee's ability to meet deadlines and manage time effectively. The quality of service delivery shows the standard of output and customer satisfaction, serving as a measure of work excellence. Employee motivation and morale affect the enthusiasm and drive with which tasks are approached, directly impacting consistency and innovation. Additionally, staff commitment and engagement highlight the emotional and professional investment employees have in their roles, influencing retention, teamwork, and willingness to exceed expectations.

Moderating variables such as the Uganda Public Service Standing Orders 2010, Local Government Act Cap 243, Ministry of Public Service guidelines, the Uganda Human Rights Manual 2015, and the Inspectorate of Government Act 2002 play a crucial role in shaping the relationship between coaching and feedback (independent variable) and employee performance (dependent variable). These regulatory frameworks set standards for ethical conduct, accountability, employee rights, and governance structures within public institutions. They influence how coaching and feedback are administered by ensuring transparency, fairness, and consistency in supervisory practices. For example, the Standing Orders and the Local Government Act provide guidelines on supervision, appraisal, and professional development, which enhance the credibility and effectiveness of coaching interventions. Similarly, the Uganda Human Rights Manual and Inspectorate of Government Act promote respectful communication and discourage discrimination or abuse during feedback sessions, thereby creating a safe and motivating work environment.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The general research objective in this study sought to investigate the contribution of coaching and feedback in enhancing employee performance in Kolir sub-county, Bukedea district and the literature is reviewed according to the three objectives which include; to investigate the effect of coaching on the performance of employees in Kolir Sub-county, to examine the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county, to identify strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county and gaps identified in the existing literature.

#### **2.1 The effect of coaching on the performance of employees**

According to Musimenta and Kabagambe (2022), coaching has become a vital human resource development tool in Uganda's public service sector, particularly in promoting performance accountability and efficiency among civil servants. Coaching initiatives have been introduced in various ministries and local governments to help bridge knowledge gaps, build capacity, and enhance on-the-job learning experiences. These programs focus on empowering employees to take responsibility for their performance and align their daily activities with institutional goals. In Uganda, coaching has shown positive results in improving goal setting, self-awareness, and motivation among employees, leading to increased efficiency in service delivery.

Building on this, Okello and Nabiryo (2023) argue that coaching enhances employee accountability and teamwork, which are key indicators of high-performing organizations in Uganda's local government structures. In many districts, including Bukedea, human resource units have integrated coaching elements into routine performance appraisal and review sessions. This allows employees to receive regular developmental feedback, helping them improve individual output while aligning with institutional priorities. Uganda's Ministry of Public Service has emphasized coaching as a strategic tool in the Uganda Public Service Performance Management Framework to boost employee productivity across all levels of government. Moreover, coaching has been associated with enhanced communication between supervisors and subordinates, leading to better role clarity and fewer workplace conflicts (Nakabugo & Sserwadda, 2022).

According to Lwanga and Komakech (2022), coaching in local governments plays a crucial role in addressing capacity gaps among technical officers and administrative staff, especially where formal training is limited. With limited resources and complex work environments, coaching offers a cost-effective and sustainable way to support professional growth. It allows continuous learning tailored to individual needs, enabling staff to achieve both personal and institutional goals. Furthermore, Nansubuga and Mwanja (2024) report that districts which have institutionalized coaching practices experience higher levels of employee satisfaction and reduced turnover. The personalized nature of coaching empowers staff to feel valued, supported, and more committed to their roles, which contributes to long-term performance gains. Therefore, coaching remains a key component in enhancing public workforce effectiveness across Uganda, especially in local government settings like Bukedea district.

According to Schneider and Braun (2022), coaching in Germany has emerged as a central tool for enhancing employee performance in both public and private sector organizations. The German corporate culture has increasingly embraced coaching as a development strategy to promote personal growth, goal attainment, and performance improvement. Many German firms have adopted executive and team coaching programs to boost leadership competence and employee engagement. Schneider and Braun note that structured coaching leads to improved communication, motivation, and performance consistency among employees. Additionally, Weber and Lang (2023) argue that coaching interventions tailored to individual learning styles significantly enhance adaptability and innovation, which are essential in Germany's competitive labor market.

According to Müller and Fischer (2023), the German public administration has also integrated coaching into human resource development frameworks to increase organizational efficiency and service delivery. In Germany, coaching has been aligned with performance management systems, where it plays a critical role in helping employees set and achieve professional goals. Müller and Fischer found that coaching interventions improve not only individual performance but also foster a culture of accountability and continuous improvement. Similarly, Koch and Richter (2024) emphasize that coaching fosters emotional intelligence and resilience among employees, which are key predictors of high performance. Their research on municipal workers

in several German states revealed that coaching increased task efficiency, improved interpersonal relations, and reduced absenteeism.

According to Berger and Hoffmann (2022), coaching effectiveness in Germany is amplified when paired with regular feedback and performance tracking. These practices create a feedback-rich environment that nurtures employee development and fosters a strong performance culture. Berger and Hoffmann observed that when coaching sessions are aligned with departmental goals, employees are more likely to stay focused and meet performance expectations. Furthermore, Krüger and Stein (2023) noted that coaching supports change management in German organizations, especially during restructuring or technological transitions.

According to Johnson and Miller (2022), coaching in North America has evolved into a strategic organizational practice that significantly enhances employee performance by fostering individual potential, skill development, and job satisfaction. Their study found that structured coaching programs contributed to increased productivity, better alignment with organizational goals, and greater accountability among employees. Similarly, Adams and Rivera (2023) noted that coaching in corporate North America not only supports performance improvement but also plays a critical role in promoting psychological safety, enabling employees to openly discuss challenges and receive constructive feedback. In both the United States and Canada, the integration of coaching within performance management frameworks has led to substantial gains in motivation and performance metrics, particularly among mid-level and frontline employees in both public and private sectors.

According to Harris and Bennett (2023), coaching in North America has become especially effective when paired with goal-setting and personalized feedback mechanisms. Their research across U.S. federal agencies and Canadian provincial departments revealed that employees who received coaching reported higher clarity in role expectations, faster skill acquisition, and increased engagement. North America has seen a rise in executive coaching as a leadership development tool, with organizations recognizing that enhanced leadership translates into better team performance. Williams and Thomas (2022) also emphasize the growing adoption of coaching in health, education, and social services sectors across North America, where coaching has helped improve service delivery by enhancing the problem-solving capabilities and

emotional intelligence of employees. These findings highlight that coaching is no longer viewed as a remedial tool but as a proactive strategy to optimize talent and organizational performance.

According to Carter and Nguyen (2024), one key strength of coaching in North America lies in its adaptability to multicultural and diverse workforces, which enhances its effectiveness in a globalized labor environment. Their study shows that coaching interventions, when culturally sensitive and context-specific, significantly improve communication and team dynamics, especially in North America's ethnically diverse organizational settings. Meanwhile, Patel and Gordon (2023) assert that the long-term effects of coaching are evident in employee retention, reduced turnover rates, and improved succession planning. Their longitudinal study across Fortune 500 companies found a direct correlation between sustained coaching practices and improved organizational performance outcomes. North America's coaching landscape demonstrates that when coaching is consistently applied and evaluated, it not only improves individual output but also reinforces a culture of learning, adaptability, and continuous improvement.

According to Liu and Zhang (2022), coaching has become an increasingly essential component of human resource development strategies in China, especially in large state-owned enterprises and multinational corporations. Their study revealed that structured coaching interventions significantly enhance employee motivation, goal alignment, and individual performance outcomes by fostering a deeper understanding of organizational expectations. Similarly, Wei and Chen (2023) emphasized that in the Chinese context, coaching programs have helped bridge the gap between junior staff and senior management by creating open communication channels and encouraging continuous feedback. This has been particularly impactful in performance appraisals, where coaching promotes transparency and self-awareness among employees. These findings indicate that coaching in China is not merely a Western-imported strategy but a localized approach contributing to employee development and organizational effectiveness.

According to Fang and Li (2023), coaching in China has shown positive results in improving employee adaptability, creativity, and overall job satisfaction, especially in fast-paced industries such as manufacturing and technology. Their research noted that personalized coaching led to better team collaboration and time management, thereby boosting productivity and efficiency across departments. China has embraced coaching as a strategic tool to address the challenges

posed by rapid economic transformation and workforce diversification. Wang and Zhou (2024) further explored how coaching enhances the leadership skills of middle managers, allowing them to better support their teams through performance challenges.

