



NON-MONETARY REWARDS AND EMPLOYEE PERFORMANCE

IN LOCAL GOVERNMENTS: THE CASE OF

APAC DISTRICT LOCAL GOVERNMENT

By

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Declaration

I **Dorcus Lilian Abwot** hereby declare to the best of my knowledge and understanding that the findings in this study is my original work and has never been submitted to any University, College or Institution of higher learning for any award. However any sources of information consulted are duly acknowledged.

Signed.....

Date:

Approval

This is to certify that, this dissertation has been submitted for examination with our approval as supervisors.

Signed.....

Date.....

Mr. Kenneth Alfred Kiiza

Signed.....

Date.....

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Dedication

This piece of work is dedicated to my treasured parents Mr. Atua Otim Washington and Mrs Mary Atua, my brother Wandira Stephen, my sisters Nakima Daisy, Acan Ruth and my children Okello Steward Blessing, Abongo Shepard Trust and my husband Mr.Ongom Patrick, Alum Winne.

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List of Abbreviations

ACCORD:	Agency for Cooperation and Development
ACFORD:	Action for Development
CAO:	Chief Administrative Officer
DFID:	Department for International Development
DLG:	District Local Government
LCV:	Local Council Five
LG:	Local Government
SPSS:	Statistical Package for Social Science
TNA:	Training Needs Assessment
ULGA:	Uganda Local Government Association

Abstract

The purpose of the study was to investigate the influence of non-monetary rewards on employee performance in Apac District. The study was based on the following objectives; to determine the relationship between appreciation and employee performance in Apac District, to determine the relationship between promotion and employee performance in Apac District and to examine the relationship between delegation and employee performance in Apac District. A sample of 75 respondents was selected from 81 employees at Apac District composed of staff from Top Management, education, health, Finance and Administration, Planning Unit and Natural resources among others. The study used purposive and simple random sampling to select respondents to participate in the study. The study adopted both quantitative and qualitative methods to collect and analyzed data. Study findings revealed that appreciation has a positive influence on employee performance, promotion has a positive influence on employee performance and that delegation has a positive relationship with employee performance. The study concluded that appreciation, promotion and delegation influence employee performance. The study recommends that if employees works in acting capacity for a period of two years and have the required qualifications, they should be promoted to such positions. The study further recommends that employees who are delegated should be involved in decision making in order to enhance their commitment to work.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Employee performance in organizations continues to be an issue of attention largely in the whole world (Armstrong 2006). This study examined the influence of non-monetary rewards on employee performance in Apac District Local Government. Non-Monetary Rewards were treated as independent variable and Employee Performance was conceived as dependent variable. This chapter presents; background to the study, statement of the problem, purpose of the study, the objectives, research questions, hypotheses ,conceptual frame work, significance of the study, justification of the study, the scope of the study and operational definitions of terms.

1.2 Background to the study

This back ground is built on Amin (2005) perspective where he stresses that a good background starts with the historical, theoretical, conceptual, and contextual view. This particular section essentially focused on historical, theoretical conceptual and contextual background to the study.

1.2.1 Historical Background

Non monetary Rewards is one of the human resource functions that have been widely considered to influence staff performance. This can be traced from the historical aspects of organizations practices. Early studies on employee motivation and productivity by philosophers such as Taylor, Herry Fayol and Max Weber, focused more on scientific management, bureaucracy and Fayal's principles of management as the best approaches to perform any given task, (Boddy, 2008). Focus was laid on analysis and synthesis of work flows therefore improving economic efficiency and labour productivity, (Bolton, 2001).

The scientific management approach which was strongly supported by Taylor in the 19th century states that people are motivated by monetary rewards. Taylor based his idea on the assumption that employees are 'economically motivated' and will work hard to earn as much money as they can (Mullins, 2007).

Elton Mayo (1880-1949), believed that workers are just concerned with money but could better be motivated by having their social needs met while at work (something Taylor ignored). The Hawthorn studies (1924-1933) by Elton Mayor sought to find the effects of illumination on worker's productivity, (Calydon, 2007). Mayor later focus out that changes in work conditions temporally increases productivity, it was later established that this increase resulted not from the knowledge being observed. This result provided strong evidence that people work for purpose other than pay, which paved way for the researchers such as Maslow Herberry, McGregor and Vroom to investigate other factors of employee performance and commitment.

In Uganda, the notion of non monetary rewards was practiced even much earlier than the formal administrative system of the colonial government. The traditional administrators emphasized compensation of the employees' efforts through tangible rewards such as personal recognition, coaching to improve the career path, pubic personal recognition (Benardin, 2007). All these efforts were meant to improve the individual performance that would be measured in terms of internal control system and increase organization production (Armstrong, 2007).

1.2.2 Theoretical Background

This study was built of the Vroom Victor (1964) expectancy theory which states that: The strength of peoples' motivation to perform (effort) depends on how strongly they believe that they can achieve what they want. The Expectancy Theory explains why individuals choose to

follow a certain course of action and not the other whilst at work Armstrong (2003). This is based on a 1960s idea, which ‘individuals are motivated to engage in certain behaviors when they believe that those behaviors contribute to an organizational goals (expectancy). The theory is based on what an individual employee expects to gain as a result of good performance. This explains why some staff will take up jobs that will help them meet their objectives than those where they are not rewarded adequately.

According to the expectancy theory postulated Victor Vroom (1964) as cited by Armstrong (2007) the strength of people’s motivation to performance depends on how strong they believe that they can achieve what they want. This theory will guide the study since non monetary rewards monetary rewards are expected to motivate employees to improve performance. As the theory states that employees work hard depending on what they expect from the organization, it can equally be stated that employees in Apac district will improve on their performance if the non monetary rewards they receive such as promotion, appreciation and delegation are commensurate to their labour they offer.

1.2.3 Conceptual background

Non- monetary rewards and employee performance are the key concepts that will be used to guide the study. Non- Monetary Rewards are any benefits employees receive from an employer or job that is above and beyond the compensation package for the purpose of attracting to the company as well as retaining and motivating the employees. While attempting to explain the concept of non monetary reward, Jennifer et al., (2014) point out that the powerful existence and the success of the organizations is defined through how they make their employee more satisfied. Hafiza et al., (2011), further equated non monetary reward to intrinsic rewards that happens during managing the job itself like satisfaction of a finished task in an effective manner, career

advancements through promotion, job security and personal recognition. From the conceptual perspective non-monetary rewards which the study intends to adopt include promotion, appreciation and delegation due to their effect on employee performance.

Promotion which is a form of recognizing one's outstanding performance helps to satisfy employees' need for security, belonging and personal growth. Promoted individuals tend to increase their commitment, conversely those who are bypassed for promotion feel they have not been treated fairly, their commitment decreases and their absenteeism increases. Further research by Armstrong (2008) revealed that promotions in organizations are considered as a big reward to good performance and because most promotions come with challenging tasks, they are seen as a tool for performance improvement especially where they are done objectively.

Sengul, Gimeno, and Dial (2012), contend that delegation or empowering one to act on behalf of another, is a sine qua non (outcome) of the modern firm, Lupia (2001) indicates that delegation occurs when some people ask others to perform tasks on their behalf. For most people, delegation is an important part of daily life. Delegation of decision making to managers is efficient when managers allocate resources, including their own efforts, in ways that do not divert from owners' objectives (Sengul et al, 2012). Delegation motivates employees to improve performance because they feel trusted and empowered to take on challenging tasks and prepare for bigger responsibilities.

Employee performance is a record of outcomes achieved and a record of a person's accomplishment. It involves determining how well or poorly a person has accomplished a task or done job (Benardin, 2007). Employee performance, in this study is conceptualized as the expected outcome of the organization and inputs measured by quantity and quality of products,

services, and process that produce them. This include staff increased productivity, effective internal control system and organizational efficiency (Bolton, 2001).

1.2.4 Contextual Background

This study was carried out in Apac District Local Government, which was formed in 1974 from the Lira District and it was among the first batch of district to be decentralized. The vision of the district is to have a democratic prosperous society in a sustainable environment and it drives its mandate from article 176 (1) of the constitution of Uganda of 1995.

Apac is a Local Government as any other Local Government with political structures and Administrative structures that includes, Executive structure, sectorial structure and District Technical Planning Committee Structure

Apac District was established as Local Administrative Unit in 1974. The District was constituted by two (2) counties, nine (9) sub-counties and two (2) town councils. The district has a council which is composed of representatives for sub counties (22), youths (2) and people with disabilities (2) and the Chairperson LCV making a total of 27 members. The council's role is to ensure that all the recommendations from the sectorial committee are passed and approved as the working document for the district, the council also make follow ups on the recommendations passed whether they are put to actions by responsible persons, it is the final committee that can change any issues discussed in the sectorial meetings. Out of these, there are four committees that form the district executive committee. They are secretary finance and administration, works and technical services, health and education, production and marketing. Their major function is to decide on the priority areas that local government needs to address and they also approve the budget and work plan of the district. In addition, they do monitoring and supervision of government programs, provide monitoring reports to the Ministry of Local Government

pertaining the progress of those programs. It can, therefore, be noted that executive committees help the district to achieve its vision to have a democratic prosperous society in a sustainable environment and it drives its mandate from article 176 (1) of the constitution of Uganda of 1995. Within this context, it can simply and clearly be seen that the role of Apac District Local Government is to meet the needs of communities in terms of service delivery like provision of water, education, health, agricultural inputs/training farmers on quality agricultural practices and infrastructural development across sectors.

Executive committees are supported by four sectoral committees composed of finance and administration, works and technical services, health and education, production and marketing. Their major function is to discuss and give recommendations to the council for final resolution and make them working documents for the government.