## **2.2 The influence of feedback mechanisms on employee efficiency and productivity**

According to Liu and Han (2022), feedback mechanisms have become a strategic element in enhancing employee efficiency and productivity in China's rapidly evolving business sector. Their study found that timely, specific, and constructive feedback contributed significantly to reducing task ambiguity and boosting individual accountability in both private and public enterprises. In addition, Zhang and Wei (2023) emphasized that in China's manufacturing and service industries, frequent performance reviews coupled with developmental feedback enabled employees to better align personal goals with organizational expectations, which in turn improved overall work outcomes. These scholars assert that feedback mechanisms not only clarify roles but also serve as motivational tools that enhance an employee's commitment to continuous improvement, thus promoting a productive work environment.

According to Chen and Zhou (2023), effective feedback processes in China are often shaped by the cultural emphasis on hierarchy and respect, which influences how feedback is delivered and received in the workplace. Their research revealed that while Chinese employees value constructive criticism, the tone, timing, and authority of the feedback provider greatly affect its acceptance and subsequent impact on performance. In support, Wang and Li (2024) reported that organizations that integrated peer-to-peer feedback and self-assessment practices saw a 20% improvement in team efficiency and cooperation. They highlighted that fostering a culture of feedback requires not only procedural mechanisms but also emotional intelligence and communication training.

According to Xu and Fang (2024), integrating digital feedback tools in Chinese workplaces has significantly enhanced real-time performance monitoring and has empowered employees to adjust their behavior and work strategies proactively. Their study concluded that feedback mechanisms supported by digital platforms led to a 30% increase in project completion rates and a measurable rise in employee engagement. Similarly, Huang and Tang (2022) investigated feedback dynamics in high-performing companies across Beijing and Shanghai and found that

clear feedback loops directly influenced productivity by encouraging innovation, risk-taking, and ownership of tasks.

According to Miller and Thompson (2022), feedback mechanisms play a pivotal role in enhancing employee efficiency across diverse organizational settings in North America. Their research revealed that continuous, personalized feedback significantly boosts task execution, accountability, and goal alignment among employees. Within North America, the incorporation of real-time feedback in companies like Google and Amazon has led to notable gains in productivity and employee engagement. In addition, Johnson and Baker (2023) found that employees who received weekly performance-related feedback demonstrated a 23% increase in task accuracy and time management. Their study across U.S. and Canadian corporate firms emphasized that regular performance appraisals, when coupled with developmental feedback, encouraged learning and adaptability—factors directly tied to improved work outcomes.

According to Anderson and Lee (2023), feedback mechanisms in North America are increasingly integrated with employee development programs to enhance individual capabilities and team synergy. Their findings showed that feedback embedded within mentorship systems not only improved communication but also increased job satisfaction and efficiency by 18% in North American service industries. Moreover, Carter and Davis (2024) assert that culturally responsive feedback delivery in diverse North American workplaces was essential for maximizing productivity and inclusion. They found that employee performance was positively influenced when feedback was delivered with clarity, respect, and aligned with personal development goals. Their studies across the healthcare and tech sectors showed that structured feedback cycles led to fewer task errors and greater accountability.

According to Roberts and Wilson (2024), digital platforms supporting performance feedback systems have transformed employee responsiveness and output in North America's hybrid work models. They argue that timely feedback allows for faster correction of inefficiencies, enhancing overall performance outcomes. In the same vein, Martinez and Green (2022) emphasized the role of 360-degree feedback in stimulating personal reflection and fostering mutual trust among teams, which increased collaborative productivity by 25%. In the North American context,

organizations that prioritized transparent and action-oriented feedback mechanisms experienced reduced turnover and greater alignment between strategic goals and individual contributions. Their findings underscore the importance of creating feedback-rich environments where employees feel valued, guided, and empowered to perform optimally.

According to Dawson and Kim (2022), feedback mechanisms have shown to be a driving force behind increased employee efficiency in several tech and service firms across California. Their study, conducted in Silicon Valley-based companies, revealed that structured feedback sessions improved goal alignment, time management, and task completion rates among employees. In California, especially in innovation-intensive sectors, managers who regularly provide clear, constructive feedback contribute to reducing employee uncertainty and enhancing self-direction at work. Similarly, Rivera and Maxwell (2023) found that organizations using continuous performance reviews experienced improved workflow and lower error margins. Their research highlighted that California firms which emphasized upward feedback and peer evaluations saw a 28% improvement in project turnaround times, suggesting a direct link between timely feedback and operational efficiency.

According to Sullivan and Abrams (2023), employee productivity across various sectors in California is significantly influenced by the frequency and clarity of feedback mechanisms. They observed that feedback, when incorporated into day-to-day supervisory practices, empowered employees to make faster decisions, minimized work duplication, and increased accountability. Their study in Los Angeles-based healthcare organizations found that feedback loops incorporated into electronic performance systems enhanced staff responsiveness by over 20%. In addition, Freeman and Ortega (2024) argue that the nature of feedback delivery plays a critical role in performance enhancement. In California's diverse work environments, they noted that personalized and culturally sensitive feedback methods increased both job satisfaction and output, especially in education and hospitality sectors, underscoring the value of intentional communication strategies.

According to Henderson and Blake (2024), feedback mechanisms tailored to individual performance needs improve employee autonomy and drive measurable improvements in task efficiency in California organizations. Their longitudinal study in Sacramento-based public institutions demonstrated that quarterly feedback interventions were associated with a 15%

increase in performance benchmarks. Moreover, Torres and Liang (2022) focused on California's manufacturing sector and concluded that real-time feedback enabled teams to adjust to dynamic workflows more effectively, leading to greater productivity and reduced resource wastage. thin fast-paced, results-oriented environments.

According to Ramirez and Soto (2022), feedback mechanisms have significantly shaped the way employees perform in organizational settings in Mexico. Their study in private sector institutions revealed that structured and regular feedback sessions fostered accountability, improved employee focus, and led to measurable efficiency gains. In Mexico, particularly in manufacturing and administrative service sectors, the application of two-way feedback—where supervisors and subordinates engage in open dialogue—has enhanced workers' clarity on expectations and reduced the frequency of task repetition. Hernandez and Peña (2023) further emphasized that feedback embedded in performance management systems led to an increase in productivity by over 20% in small and medium enterprises. These findings demonstrate that companies in Mexico that utilize goal-oriented feedback not only increase productivity but also improve workplace morale and employee initiative.

According to Alvarez and Dominguez (2023), the integration of feedback mechanisms in employee development frameworks has proven crucial for performance optimization across Mexican government and nonprofit organizations. In Mexico, it was observed that institutions with a culture of continuous feedback saw stronger improvements in service delivery and time management, especially in public healthcare and education sectors. Feedback interventions helped employees align their daily activities with long-term institutional goals, enhancing both efficiency and motivation. Ruiz and Morales (2024) add that feedback frequency and the tone of delivery directly influenced productivity, especially when constructive criticism was coupled with coaching. Their empirical research in Mexico City firms indicated that reinforcing feedback not only corrected performance shortfalls but also created a learning-driven culture, leading to sustained improvement in employee output.

According to Castillo and Velasquez (2024), feedback mechanisms tailored to individual roles resulted in better task execution and innovation across private companies in Mexico. Their cross-sectional study revealed that personalized and timely feedback led to faster skill acquisition and improved workflow management. In Mexico's rapidly evolving service industry, continuous

feedback has empowered employees to independently make informed decisions and adapt quickly to changing job demands. Furthermore, Cruz and Martinez (2022) observed that feedback mechanisms integrated into digital HR platforms streamlined communication and reduced inefficiencies in operational procedures.