Apac District Technical Committee is headed by Chief Administrative Officer as supervisor for all civil servants and he or she is the chair of technical planning committee as per the Local Government Act (Cap.243) Section 36. The committee is composed of all heads of departments, any technical person co-opted by the Chief Administrative Officer who chairs the committee. The District Technical Planning committee coordinates and integrates all the sectoral plans of Lower Local Governments for presentation to the District Council.

Their functions include the following; Reviewing of district performance, Undertaking any other activities for implementing the local government development planning cycle, Appraising individual projects for local development plan, Taking lead in the formulation of local development plan (with support from task team), Reviewing and customizing the broad national development strategic directions; sector-specific strategies, priorities and standards; and relevant cross cutting issues. Others are discussing and agreeing on the modalities for the planning

process, Coordinating collaboration and linkages with other lower governments (The local government planning guidelines April 2014 page 44). The district planning committee always conducts meetings on monthly basis as National Assessment Guide Line requires, with minutes recorded by the secretary that is the District planner, in each financial year the district should have twelve minutes in place that shows the functionality of the committee.

The District uses Human Resource Manuals process which it goes through to make the reward to staff and this is sent from public service central government ,this is done based on experiences, good performance ,educational level. From 2010-2014 one hundred and twenty employees were rewarded (120) in Apac District based on the above criteria's.

For the last subsequence four years Apac District has been getting penalties in the external assessment of minimum standards by Ministry of Local Government TNA report (2012/2013). An assessment done on all Local Governments in Uganda by ACCORD (2013, Pge10), ranked Apac District the least in performance. Uganda Local Government Association (ULGA) in their report of needs assessment done in Apac DLG among all the civil servants and politicians in 2013 indicate poor performance and lack commitment among the employee of the district; all these scenarios can be evident by high labor turnover rate in the district, poor time management, and poor customer care. The under lying deficiency and symptom's aforementioned can be traced from the district employee needs and their performance. The overall interest of this study was to establish the relationship between non monetary rewards and employee performance in Apac Distict Local Government.

1.3 Statement of the Problem.

The primary role of any public service entity is service delivery and it can achieve this through the employee. Over years, a number of initiatives and reforms have been put in place to improve the performance of the public service employees. One of the reforms was the introduction of rewards and recognition scheme under which employees are given certificates of recognition and gifts after the annual performance assessment by Ministry of Public Service in 2007. District Local Government with help from Uganda Local Government Association (ULGA) and funding from United Kingdom Department for Internal Development (DFID) established a reward and recognition scheme in 2010. Some of the strategies being used include: appreciation, end of year party, training (personal growth) and certificates of recognition, In spite of all these measures put in place, the performance of employees is still very low Okello (2009) and cited by Abuni (2012). There is poor time management and many incomplete job tasks, late completion of targets set for staff to achieve and lack of efficiency and effectiveness in service delivery as reported in the Training Needs Assessment (Apac District, TNA report, (2010/2011)).

For four financial years, 2010/2011, 2011/2012, 2012/2013/2013/2014, Apac District Local Government has been getting penalties in the external assessment of LG minimum standards of performance (external assessment report) 2010/2011/, 2011/2012/, 2012/2013, 2013/2014). ACCORD in 2012 in their assessment of LG ranked Apac District as the least with regard to employee performance. The above state of affair is a challenge to the district attainment of its development plan and the welfare of Apac citizens as poor quality services will continue to cause poor employee performance. Basing on the situation above, this study intends to investigate the influence of non- monetary rewards on employee performance in Apac District. This study was specifically interested in determining the relationship between appreciation, promotion, and delegation and employee performance.

1.4 Purpose of the Study

The purpose of the study was to investigate the influence of non-monetary rewards on employee performance in Apac District.

1.4 Specific objectives of the Study

- i. To determine the relationship between appreciation and employee performance in Apac District.
- ii. To determine the relationship between promotion and employee performance in Apac District.
- iii. To examine the relationship between delegation and employee performance in Apac District.

1.6 Research Questions

- i. What is the relationship between appreciation and employee performance in Apac District?
- ii. What is the relationship between promotion and employee performance in Apac District?
- iii. What is the relationship between delegation and employee performance in Apac District?