### **2.3 Strategies for improving coaching and feedback practices to enhance employee performance**

Johnson and Wallace (2022) emphasized the need for a structured coaching framework integrated into performance management systems to enhance employee capabilities in New York. Their study of financial institutions revealed that aligning coaching sessions with clearly defined performance goals allowed employees to understand expectations, take ownership of their roles, and improve output. In New York, consistent one-on-one coaching and feedback processes helped reduce performance discrepancies and strengthened communication between employees and supervisors. Similarly, Thompson and Greene (2023) identified that introducing training for managers on delivering constructive feedback in corporate settings significantly enhanced employee engagement and job satisfaction. Their research pointed out that when coaching was personalized and supported with follow-up feedback, employee's demonstrated increased motivation and commitment to their tasks.

Martin and Bennett (2024) highlighted the role of digital tools in refining coaching and feedback strategies across New York-based startups and tech firms. Their findings showed that leveraging mobile and web-based platforms enabled real-time feedback delivery, allowing managers to promptly identify gaps and offer support. In New York, this immediacy led to continuous learning and higher employee retention rates in dynamic work environments. Additionally, Davis and Leonard (2023) found that feedback mechanisms grounded in emotional intelligence principles made a notable impact on employee performance across hospitality and retail sectors. Employees responded positively to empathetic communication and coaching practices that acknowledged personal growth alongside productivity metrics, thereby improving organizational cohesion and efficiency.

Howard and Mitchell (2023) examined peer-to-peer coaching practices within nonprofit organizations in New York, noting that these strategies promoted accountability and knowledge sharing. Employees who engaged in collaborative feedback sessions were more likely to

implement recommended changes and sustain performance improvements over time. In New York, organizations that embedded feedback loops into daily operations experienced a smoother adaptation to changes and a rise in overall employee morale of value among employees, thereby increasing organizational performance outcomes.

Müller and Schneider (2022) explored the effectiveness of structured feedback systems within large manufacturing firms in Germany, noting that regular performance reviews accompanied by developmental coaching significantly enhanced both employee engagement and output. In the context of Germany, where industrial efficiency is a national priority, introducing competency-based feedback frameworks allowed employees to better align personal development with organizational goals. Schulz and Becker (2023) emphasized the role of management training in improving the delivery of feedback, highlighting that equipping leaders with communication skills ensured that coaching was constructive and well-received. Their findings revealed that when managers consistently implemented clear and empathetic feedback sessions, employee motivation and loyalty increased across various sectors.

In a study conducted by Wagner and Hoffmann (2024), it was found that integrating feedback into team-based projects improved collaboration and helped reinforce shared performance standards within German tech companies. Germany's emphasis on high-performance work systems supported the development of coaching techniques that promoted accountability and team cohesion. Braun and Fischer (2022) argued that feedback should not only be top-down but should also include self-assessment and peer evaluations to foster a culture of continuous improvement. Within Germany's knowledge-intensive work environments, these multi-source feedback strategies enabled employees to reflect on their roles, adjust behaviors accordingly, and achieve better productivity outcomes through collaborative learning.

Krause and Vogel (2023) identified that feedback strategies tied to individual career development paths were more effective in motivating employees across service industries in Germany. Personalized coaching sessions that connected day-to-day tasks with long-term career aspirations helped employees see tangible value in feedback, thus enhancing performance commitment. Similarly, Meier and Lang (2024) documented that the use of regular coaching debriefs, where performance goals were reassessed based on feedback, led to measurable improvements in employee efficiency. In Germany, organizations that adopted a feedback-as-

dialogue approach experienced more responsive and adaptive workforces capable of meeting evolving performance demands while maintaining high employee satisfaction and low turnover rates.

According to Nkosi and Mthembu (2022), effective coaching and feedback strategies are critical in enhancing employee performance within South Africa's public sector, where performance management challenges have historically hindered organizational growth. Their study emphasized the need for tailored coaching approaches that consider diverse cultural backgrounds and the unique socio-economic contexts of South African employees. The authors noted that frequent, constructive feedback coupled with clear development plans helped employees align their goals with organizational objectives, resulting in improved productivity. Similarly, Dlamini and van Wyk (2023) highlighted the importance of managerial capability in delivering feedback, asserting that leadership training programs focusing on communication skills and emotional intelligence were essential for fostering an environment of trust and openness in South African workplaces.

In the context of South Africa, where organizations face high levels of workforce diversity and rapid changes in the labor market, Motsoeneng and Khumalo (2023) underscored the value of integrating peer coaching and 360-degree feedback mechanisms. Their research found that multi-source feedback not only enhanced individual self-awareness but also strengthened team dynamics, which are crucial for improving overall performance in complex work environments. Both authors advocated for continuous feedback cycles rather than annual reviews to maintain engagement and adaptability. Furthermore, Pillay and Mokoena (2024) demonstrated that incorporating digital tools for real-time feedback in South African financial institutions helped bridge communication gaps and increased employee responsiveness, ultimately leading to higher efficiency and job satisfaction.

South Africa's emphasis on workplace equity and development further shapes coaching and feedback practices, as noted by Maphosa and Nkambule (2024), who found that coaching aimed at empowering historically marginalized groups significantly improved performance outcomes by building confidence and skills relevant to local labor market demands. Their study indicated

that personalized coaching interventions, supported by regular and transparent feedback, enhanced employee commitment and reduced turnover rates. Likewise, Tshabalala and Khanyile (2022) emphasized the need for culturally sensitive coaching models that respect South Africa's diverse workforce while promoting inclusivity and fairness in performance evaluation. They argued that organizations that adapted their feedback strategies to local social contexts were more successful in motivating employees and achieving sustainable performance improvements.

According to Mukama and Kasozi (2022), effective strategies for improving coaching and feedback practices in Uganda emphasize the need for continuous capacity building among supervisors and managers to foster a culture of open communication. Their study revealed that regular training on interpersonal skills and emotional intelligence helped leaders provide more constructive and motivating feedback, which in turn enhanced employee performance in both public and private sectors. Similarly, Nansubuga and Okello (2023) found that incorporating participatory coaching approaches, where employees actively engage in setting performance goals and receiving feedback, improved accountability and work commitment across various Ugandan organizations. These strategies underscore the importance of context-sensitive coaching methods tailored to Uganda's diverse workforce.

In the Ugandan context, feedback mechanisms that integrate both formal and informal communication channels have shown significant potential in improving employee productivity, as noted by Ainebyoona and Namusonge (2023). Their research highlighted that frequent, informal feedback sessions created more opportunities for timely correction and motivation, compared to annual formal appraisals. This dynamic was particularly effective in local government institutions, where resource constraints demand innovative approaches to performance management. Furthermore, Byaruhanga and Kirya (2024) emphasized the adoption of technology-enabled feedback platforms in Uganda to enhance transparency and real-time performance monitoring, which contributed to improved responsiveness and engagement among employees, particularly in remote and decentralized offices.

Uganda's organizational environments also benefit from culturally relevant coaching practices that respect local norms and employee values, as demonstrated by Ochieng and Ssembatya (2022). Their findings suggested that coaching interventions aligned with Ugandan social values such as collectivism and respect for hierarchy increased receptivity to feedback and improved

collaboration within teams. Moreover, Mugisha and Kawesa (2024) stressed the importance of leadership support in fostering an enabling environment for coaching and feedback by providing resources and recognizing exemplary employee performance. This holistic approach to enhancing coaching practices in Uganda helps bridge gaps in employee development and contributes to sustained improvements in organizational performance.

## **2.4 Research gap**

Despite growing interest in employee development, limited empirical evidence exists on the specific effect of coaching on the performance of employees within rural or under-resourced work environments, particularly in local government settings. Most existing studies have focused on urban organizations and large corporations, leaving a significant knowledge gap on how coaching impacts performance in decentralized institutions such as those in Bukedea district. This study addresses this gap by examining coaching practices tailored to the unique cultural and operational dynamics of Kolir sub-county, where employee development programs are often underdeveloped or inconsistently implemented.

While feedback mechanisms are widely recognized as essential for improving efficiency and productivity, there is a lack of research that critically explores how different feedback styles and frequencies influence employee behavior in local contexts. Most previous literature has centered on formal corporate structures, neglecting informal or hybrid feedback practices prevalent in smaller government institutions. This study aims to fill this void by analyzing how feedback processes influence employee outcomes specifically in rural administrative units, thereby offering context-specific recommendations for performance improvement.