1.7 Hypotheses

The study was guided by the following hypotheses

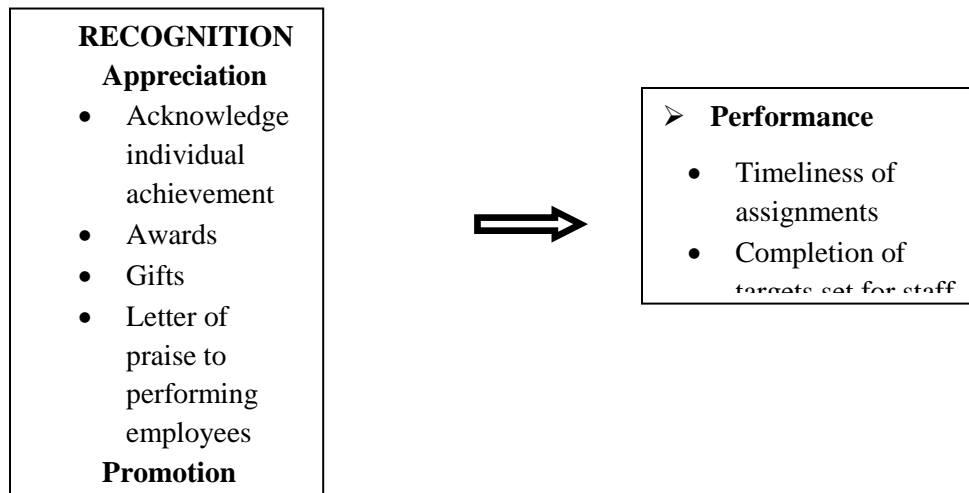
- i. There is a significant relationship between appreciation and employee performance in Apac District.
- ii. There is a significant relationship between promotion and employee performance in Apac District.

iii. There is a significant relationship between delegation and employee performance in Apac District.

1.8 Conceptual Framework

Non-Monetary Reward (IV)

Employee Performance (DV)



Source: Adapted from Armstrong (2007) and Modified by the Researcher

Figure 3.1 Conceptual framework

The conceptual framework above explains the relationship between independent variable (Non-monetary rewards) and the dependent variable (Employee performance). The frame work is developed with the assumption that when an organization applies non-monetary rewards to employees, they put more effort in executing their duties because the rewards acts as a motivator, thus improvement in employee performance as well as the organizational performance.

1.9 Significance of the Study

The study is expected to add on the existing literature in the field of motivation and employee performance, and to be used in guiding Apac District Local Government management decision and policies in the areas of understanding employee's needs and appropriate reward mix which would boost performance. The study may enable the stakeholders at different levels to ensure effective management of reward practices to yield staff commitment.

The findings may inform staff that they need to deploy their full commitment to their jobs especially when rewards of value are provided, managed well, and service delivery will be prompt. For managers, this study may help them find out what it is that derives the employees to perform, thus leading to benefits such as, employee retention, achievements of targets and many others. Overall, the study may contribute to the improvement of reward management not only in Apac District Local Government but all Local Governments in Uganda and public service as a whole and subsequently, it will contribute to employee improved performance;

For policy makers, it highlights how appropriate policies can be applied on reward management strategies. Furthermore this research may help in addressing a number of underlying problems related to reward strategies and management in the District.

1.10 Justification of the Study

Generally, most research on employee rewards has been mindful of relating various types of reward to corresponding employee outcomes, both psychological and strategic. However, the underlying non-monetary rewards has received little attention on the premise that effective rewards is a valuable assets in managing employee attrition and morale (Appelbaun et al, 2011, Bakin, (1992), this research therefore focused on non-monetary rewards to explore its effects on employee performance.

The Uganda public service introduced the reward and recognition scheme in 2007 as part of the Uganda public service integrated performance management system to motivate and encourage public officers. This was aimed at enabling government employees to achieve their expected outputs through incentives and rewards. This show that rewards should be given to the employees who deserve as a result of their years in service, experience, new training attained in line with that job research has been done to examine effects of this scheme on employee performance. It was because of this reason that this study investigated the relationship between non-monetary rewards and employee performance.

In spite of organizations providing non-monetary rewards as a way of improving staff performance, no information in terms of literature has been made available to justify the extent to which non monetary rewards influence employee performance especially for Apac District Local Government.

This is an academic research and therefore the basic for an academic award, without which it would be impossible to successfully complete the program.

1.11 Scope of the Study

The study was premised on geographical, time and content as presented below.

1.11.1 Content Scope

The study was developed in relation to non-monetary rewards as independent variables and employee performance as dependent variables. The sub variables for non monetary rewards in this case were; appreciation, promotion and delegation while employee performance included; completion of targets set for staff to achieve, efficiency and effectiveness of service delivery and Local Government tasks done.

1.11.2 Geographical

The geographical scope of the study was Apac District Local Government.

1.11.3 Time Scope

The study covered a period between July 2010 and August 2014 because this was the period when the rewarding system was strengthened, yet employee performance remained poor.

1.12 Operational Definitions.

Employee Performance: This is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed. Armstrong (2007) further states that performance refers to an evaluation of the results of person's behavior. That is; determining how well or poorly person has accomplished task or done a job.

Non-monetary Rewards: These are non-money or non-financial inducement that influences staff to be committed to their work which includes, praise, recognition etc.

Recognition: Recognition is defined in many ways; some defined it as a reward or celebrating a success at work while others defined it as earning an incentive for reaching a goal all of these terms are related to recognition in one way or another, (Global Recognition Incorporated), Armstrong (2008) agrees that recognition is one of the most powerful motivator. In this context, recognition shall consider the public officer's need to know how they have achieved their objectives and appreciated.

Rewards: Employee rewards are about how people are rewarded in accordance with their value of organization. It is concerned with both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by organization to develop and maintain rewards and reward system

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction:

This chapter contains introduction, theoretical and literature review. The literature was reviewed objective by objective as per themes derived from the objectives of the study. The themes are; appreciation and employee performance, promotion and employee performance, delegation and employee performance.

2.1 Theoretical Review.

This study was built on the Vroom's expectancy theory (1964). According to the theory, the strength of peoples' motivation to perform (effort) depends on how strongly they believe that they can achieve what they want. The Vroom's expectancy theory predominantly explains that employees put in effort in their work with the expectations that their performance will lead to both extrinsic and intrinsic rewards. The study hinged on non-monetary rewards as one of the factors that motivate employees to improve their performance. Vroom argued that employment holds emotional orientations with respect to outcomes (rewards) arising from their effort. Management must always therefore discover what employee's value and appreciate (Armstrong, 2006).

These outcomes (rewards) can be positive and negative. Positive outcomes like pay, security, companionship, trust, fringe benefits, a chance to use talents and or skills, congenial relationship while the negatives include frustration, fatigue, anxiety, harsh supervision threat of dismissal. Positive outcomes motivate employees to improve their performance while negative outcomes deter employees from relaxing while on job. Expectancy is based on past experience that

individuals are presented with new situation like change of jobs, payment system or working condition (Armstrong, 2008).

2.3 Recognition and employee performance

According to Armstrong (2008), recognition is one of the most powerful motivators. People need to know, not only why they have achieved their objectives, but also that their achievements are appreciated. A report on the findings of the study of recognition and employee motivation in Sera Lee corporation (Melcrum publishing ltd, 2006 as cited in Claydon: 501) revealed that “employees certainly appreciate their salaries, but stay and thrive as a group when they understand the vision and challenges, and when they are appreciated.

2.3.1 Appreciation and employee performance

According to the researcher, appreciation is a critical part of the work experience which motivates employees to improve on performance. Every person has the need to be appreciated for their effort. Sometimes, an employer may not have to spend much or think of other various ideas to reward their employees, simple recognition in the form of saying thank you, recognizing strength over weakness, complementing good work behavior, praise, a letter, an email, or a public announcement can let them feel recognized and appreciated. Employers can also provide challenges to everyone by creating healthy competition among their subordinates. Conduct contests such as search for the employee of the month or employee of the year and give the winners some nice business plaques (Baron, 2010).

According to Govindarajulu (2004), employees expect appreciation from supervisors and often praise beats out financial rewards. Baron (cited in Danish 2010) argues that when we appreciate and acknowledge the staff in terms of their identification, their working capacity and performance is very high. The experience of a “recognized” employee, “to be recognized

formally gives an extra motivation and makes one wonder what he or she should do to keep the momentum going” (Kabuye, 2013).

Managers need to prioritize employee recognition and ensure a positive, productive, innovative organizational climate. Provide employee recognition to say thank you and to encourage more of the actions and thinking that you believe will make your organization successful. People who feel appreciated are more positive about themselves and their ability to contribute. People with positive self-esteem are potentially your best employees. These beliefs about employee recognition are common among employers even if not commonly carried out (Moorhead & Griffin, 1998)

Similarly, Hadjimanolis, (2000) says that the prosperity and survival of the organization can be interpreted by analyzing the way they treat their employees. This is because valued employees of a firm become an asset for that firm and give competitive advantage in the long run. While the organization as a whole and individual departments are responsible for providing resources and programs for recognition activities, employee recognition is fundamentally about relationships. Employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including managers and peers.

In addition, the greatest psychological effect of appreciation and gratitude is the happiness and other emotions immediately felt whether we're giving or benefiting from. Gratitude creates good feelings, cheerful memories, and better self-esteem, feeling more relaxed and more optimistic. All of these emotions creates a pay it forward and “we're in this together” mentality in the workplace, which in turn, makes your organization more successful. Plus, the dopamine effect will encourage a continuous cycle of recognition if everyone participates.

Having a better understanding on how important appreciation and gratitude are on a personal level and how it directly impacts the workplace, makes it possible to create an appreciation plan that fits company values, mission, culture and most importantly, something all employees can participate in and benefit from (Armstrong, 2008).

2.3.2 Promotion and employee performance

Beardwell (2004) contends that promotion shows a high value the employer places on the worker. It can lead to an increase in employee's satisfaction, motivation and commitment. Meanwhile, Souza's (2002) study revealed that promotion plays an important role in organizational career development process. Similarly, Muhammad et al, (2011) noted that promotion enhanced employees' commitment to organizational performance.