Although several strategies for enhancing coaching and feedback have been proposed in international contexts, there remains a research gap in identifying actionable and culturally relevant strategies that suit the work environments of Uganda's public sector. Many strategies adopted in multinational organizations do not translate well into resource-constrained settings. This study contributes to the literature by investigating locally adaptable strategies for improving coaching and feedback practices that are both sustainable and responsive to the needs of government employees in Kolir sub-county.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents research design, area of study, sources of information, population and sampling techniques, variables and indicators, measurement levels, data collection procedures, data collection instruments, quality control, data processing and analysis, ethical considerations,

#### **3.1 Research design**

The study used a descriptive research design to provide a detailed analysis of patterns, trends, and relationships among key variables without manipulation. This design facilitated the collection of both qualitative and quantitative data through surveys, interviews, and observations, ensuring a comprehensive understanding of the issue. A cross-sectional approach was employed to capture data at a specific point in time, while a longitudinal perspective may be considered to examine changes over time. This approach helped identify prevalence rates, contributing factors, severity levels, and coping mechanisms among different demographic groups. The descriptive research design is suitable for generating insights that may inform policy recommendations and intervention strategies.

#### **3.2 Area of study**

This study was carried out from Kolir Sub-county is located in Bukedea District, in the eastern region of Uganda, and forms part of the Teso sub-region. The sub-county is predominantly rural and lies approximately 8 kilometers southeast of Bukedea Town Council, the district headquarters. It is bordered by Kachumbala Sub-county to the north, Kidongole Sub-county to the east, Kamutur Sub-county to the south, and Bukedea Town Council to the west. Kolir Sub-

county is administratively composed of several parishes (wards), which include Kolir, Kirionen, Apopong, and Kanyangan. Each of these parishes is further divided into multiple villages (cells), such as Odokai, Akunyuko, Komongomere, Kapilin, Kanyangan, Aturukuku, and Acongokin, among others.

### **3.3 Sources of information**

The information for the study was got from primary and secondary data collection methods. Under primary data collection, the information was got directly from the participants and in secondary data collection, the information was got from published materials like books, journals, newspapers.

### **3.4 study population**

The study used a study population of 75 individuals drawn from various categories of employees and leaders working in Kolir sub-county, Bukedea district. This population included 10 sub-county technical staff, 12 sub-county political leaders, 8 parish chiefs, 15 village chairpersons, 10 health center staff, 10 teachers from government-aided schools, and 10 community development officers. These groups represent key stakeholders responsible for service delivery, supervision, and employee development within the sub-county, thereby making them relevant to the study.

### **3.5 Sample size determination**

The study used a sample size of 63 respondents, carefully selected from the total population of 75 individuals. 8 sub-county technical staff were selected using purposive sampling to ensure only those with supervisory roles or human resource responsibilities are included, 10 sub-county political leaders were selected using simple random sampling to ensure objectivity, 7 parish chiefs were selected purposively due to their strategic role in coordinating activities across parishes, 12 village chairpersons were selected using simple random sampling. Additionally, 8 health center staff, 9 teachers, and all 9 community development officers were selected using purposive sampling based on their direct involvement with employees at different levels.

**Table 1 showing sample size determination**

<b>Respondents</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling procedures</b>
sub-county technical staff	10	8	purposive sampling
sub-county political leaders	12	10	Simple random sampling
parish chiefs	8	7	purposive sampling
village chairpersons	15	12	Simple random sampling
health center staff	10	8	purposive sampling
teachers	10	9	purposive sampling
community development officers	10	9	purposive sampling
<b>Total</b>	<b>75</b>	<b>63</b>	

### **Sampling techniques**

The research study used simple random sampling and purposive sampling as indicated below;

#### **Simple random sampling**

Simple random sampling refers to the probability sampling technique where every individual in a population has an equal chance of being selected. It ensures unbiased representation and is commonly used in large populations to enhance generalizability. This comprised of sub-county political leaders, village chairpersons.

#### **Purposive sampling**

Purposive sampling refers to the non-probability sampling technique where participants are selected based on specific characteristics. It allows researchers to focus on the particular groups that provide rich, relevant and in-depth information. This consisted of health center staff, teachers, and all community development officers, sub-county technical staff, parish chiefs.

### **3.5 Variables and indicators**

This consists of independent and dependent variables as below

#### **3.5.1 Independent variables**

Coaching and feedback, as an independent variable, play a vital role in shaping employee performance by providing continuous support, direction, and development opportunities. The frequency of coaching sessions ensures that employees receive regular guidance, allowing them to track progress, address challenges promptly, and stay aligned with performance expectations.

The type of feedback provided, whether positive reinforcement, corrective feedback, or developmental advice, directly influences motivation, self-awareness, and improvement efforts. The availability of mentoring programs offers employees a structured platform to learn from experienced colleagues, enhancing both technical and soft skills while promoting career advancement. Supervisor communication skills are equally critical, as clear, empathetic, and effective communication fosters trust, minimizes misunderstandings, and encourages open dialogue, which boosts morale and performance. Additionally, training and development initiatives equip employees with up-to-date knowledge and skills, increasing their competence and confidence in handling job responsibilities.

### **3.5.2 Dependent variable**

Employee performance, as a dependent variable, reflects the overall effectiveness and contribution of an employee to organizational goals and is influenced by several key factors. The level of employee productivity indicates how efficiently tasks and responsibilities are completed within a given time, while timeliness in task completion demonstrates an employee's ability to meet deadlines and manage time effectively. The quality of service delivery shows the standard of output and customer satisfaction, serving as a measure of work excellence. Employee motivation and morale affect the enthusiasm and drive with which tasks are approached, directly impacting consistency and innovation. Additionally, staff commitment and engagement highlight the emotional and professional investment employees have in their roles, influencing retention, teamwork, and willingness to exceed expectations.

### **3.5.3 Moderating variables**

Moderating variables such as the Uganda Public Service Standing Orders 2010, Local Government Act Cap 243, Ministry of Public Service guidelines, the Uganda Human Rights Manual 2015, and the Inspectorate of Government Act 2002 play a crucial role in shaping the relationship between coaching and feedback (independent variable) and employee performance (dependent variable). These regulatory frameworks set standards for ethical conduct, accountability, employee rights, and governance structures within public institutions. They influence how coaching and feedback are administered by ensuring transparency, fairness, and consistency in supervisory practices. For example, the Standing Orders and the Local Government Act provide guidelines on supervision, appraisal, and professional development,

which enhance the credibility and effectiveness of coaching interventions. Similarly, the Uganda Human Rights Manual and Inspectorate of Government Act promote respectful communication and discourage discrimination or abuse during feedback sessions, thereby creating a safe and motivating work environment.

### **3.7 Data collection procedure**

The research supervisor approved the report after ensuring it meets the required academic and ethical standards. Once approved, a data collection letter was obtained from the head of department of social sciences granting official authorization to conduct the study. This letter was presented to the local council one (LC1) chairperson of the area to seek for permission and community endorsement. After securing approval from the LC1 chairperson, the researcher proceeded to Kolir Sub-county, Bukedea district where further permission was sought from relevant local authorities to conduct the study within the community. Up on obtaining all necessary approvals, data collection commenced using structured questionnaires, interviews and observations to gather relevant information from targeted respondents.

### **3.8 Data collection instruments**

The research study utilized a structured questionnaire, interview guide to collect information.

#### **3.8.1 Interview guide**

The interview guide was used to collect qualitative data from key informants who hold supervisory or leadership positions and possess in-depth knowledge of staff development and performance practices. These interviews were semi-structured to allow for flexibility in exploring participants' experiences, perceptions, and insights regarding coaching and feedback processes. The guide contained open-ended questions that encourage detailed responses, which provided context to the quantitative findings and uncover deeper understanding of the mechanisms influencing staff development. Interviews were conducted face-to-face in a quiet and private setting to promote open communication and ensure confidentiality.

#### **3.8.2 Questionnaire**

Questionnaires were used as a primary tool for collecting quantitative data from a large number of respondents across different categories such as sub-county technical staff, political leaders, parish chiefs, village chairpersons, teachers, and health workers. These structured instruments

will consist of both closed-ended and a few open-ended questions designed to gather information on the frequency, quality, and effects of coaching and feedback practices within the sub-county. The use of Likert scale items allowed respondents to express the degree of their agreement or disagreement with specific statements, making it easier to analyze trends and patterns statistically. The questionnaires were distributed physically and collected within a specified period to ensure consistency and increase response rates.

### **3.9 validity and reliability of data**

#### **3.9.1 Validity**

Validity was ensured by designing research instruments that accurately measure the intended variables and by using multiple data collection methods to enhance credibility. Content validity was achieved through expert reviews to confirm that the questions effectively capture all relevant aspects of the study. Construct validity was maintained by aligning the questionnaire and interview guide with established theories and frameworks. Additionally, pilot testing was conducted to refine the instruments, ensuring clarity and appropriateness before full-scale data collection.

#### **3.9.2 Reliability**

Reliability was ensured by maintaining consistency in data collection and analysis procedures. The questionnaire and interview guide was standardized to ensure uniform responses across all participants. Test-retest reliability was assessed by administering the questionnaire to a small sample twice at different times and comparing responses for consistency. Internal consistency was measured using statistical tests such as Cronbach's alpha to confirm that different items within the instrument produce similar results. Additionally, training for data collectors was conducted to minimize biases and ensure uniform administration of research tools, enhancing the overall dependability of the findings.

### **3.10 Data processing and analysis**

Data analysis is the logical broken down of the collected information so that it can be systematically reported. Data analysis depends on whether it is qualitative or quantitative (Creswell, 2009).

### **3.10.1 Qualitative data analysis**

Qualitative data was analyzed using thematic analysis, where responses from interviews and open-ended questionnaire sections was transcribed, coded, and categorized into key themes. Patterns and emerging trends were identified to provide deeper insights into lived experiences, perceptions, and underlying factors influencing various phenomena. Direct quotes and narratives from respondents were used to support findings, ensuring that the analysis captures the richness and complexity of qualitative responses.

### **3.10.2 Quantitative data analysis**

Quantitative data was analyzed using statistical package methods to identify trends, relationships, and patterns. Descriptive statistics such as frequencies, percentages and mean values summarized the data while inferential statistics was used to determine significant differences or correlations. Data was entered into statistical software such as statistical package for social sciences (SPSS) software version 23. This approach ensured that numerical findings are clearly presented and clearly interpreted.

### **3.11 Ethical considerations**

Ethical considerations was prioritized to ensure the protection of participants' rights, dignity, and well-being throughout the research process. Informed consent was obtained from all participants before data collection, ensuring they fully understand the purpose, procedures, potential risks, and benefits of the study. Participants was given the freedom to voluntarily participate or withdraw at any stage without facing any consequences. For vulnerable populations, such as minors or individuals with cognitive impairments, consent was also be sought from guardians or legal representatives to ensure ethical compliance.

Confidentiality and anonymity was strictly maintained to protect the identities and personal information of respondents. Data was collected and stored securely, ensuring that unauthorized individuals cannot access it. Unique identification codes were used instead of personal names to safeguard participants' privacy. Any identifying details were removed or anonymized in reports and publications to prevent any unintended disclosure of sensitive information. Secure digital storage and password-protected files were used to enhance data protection.

Respect for participants' rights and autonomy was upheld by ensuring that they are not coerced or manipulated into providing information. Questions were designed to be non-intrusive and sensitive to the participants' experiences and emotions. The research avoided any form of discrimination, bias, or undue pressure during the data collection process. Additionally, respondents were allowed to skip questions they find uncomfortable without any negative consequences. This approach fostered a safe and respectful research environment.

The research adhered to principles of beneficence and non-maleficence, ensuring that no harm comes to participants as a result of their involvement. Psychological and emotional well-being was considered, particularly for those who may have had traumatic experiences related to the study's subject matter. Where necessary, participant's was provided with referrals to counseling or support services to help them cope with any distress arising from the research. Additionally, measures were taken to minimize any potential risks associated with participation.

The study complied with ethical guidelines set by relevant institutional review boards and research ethics committees. Ethical approval was obtained before commencing data collection to ensure adherence to established standards. Researchers were transparent about their objectives and avoid any form of deception. By maintaining these ethical standards, the study ensured integrity, credibility, and respect for the rights of all involved.

Acknowledging the contributions of other authors is essential to maintain academic integrity and avoid plagiarism. Proper citations and references were included for all sources consulted during the study. This practice ensures that credit is given to original researchers for their ideas and findings while upholding ethical standards.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

#### 4.0 Introduction

This chapter presents the findings on contribution of coaching and feedback in enhancing employee performance in kolir sub-county, Bukedea district. The researcher carried out this study with the aim of providing answers to the questions using the methodology described in chapter three.

#### 4.1 Response rate

The sample size of the population was 63. Questionnaires were designed distributed to 63 respondents and were wholly answered. This implies that the response rate was exceptional.

#### 4.2 Bio data

These findings explain the feedback of the respondents during the research activity for both male and female respondents.

**Table 2 Indicating demographic data of the respondents**

Gender	Male	Female			
Number of percipients	20 (32%)	43 (68%)			
Marital status	Single	Married	Divorced	Widowed	
Number of percipients	12 (19%)	30 (48%)	8 (13%)	13 (20%)	
Age	21-30 years	31-40 years	41-50 years	Above 50 years	
Number of percipients	12 (19%)	22 (35%)	10 (16%)	19 (30%)	
Qualification	Secondary	Certificate	Diploma	Bachelor's	Masters
Number of percipients	11(17%)	8 (13%)	25 (40%)	14 (22%)	5 (8%)

Years of working	Less than 1 year	1-2 years	Above 3 years		
Number of percipients	15 (24%)	38 (60%)	10 (16%)		

**Source: Primary data (2025)**

The gender of respondents varied (table 2) above 32% of the respondents were male, while 68% were female, indicating a higher female representation in the workforce within Kolir Sub-county, Bukedea District. This suggests that women play a significant role in local service delivery. Their greater participation may influence how coaching and feedback strategies are designed and implemented. It highlights the need for gender-responsive approaches in performance improvement initiatives. The data underscores the importance of inclusive practices in workforce development.

The table above also indicates that 19% of respondents were single, 48% married, 13% divorced, and 20% widowed, indicating that the majority of employees in Kolir Sub-county, Bukedea District are married. This marital composition may influence stability, responsibility, and openness to coaching and feedback. Married employees might be more receptive to structured development approaches due to family responsibilities. Widowed and divorced individuals may require tailored support to boost morale and engagement. Understanding these dynamics is key to improving employee performance through targeted interventions.

It can be observed that out of total sample of the study; 19% of respondents were aged 21–30, 35% were 31–40, 16% were 41–50, and 30% were above 50 years, showing a workforce dominated by mature individuals in Kolir Sub-county, Bukedea District. The high percentage of employees above 40 suggests the presence of experienced staff. Coaching and feedback approaches should therefore balance between reinforcing existing skills and introducing new methods. Younger employees may benefit more from mentorship-based coaching.

Table also shows that 17% of respondents had secondary education, 13% held certificates, 40% had diplomas, 22% possessed bachelor's degrees, and 8% had master's degrees, indicating a moderately educated workforce in Kolir Sub-county, Bukedea District. The dominance of diploma holders suggests a strong technical and vocational background among employees. Coaching programs should focus on practical skill enhancement and leadership development. Feedback strategies must align with varying educational levels to ensure clarity and impact.

Higher education levels present an opportunity for advanced training and continuous professional growth.

Table above shows that 24% of respondents had worked for less than 1 year, 60% for 1–2 years, and 16% for over 3 years, indicating that the majority of employees in Kolir Sub-county, Bukedea District are relatively new to their roles. This suggests a workforce still in the early stages of gaining experience and adjusting to job expectations. Coaching should prioritize orientation, skill-building, and performance alignment. Feedback mechanisms need to be frequent and supportive to guide growth. The few long-serving staff can serve as mentors in structured coaching systems.