On the other hand, Mann (2010), asserts that promotion which is a form of recognizing one's outstanding performance helps to satisfy employees' need for security, belonging and personal growth. Promoted individuals tend to increase their commitment, conversely those who are by passed for promotion feel they are not treated fairly, their commitment decreases and their absenteeism increases.

According to Wayne (1998), promotion psychologically helps to satisfy employees' needs for security, sense of belonging and personal growth. Beardwell (2004) also observed that competition for promotion encourages employees to increase their level of effort and this improves on their performance. In one of his studies, it was found out that one employee had to quit her job because she had been promised a promotion after her studies but the promise was not fulfilled.

Further research by Armstrong (2008) revealed that promotions in organizations are considered as a big reward to good performance and because most promotions come with challenging tasks, they are seen as a tool for performance improvement especially where they are done objectively.

In the Ministry of Public Services, promotions are sometimes based on merit and experience of employees, implying therefore that work experience of employee rewards. In this case of promotions Mann (2010) argues that while conducting promotions, care and restraint should be taken to avoid discrimination. He advises that promotion should be done based on performance evaluations and impartial exercises

According to Doeringer and Piore (2011) promotion is the advancement in gaining higher positions. Similarly, Okumbe (2009) asserts that promotion involves the advancement of a worker to a better job in terms of more skill, responsibilities, status and remuneration. Promotions should be used by the organizational management to place the most competent and productive worker on each job. Doeringer and Piore (2011), say that in order to develop skills and abilities specific to the company, it is significant from an organizational perspective to retain employees for a long period of time and promote them in accordance with their company's specific skills and abilities. Decenzo and Robins (2012) in their definition of promotion as a sequence of positions occupied by a person during the course of a lifetime, state that every employee has once been or will be promoted. However, this is a narrow view of looking at promotion because, although promotion looks at upward movement along the career curve, there are cases when individuals occupy positions less favorable than their previous jobs and it does not follow then that their performance will be enhanced. Jacoby (2010) and Morishima (2006), indicate that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviors and attitudes such as motivation and organizational commitment, particularly in the case of stable employment. In upholding the views of Jacoby (2010) and Morishima (2006), Pigors and Myers (2013), submitted that, not only seniority of long service or experience that deserves promotion but promotions should be a reward to encourage those employees who make a successful effort to increase their knowledge or skill. They continue to say that in a case where

the promotion criteria for promotion is not clearly defined, management needs records of performance appraisal, if it is fairly to administer a promotion policy based upon employee competence.

Organizations for example, attach promotions to higher positions to academic and/or professional achievements (Muya & Kang'ethe, 2009). The two authors in their investigation, recognize the need to promote staff depending either academically or administratively, depending on the needs and policies of the institution. Tournament Theory propounded by Lazear & Rosen, (2011), states that when an organization insufficiently monitors its employees' behaviors such that it possesses imperfect information regarding employees skills and abilities, it is effective to administer a competition of career advancement based on the indication of their exhibited abilities (i.e. through the rank order of job performance that reflects employees' skills and abilities demonstrated on the job). If tournament participants recognize that rewards presented to winners (i.e. prestigious positions), are beneficial, they will work hard in pursuit of the prizes. Findings from this study revealed that awarding prizes or gifts to best performers can contribute to improved performance

In other words, winnings from career competition between promoted and non-promoted employees are incentives to work hard and perform well. It further states that it is effective to administer a competition of career advancement based on the indication of employees' exhibited abilities (i.e. through the rank order of job performance that reflects their skills and abilities demonstrated on the job). In addition, employees are promoted solely on the basis of their tenure and experiences in the organization. According to the tournament theory, the effectiveness of promotion depends on the presence of job security (i.e. promotion opportunities motivate

employees whose job security is maintained while are motivated by wages when employment is unstable)

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Mottaz (2008) holds the view that in an effort to uplift the quality of performance of employees, the staff development programs should intend to base the promotion of employees on the results of their performance. Musaaazi, cited by Maicibi and Nkata (2005) observe that as for promotion, we see advancement into positions with greater challenges, more responsibility and more authority than in the previous job.

According to them, promotions bring about an increased feeling of self worth, high salary and higher status in the organization. They however, warn that promotion is neither transfer nor downward or upward movement. Many employees decide to leave an organization rather than accept a transfer and in order to ensure that employees accept transfers, promotions and downward movements as development opportunities, organizations can provide information about the content, challenges and potential benefits of the new job ad location. Muya & Kang'ethe (2012), add that since promotion whether academic or administrative is very appealing regardless of the consequential wage increase, it acts as a strong incentive mechanism provided employees value the higher positions in the context of long-term employment which is common.

On the other hand, the speed of advancement is lagged because slow promotion causes employees to stay in the promotion competition for a long time and maintains a high level of motivation and job performance. In general, employees are willing to work hard in pursuit of promotion. Kaguhangire (2009), in her study on staff development programs and promotional procedures at Makerere University, found out that the criteria for promotion of academic staff is

not clear and non-academic staff are marginalized in accessing the program. While upholding the view by Kaguhangire (2009), Pool et al (2010), in their investigation on Australian women and careers, further advanced the justification for promotion criteria. They found out that though older dons were more likely to express satisfaction with position on pay scale, it was then useful to note that no overriding age differences in academic performance with remuneration. By contrast, age showed predictive influence on job performance with promotion. Relative to gender and promotion, women dons more than men, were highly disenchanted with promotion criteria and was said that no evidence was revealed to show a gender difference with academic promotion. This study however, did not reveal to what extent promotion influenced employee performance, which gap this research intended to fill. It was expected that from the study, employees whose expectations are met by the district, most of the time, will tend exhibit to higher performance than those who find a mismatch between the District and their expectation. Pool et al (2006) found that, promotion, an intrinsic aspect of academic work, contributed to don's academic work. There are striking persistent differences between senior and junior dons, however, to suggest that promotion among women academics was dependent on rank.

Previous studies suggest that promotion opportunities are important determinants of performance. For example, Mottaz (2008) has shown that promotion opportunities for advancement have a positive effect on employee job performance and organizational commitment. The importance of promotion opportunities as a significant determinant of organizational commitment was also identified by Quarles (2006) who in his study on the commitment of internal auditors, Inter alia , the strength of organizational commitment states that promotion was one of the principle determining factors of propensity to stay. However, performance-based promotion has the potential to undermine supportive relations amongst workers; hence, it represents a "two-edged sword" (Kaczynski, 2002)

While many of the above studies observed an actual positive impact on promotion especially on personal needs on individual basis, others came to a mixed bag of positive and negative impacts, while others actually suggested negative ones. During the study, it was established that promotion indicates the confidence supervisors have in their employees, and this encourages them to perform better.

2.3.3 Delegation and employee performance

According to Sengul, Gimeno, and Dial (2012), delegation or empowering one to act on behalf of another is a sine qua non (outcome) of the modern firm. Lupia (2001) indicates that delegation occurs when some people ask others to perform tasks on their behalf. For most of us, delegation is an important part of our daily life. Delegation of decision making to managers is efficient when managers allocate resources, including their own efforts, in ways that do not divert from owners' objectives (Sengul et al,2012).

The researcher posits that delegation of the Human Resource decision-making process to departments, restructuring the job classification and adjusting tools for improving workforce planning motivates employees to improve performance. In addition, low managerial delegation and decision-making should also be strongly centralized.

According to Barron (2010), there is a direct correlation between how involved delegated employees are in the decision making in their department or team and their overall morale, motivation, and satisfaction with their jobs which prevents them from quitting from their job. Therefore, if employees are delegated to participate in decision making, they get motivated to retain their jobs and improve performance. Companies and departments who have a higher level of employee involvement in decision making show higher levels of employee motivation, satisfaction and employee performance.

Jenkins (2013) states that, there are many benefits of delegating and involving employees in the decision making of your company or department. When employees are involved in the decision making, they feel that people in ownership and management positions value them as a significant contributor to the team's success. When people feel valued, they will usually raise their level of effort and commitment to ensure the department's or company's success and will perform better.

Relatedly Mwondah (2007) avers that managers and supervisors need to have clearly defined responsibilities and accountabilities delegated to subordinates for integrity and corruption prevention in the areas of work directly under their control in the Inspectorate of Government. That the Inspectorate of Government manual as the code of conduct for staff places heavy responsibility on supervisors to ensure that staff under them perform delegated duties properly and are not corrupt.

Musaazi (2008) indicates that delegation increases flexibility in the organization as every problem is no longer referred to a central authority for a decision to be taken. For instance, employees can take decisions without referring each and every issue to the principal. In this case, delegation permits the making of decisions with least delay. Gardner et al (2006) adds that delegation provides an employee the opportunity to exercise self-direction and control, which signals to the employee that he or she is considered by the supervisor/organisation to be able, task competent, organisationally important, and needs satisfying. In here, it is emerged that delegation promotes flexibility in decision making without having to wait for the top managers and also provides chance for self direction of the employees. It became the researchers' interest to analyse how employees in their departments made decisions without waiting for their supervisor's orders hence getting motivated to work harder

According to Bryan (2010) departmentalization which is a form of delegation contributes to improved employee performance. Departmentalized firms can largely benefit from this division of their work activities. Often coordination and control are provincial, and made much easier, as those top managers can view the various activities of their employees, and how they are performing within this specified department. Departmentalization enables an organization to exploit each department as a profit centre. A profit centre can be described as a separate department which is held accountable for its own profits as well costs. In here, it emerges that with delegation coordination and control are provincial that is at the lower levels and this makes it much easier exploit each department as a profit centre.