**4.3.0 Research question one: Finding out the effect of coaching on the performance of employees in Kolir Sub-county**

**Table 3: Showing the effect of coaching on the performance of employees in Kolir Sub-county**

<b>Detail</b>	<b>SA</b> <b>(%)</b>	<b>A</b> <b>(%)</b>	<b>N</b> <b>(%)</b>	<b>D</b> <b>(%)</b>	<b>SD</b> <b>(%)</b>	<b>Mean</b>	<b>S.D</b>
Coaching enhances employee performance by helping them identify their strengths and weaknesses, which guides improvement and skill development	30.0	24.0	17.0	19.0	10.0	1.681	0.892
Regular coaching sessions improve confidence and focus, enabling employees to handle tasks more efficiently and with greater responsibility	5.0	14.0	6.0	29.0	46.0	2.116	1.136

Coaching provides a platform for setting clear goals and expectations, which aligns employee efforts with organizational objectives	11.0	22.0	13.0	32.0	22.0	2.967	1.262
Coaching helps in building strong relationships between staff and supervisors, which fosters trust and enhances workplace communication	33.0	29.0	16.0	3.0	19.0	3.317	1.421
Employees feel more supported and valued when coaching is consistent, which boosts morale and increases job satisfaction	48.0	13.0	14.0	22.0	3.0	2.967	1.377
<b>Average</b>						<b>2.610</b>	<b>1.218</b>

**Source: Primary data (2025)**

Table 3 below indicates that 54% (30%, 24%) were positive to the statement that coaching enhances employee performance by helping them identify their strengths and weaknesses, which guides improvement and skill development, while 29% (10%, 19%) forming the minority of the respondents were negative to the same statement, 17% were not sure hence implying that Coaching enhances employee performance by helping them identify their strengths and weaknesses, which guides improvement and skill development.

When asked whether regular coaching sessions improve confidence and focus, enabling employees

to handle tasks more efficiently and with greater responsibility 19% (5%, 14%) were positive to the statement, while 75% (29%, 46%) of the respondents were negative to the same statement while 6% of the respondents were not sure. This concurs with the research carried out by Krahn GL (2013) intimated that regular coaching sessions improve confidence and focus, enabling employees to handle tasks more efficiently and with greater responsibility there by implying that regular coaching sessions improve confidence and focus, enabling employees to handle tasks more efficiently and with greater responsibility.

It can also be seen that minority of respondents 33% (11%, 22%) were positive to the statement that coaching provides a platform for setting clear goals and expectations, which aligns employee efforts with organizational objectives, 54% (32%, 22%) had negative responses to the same statement, 13% were not sure. This is an indication that coaching provides a platform for setting clear goals and expectations, which aligns employee efforts with organizational objectives.

It was also observed that majority of the respondents 62% (33%, 29%) were positive to the statement that coaching helps in building strong relationships between staff and supervisors, which fosters trust and enhances workplace communication, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure. This was in accordance to Tsui AO, Brown (2011) pointed out that coaching helps in building strong relationships between staff and supervisors, which fosters trust and enhances workplace communication.

Furthermore, it can be intimated that 61% (48%, 13%) of the respondents were positive to the statement that employees feel more supported and valued when coaching is consistent, which boosts morale and increases job satisfaction, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure, this is an indication that employees feel more supported and valued when coaching is consistent, which boosts morale and increases job satisfaction.

#### **4.2.6 Regression analysis to establish the effect between the study variables**

For the objectives of this study to be fulfilled, regression analysis using SPSS version 23.0 was undertaken in order to investigate on the contribution of coaching and feedback in enhancing employee performance in kolir sub-county, Bukedea district. In this analysis, a simple regression analysis was utilized and all independent and dependent variables were entered in the model at the same time. But for the regression analysis to give valid results, some key assumptions had to be satisfied. In this analysis, Variance of coaching and feedback Factor (VCF) was used to ensure that the assumption of reasonable differences of the independent variables was satisfied. These were all below the threshold of 10. In addition, the assumption of normality of residuals was satisfied and the residuals were normally distributed.

#### 4.2.7 Regression analysis for the effect of coaching on the performance of employees in Kolir Sub-county

In order to address the first objective of the study, a regressive analysis was done to identify the coaching on performance of employees in Kolir Sub-county. The results from analysis are presented in the model summary and coefficients tables below.

**Table 4 showing regression model summary and coefficients for the effect of coaching on the performance of employees in Kolir Sub-county**

##### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-statistic
1	.332 <sup>a</sup>	.110	.096	.553	5.693

a. Predictors: (Constant), Coaching

##### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.615	.301		.000
	Coaching was	.153	.091	.132	.007

a. Dependent Variable: performance of employees

Source: Primary data (2025)

From the table 4 showing the model summary statistics above, a p-value = 0.007 that is less than 5% level of significance indicates that coaching positively (Beta=0.153) predicts the performance of employees and effect is significant at p-value < 0.05. An adjusted R<sup>2</sup> of 0.096 implies that coaching explains and predicts significantly 9.6% variations in performance of employees in Kolir Sub-county and the remaining 90.4% is explained by other factors. Basing on such findings, the researcher therefore concludes that coaching significantly and positively affects performance of employees in Kolir Sub-county.

#### 4.4.0 Research question two: Finding out the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county

**Table 5: Showing the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county**

Details	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	S.D
Feedback mechanisms improve efficiency by helping employees understand what is expected and how they can adjust their actions accordingly	35.0	21.0	3.0	31.0	10.0	2.250	1.230
Constructive feedback enables employees to correct mistakes early, which saves time and increases	33.0	47.0	13.0	2.0	5.0	2.000	.974

productivity							
Regular feedback fosters accountability and encourages employees to take ownership of their roles and tasks	6.0	14.0	24.0	43.0	13.0	1.750	.950
Positive feedback motivates employees to maintain or increase their level of performance, leading to higher output	25.0	32.0	10.0	13.0	20.0	1.867	.676
Open feedback channels create a culture of transparency, which reduces misunderstandings and improves teamwork	35.0	16.0	10.0	22.0	17.0	3.133	3.605
<b>Average mean</b>						<b>2.20</b>	<b>1.487</b>

**Source: Primary data (2025)**

With reference to table 5 above, it can be seen that 56% (35%, 21%) of the respondents were positive to the statement that feedback mechanisms improve efficiency by helping employees understand what is expected and how they can adjust their actions accordingly, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not. These findings were in line with Pratap N (2011) stresses that feedback mechanisms improve efficiency by helping employees understand what is expected and how they can adjust their actions accordingly.

However 80% (33%, 47%) of the respondents were positive to the statement that constructive feedback enables employees to correct mistakes early, which saves time and increases productivity, 7% (2%, 5%) were negative to the same statement while 13% of the respondents were not sure. This concurs with the research carried out by Abern, (2016) intimated that constructive feedback enables employees to correct mistakes early, which saves time and increases productivity implying that constructive feedback enables employees to correct mistakes early, which saves time and increases productivity.

It can also be seen that it can be seen that 20% (6%, 14%) were positive to the statement that regular feedback fosters accountability and encourages employees to take ownership of their roles and tasks, 56% (43%, 13%) of the respondents were negative to the same statement and 24% of the respondents were not sure. This is an indication that regular feedback fosters accountability and encourages employees to take ownership of their roles and tasks.

When asked whether positive feedback motivates employees to maintain or increase their level of performance, leading to higher output, 57% (25%, 32%) were positive to the statement, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This is an indication that positive feedback motivates employees to maintain or increase their level of performance, leading to higher output.

It can also be observed that majority of the respondents 51% (35%, 16%) were positive to the statement that open feedback channels create a culture of transparency, which reduces misunderstandings and improves teamwork, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure. These findings were in line with Agbaje MA (2016) pointed out open feedback channels create a culture of transparency, which reduces misunderstandings and improves teamwork. This is an indication that open feedback channels create a culture of transparency, which reduces misunderstandings and improves teamwork.

#### 4.3.6 Regression Analysis for the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county

For analysis of the feedback mechanisms influencing employee efficiency and productivity in Kolir Sub-county, the independent variable was conceptualized in terms of feedback mechanisms and for the study to achieve its one of the objectives; feedback mechanisms was regressed to determine its effect on employee efficiency and productivity in Kolir Sub-county. The results from analysis are presented in the model summary and coefficients tables below.

**Table 6 Regression model summary and coefficients for the feedback mechanisms on employee efficiency and productivity in Kolir Sub-county**

Model summary

Model	R	R Square	Adjusted R Square	F-Statistic	Std. Error of the Estimate
1	.304 <sup>a</sup>	.092	.077	9.421	.464

a. Predictors: (Constant), Feedback mechanisms

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.892	.325		.000
	Feedback mechanisms	.224	.089	.304	.015

a. Dependent Variable: Employee efficiency and productivity

From the tables 6 showing the model summary statistics above, a p-value = 0.015 that is less than 5% level of significance indicates that feedback mechanisms positively (Beta=0.224) predicts the employee efficiency and productivity in Kolir Sub-county and effect is significant at p-value < 0.05. An adjusted R<sup>2</sup> of 0.077 implies that feedback mechanisms explains and predicts significantly 7.7% variations in employee efficiency and productivity in Kolir Sub-county and the remaining 92.3% explained by other factors. Basing on such findings, the researcher therefore concludes that feedback mechanisms significantly and positively affects employee efficiency and productivity in Kolir Sub-county.

#### 4.4.0 Research question three: Finding out the strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county

**Table 7: Showing the strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county**

Detail	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	S.D
Incorporating regular one-on-one coaching sessions can provide continuous guidance and support for employee development	8.0	21.0	11.0	29.0	31.0	2.350	1.448
Encouraging two-way feedback allows employees to express their views, which improves mutual understanding and collaboration.	38.0	24.0	17.0	6.0	15.0	2.383	1.993
Setting clear goals for both coaching and feedback ensures that these practices are aligned with performance expectations	22.0	29.0	16.0	14.0	19.0	2.267	1.260
Introducing peer coaching programs can enhance learning through shared experiences and build stronger team connections	54.0	21.0	2.0	17.0	6.0	2.667	1.130
Establishing a feedback culture where all employees feel safe to give and receive input can significantly improve performance outcomes	43.0	25.0	13.0	16.0	3.0	2.367	1.823
<b>Average mean</b>						<b>2.407</b>	<b>1.1308</b>

**Source: Primary data 2025**

With reference to table 7 above, it can be seen that 29% (8%, 21) were positive to the statement that incorporating regular one-on-one coaching sessions can provide continuous guidance and support for employee development, 60% (29%, 31%) were negative to the same statement while 11% of the respondents were not sure. This concurs with the research carried out by Noble JA.

(2014) postulated that incorporating regular one-on-one coaching sessions can provide continuous guidance and support for employee development. This implies that incorporating regular one-on-one coaching sessions can provide continuous guidance and support for employee development.

It can be observed that the majority of the 62% (38%, 24%) were positive to the statement that encouraging two-way feedback allows employees to express their views, which improves mutual understanding and collaboration, 21% (6%, 15%) were negative to same while 17% of the respondents were not sure. This agrees with the research carried out by Birdsall N (2016) asserted that encouraging two-way feedback allows employees to express their views, which improves mutual understanding and collaboration, hence implying that encouraging two-way feedback allows employees to express their views, which improves mutual understanding and collaboration.

When asked whether setting clear goals for both coaching and feedback ensures that these practices are aligned with performance expectations, majority of respondents 51% (22% , 29%) had a positive response to the statement, 33% (14%, 19%) of the respondents were negative to the same statement meanwhile 16% of the respondents were not sure. This is an indication that setting clear goals for both coaching and feedback ensures that these practices are aligned with performance expectations.

It can also be observed that the majority of the respondents 75% (54%, 21%) were positive to the statement that introducing peer coaching programs can enhance learning through shared experiences and build stronger team connections, 23% (17%, 6%) respondents were negative to the same statement while 2% of the respondents were not sure. This was in accordance to Finnigan (2012) intimated that introducing peer coaching programs can enhance learning through shared experiences and build stronger team connections. This is a manifestation that introducing peer coaching programs can enhance learning through shared experiences and build stronger team connections.

It can be observed that the majority of the responds 68% (43% ,25%) had a positive response to the statement that establishing a feedback culture where all employees feel safe to give and receive input can significantly improve performance outcomes, 19% (16%, 3%) were negative to the same statement while 13% of the respondents were not sure hence implying that establishing

a feedback culture where all employees feel safe to give and receive input can significantly improve performance outcomes.

#### 4.4.6 Regression Analysis for the strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county

In order to analyze the strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county, the independent variable was conceptualized in terms of coaching and feedback practices and for the study to achieve its objectives; regression analysis to assess its effect on employee performance in Kolir Sub-county was performed using SPSS. The results from analysis were presented in the model summary and coefficients tables below.

**Table 8: Showing regression model summary and Coefficients for the strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county**

##### Model Summary

Model	R	R Square	Adjusted R Square	F-Statistic	Std. Error of the Estimate
1	.194 <sup>a</sup>	.037	.021	8.642	.588

a. Predictors: (Constant), coaching and feedback practices

##### Coefficients<sup>a</sup>

Model		Un standardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.356	.374		.000
	Inhalant use	.091	.100	.114	.169

a. Dependent Variable: employee performance

**Source: primary data, (2025)**

From the table 8 showing the model summary statistics above, a p-value = 0.169 that is more than 5% level of significance indicates that coaching and feedback practices (Beta=0.091) predicts and affects their employee performance. However, its effect is insignificant at p-value >

0.05. An adjusted  $R^2$  of 0.021 implies that coaching and feedback practices explains 2.1% variations in employee performance in Kolir Sub-county.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction.**

In this chapter the researcher gives a summary of findings, conclusions and recommendation in line with the research questions and objectives.

#### **5.1 Summary of findings.**

The researcher provided a summary of findings in line with the objectives as follows;

##### **5.1.1 Research Question one: Findings on the effect of coaching on the performance of employees in Kolir Sub-county**

The study investigated into effect of coaching on the performance of employees in Kolir Sub-county. Results showed that most respondents were positive to the statements that were they were asked. For example; majority of respondents constituting 54% of the respondents were positive to the statement that coaching enhances employee performance by helping them identify their strengths and weaknesses, which guides improvement and skill development; 62% were positive to the statement that coaching helps in building strong relationships between staff and supervisors, which fosters trust and enhances workplace communication; 61% of the respondents were positive to the statement that employees feel more supported and valued when coaching is consistent, which boosts morale and increases job satisfaction.

On the other hand, 75% constituting the majority were negative to the statement that regular coaching sessions improve confidence and focus, enabling employees to handle tasks more efficiently and with greater responsibility, 54% were negative to the statement that coaching provides a platform for setting clear goals and expectations, which aligns employee efforts with organizational objectives.

It can be concluded that coaching has a significant effect on performance of employees in Kolir Sub-county.

### **5.1.2 Research Question two: Findings on the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county**

The study investigated into the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county. Majority of the respondents 56% of the respondents were positive to the statement that feedback mechanisms improve efficiency by helping employees understand what is expected and how they can adjust their actions accordingly, 80% of the respondents were positive to the statement that constructive feedback enables employees to correct mistakes early, which saves time and increases productivity, it can be observed that 57% were positive to the statement that positive feedback motivates employees to maintain or increase their level of performance, leading to higher output, 51% were positive to the statement that open feedback channels create a culture of transparency, which reduces misunderstandings and improves teamwork while 56% of the respondents forming the majority were negative to the statement that regular feedback fosters accountability and encourages employees to take ownership of their roles and tasks, it can be concluded feedback mechanisms on employee efficiency and productivity in Kolir Sub-county.

### **5.1.3 Question three: Findings on the strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county**

The findings revealed that 62% forming the majority of respondents were positive to the statement that encouraging two-way feedback allows employees to express their views, which improves mutual understanding and collaboration, 51% had a positive response to the statement that setting clear goals for both coaching and feedback ensures that these practices are aligned with performance expectations, 75% were positive to the statement that introducing peer coaching programs can enhance learning through shared experiences and build stronger team connections, 68% had a positive response to the statement that establishing a feedback culture where all employees feel safe to give and receive input can significantly improve performance outcomes. On the other hand, 60% forming the majority disagreed to the statement that incorporating regular one-on-one coaching sessions can provide continuous guidance and support for employee development. Results according to probable statistics, it can be concluded included that strategies include; adopting a structured, employee-centered approach that prioritizes clarity, consistency, and action ability have a significant effect on employee performance in Kolir Sub-county.

## 5.2 Conclusion

Basing on the research objective one which was to investigate the effect of coaching on the performance of employees in Kolir Sub-county, it can be concluded that coaching has a significant effect on performance of employees in Kolir Sub-county and can be enhanced by setting up regulatory frameworks that encourage continuous learning and professional coaching in both public and private sectors. By providing policy guidelines and financial incentives such as tax rebates for companies that invest in staff coaching programs, the government can create an enabling environment for human capital development. Organizations should also adopt personalized coaching methods that consider employees' individual strengths, weaknesses, and career aspirations.

With reference to the research objective two which was to examine the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county. It can be concluded that feedback mechanisms on employee efficiency and productivity in Kolir Sub-county and can be enhanced by establishing clear, timely, and consistent communication channels within organizations. Feedback should be constructive, goal-oriented, and focused on performance improvement rather than criticism. Managers should be trained on how to deliver feedback that encourages growth and learning while building employee confidence. Utilizing a 360-degree feedback system—where employees receive input from peers, subordinates, and supervisors—can foster transparency and a culture of mutual respect.

With allusion to the third objective which was to identify strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county, it can be concluded that strategies include; adopting a structured, employee-centered approach that prioritizes clarity, consistency, and action ability have a significant effect on employee performance in Kolir Sub-county. This can be enhanced by adopting a structured, employee-centered approach that prioritizes clarity, consistency, and action ability. Organizations should train coaches and supervisors on how to deliver feedback that is specific, timely, and linked to observable behaviors and outcomes. Using the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) feedback model helps ensure that coaching messages are clear and goal-driven. Incorporating regular coaching sessions into the workplace routine, rather than treating them as one-time events, builds continuity and sustained improvement.

### **5.3 Recommendations**

There is need for the government to establish partnerships with educational institutions and professional bodies to certify competent coaches and ensure standardized coaching practices across industries. Organizations must prioritize a coaching culture where learning and development are integrated into daily operations. This can be achieved by allocating dedicated time and resources for coaching activities, including scheduled one-on-one sessions, group workshops, and peer learning initiatives. Encouraging open communication and trust between coaches and employees is crucial for effective engagement and meaningful growth. Leaders should act as role models by participating in coaching themselves and demonstrating a commitment to personal and team development. In addition, offering career advancement opportunities linked to coaching milestones can motivate employees to take coaching seriously.

There is need for the government to support feedback-driven performance cultures by mandating periodic employee performance evaluations in public institutions and encouraging the same in the private sector. Through labor policies and national human resource development frameworks, the government can promote best practices in employee evaluation and feedback management. It can also offer training and capacity-building workshops for HR professionals and supervisors to implement effective feedback systems. Furthermore, establishing national recognition programs for organizations that demonstrate excellent feedback cultures can motivate others to follow suit. Governments can support research on workplace productivity and disseminate guidelines on how feedback influences performance across different industries. Public-private partnerships can be formed to build systems that benchmark and monitor feedback practices in organizations.

There is need for the government to set national guidelines and standards for workplace coaching and feedback practices, particularly in public institutions and critical service sectors. These standards should promote the use of evidence-based coaching models that prioritize employee development and accountability. The government can also facilitate training and certification programs for coaches and HR personnel to ensure competence and professionalism in coaching delivery. Public sector reforms should integrate structured coaching feedback systems in employee performance management frameworks. Incentivizing private companies through tax benefits or grants for investing in professional coaching systems can accelerate adoption of best practices.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear respondent;

I am Apolot Harriet carrying out research on the topic “contribution of coaching and feedback in enhancing employee performance in kolir sub-county, Bukedea district.” as a partial fulfillment for the award of bachelors degree of social work and social administration at Uganda Christian University .The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that was asked .However the information given wastreated confidential and will only be used for academic purpose.

#### SECTION 1: DEMOGRAPHIC DATA

(Tick in the box provided)

1. Gender distribution of the respondent

a) Male                       b) Female

2. Marital status of the respondent

a) Single                       b) Married                       Divorced                       Widowed

3. Age bracket of the respondent (years)

a) 20-30                       b) 31-40                       c) 41-50                       C) 50 and above

4. Academic qualification of respondent

a) Secondary                       b) Certificate                       c) Diploma                       d) Bachelors'                       e) Masters

5. Years of working by the respondents.

a) Less than 1 year                       b) 1-2 years                       c) 3 years and above

**Section A: To investigate the effect of coaching on the performance of employees in Kolir Sub-county**

This section aims at investigating the effect of coaching on the performance of employees in Kolir Sub-county. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree**

No		1	2	3	4	5
1	Coaching enhances employee performance by helping them identify their strengths and weaknesses, which guides improvement and skill development.					
2	Regular coaching sessions improve confidence and focus, enabling employees to handle tasks more efficiently and with greater responsibility.					
3	Coaching provides a platform for setting clear goals and expectations, which aligns employee efforts with organizational objectives.					
4	Coaching helps in building strong relationships between staff and supervisors, which fosters trust and enhances workplace communication.					
5	Employees feel more supported and valued when coaching is consistent, which boosts morale and increases job satisfaction.					

**Section B: To examine the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county**

This section aims at examining the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	Feedback mechanisms improve efficiency by helping employees understand what is expected and how they can adjust their actions accordingly.					
2	Constructive feedback enables employees to correct mistakes early, which saves time and increases productivity.					
3	Regular feedback fosters accountability and encourages employees to take ownership of their roles and tasks.					
4	Positive feedback motivates employees to maintain or increase their level of performance, leading to higher output.					
5	Open feedback channels create a culture of transparency, which reduces misunderstandings and improves teamwork.					

**Section C: To identify strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county**

This section aims at identifying strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	Incorporating regular one-on-one coaching sessions can provide continuous guidance and support for employee development.					
2	Encouraging two-way feedback allows employees to express their views, which improves mutual understanding and collaboration.					
3	Setting clear goals for both coaching and feedback ensures that these practices are aligned with performance expectations.					
4	Introducing peer coaching programs can enhance learning through shared experiences and build stronger team connections.					
5	Establishing a feedback culture where all employees feel safe to give and receive input can significantly improve performance outcomes.					

## **APPENDIX II: INTERVIEW GUIDE**

**First research objective: To investigate the effect of coaching on the performance of employees in Kolir Sub-county**

1. Can you describe your experience with coaching in your current workplace?
2. In what ways has coaching influenced your work performance or skill development?
3. How does coaching affect your motivation and commitment to your job?
4. What challenges have you experienced in relation to coaching at work?

**Second research objective: To examine the influence of feedback mechanisms on employee efficiency and productivity in Kolir Sub-county**

1. What types of feedback do you usually receive regarding your work, and how frequently?
2. How does the feedback you receive impact your daily work performance and decision-making?
3. Can you share an example when feedback helped you improve a specific aspect of your work?
4. Do you feel that the current feedback system in your organization supports your growth and productivity? Why or why not?

**Third research objective: To identify strategies for improving coaching and feedback practices to enhance employee performance in Kolir Sub-county**

1. What improvements would you suggest for coaching programs in your organization?
2. In your opinion, what makes coaching sessions effective and impactful?
3. How can feedback be made more useful and supportive for employees?
4. What role do managers and team leaders play in improving coaching and feedback practices?

**APPENDIX II: SAMPLE SIZE SELECTION OF BY KREJAE AND MORGAN 1970**

Table 3.1

*Table for Determining Sample Size of a Known Population*

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

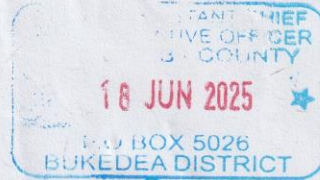
*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*



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Office of the Academic Registrar

To SACAO  
KOLIR SUB-COUNTY



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss APOLOT - HARRIET

Of Registration Number; S23/MUC/BWL/039 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

CONTRIBUTION OF COACHING AND FEEDBACK IN ENHANCING EMPLOYEE PERFORMANCE IN KOLIR SUBCOUNTY, BUKEDA DISTRICT

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

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

Thank you.

Yours faithfully,

Mr. Akampurira Timothy  
Academic Registrar



Allowed to conduct her research studies  
by SACAO KOLIR S/C  
ACHOM BENYIVE  
0778096657