According to Cliffs (2010), delegation is the downward transfer of authority from a manager to a subordinate. Most organizations today encourage managers to delegate authority in order to provide maximum flexibility in meeting customer needs. In addition, delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. This involvement can increase job satisfaction for the individual and frequently results in better job performance. Without delegation, managers do all the work themselves and under utilise their workers. What arose in this literature was that delegation leads to empowerment for people have the freedom to contribute ideas and do their jobs in the best possible ways. Accordingly, this increased employee performance.

Matthew (2010), states that delegation is an integral part of every employee's work. Delegation is independent of the size of the organization, and an employee requires either upward or downward delegation, based on his/her position in the organizational hierarchy. Delegating downwards is more commonplace and it stems from the employee's position in the hierarchy. Though the concept of delegating upwards is not popular, it forms an essential aspect of

delegation at the workplace. Delegation is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team. Succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks. It provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. In this literature it emerges that delegation helps to tap into the skills, avoiding burning out a few leaders and allows everyone to feel a part of the effort and the success automatically leading to job satisfaction.

Delegating makes followers feel a deeper sense of responsibility and ownership of the organization. This is an avenue for recognizing good member contributions and the supervisor as a leader has the opportunity to try out some new growth producing behaviors. The followers are challenged by new and different responsibilities; the load of responsibility is more equally shared among a larger number of members; followers become more aware of the broad functioning of the organization (Student Organization Centre, 2007).

In here it pointed out that delegation increases the employees' effort as they understand the organization. The granting of freedom to act by superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility (Rao & Narayana, 2007). Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings, and personal visits (Musaazi, 2008).

Musaazi (2008) points out that it is generally recognized that the organizational man desires self esteem and needs fulfillment. These in turn motivate people to contribute more towards objectives of the organization they work for. Delegation therefore gives people the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego needs. Employees develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. In here, it emerges that with delegation work is performed quickly and efficiently because ego needs are satisfied.

2.4 Summary of the literature review.

From the reviewed literature, it has been noted that non financial rewards motivate employees to improve on their performance. This was revealed by Armstrong (2008) who noted that forms of non monetary rewards such as recognition in form of appreciation, promotion, and delegation improve employee performance. Beardwell (2004) also observed that competition for promotion encourages employees to increase their level of effort. However, Beardwell also observed that when employees are skipped and not promoted, it reduces their morale and commitment to work. In addition, appreciating, promoting and delegating work to particular staff members may discourage employees who are consistently left out, which affects their performance. This study therefore will establish the effectiveness of non-monetary rewards in Apac district, and the relationship between non-monetary rewards and employee performance.

CHAPTER THREE:

METHODOLOGY

3.1 Introduction

This chapter presents the methods which were used to conduct the study. It includes the description of the research design, the population of the study and sample size, sampling techniques, data collection methods, data collection instrument, validity and reliability tests, research procedure, and data analysis techniques.

3.2 Research Design

A cross-sectional study design was adopted for this research because it enables an in-depth study and facilitates the collection of data at a one point in time, as Sekaran (2003) suggests. In addition, the study adopted a triangulation of both quantitative and qualitative approaches to assess the contributions of Non-monetary rewards on employee performance in Apac District Local Government. In this case, the quantitative approach allowed the researcher to solicit information expressed in numerical format while the qualitative approach complemented the quantitative approach by soliciting more detailed information expressed in textual format (Mugenda & Mugenda, 1999).

The quantitative approach was used in order to quantify incidents to describe conditions and to assess the contributions of the independent variable to the dependent variable using the information gained from the questionnaire. The quantitative approach was used to give the explanation of events and description using interview a-schedule for point in time (Amin, 2005). The study was both descriptive and analytical where descriptive involved survey and facts finding enquiring of different kinds while analytical involved the use of facts or information already available and then analyze them to make a critical evaluation.

3.3 Study Population.

The target population of this study consisted of 81 heads of departments and sector heads of the Apac District Local Government from whom 75 respondents were selected. The target population spread in the departments of Finance, planning, Administration, Education, Health, Natural Resources, Community Based Services, Works and Technical services, Statutory Bodies, Council and Production.

3.4 Sample Selection and Size

The determination of the sample was made in consultation with Amin (2005) who (by help of Krejcie and Morgan (1970), suggests the use of a sampling table to determine which equivalent sample would ensure representation as shown below.

Table 3. 1: Sample size.

CATEGORIES RESPONDENT	OF	ACCESSIBLE POPULATION	SAMPLE SIZE(n)	SAMPLING METHOD
Top management		12	9	Simple random
Finance and Administration		10	10	Purposive
Works and technical services		5	5	Purposive
Planning unit		5	5	Purposive
Procurement and internal audit.		6	6	Purposive
Production and marketing		10	10	Purposive
Health		12	9	Simple Random
Education		6	6	Purposive
Natural resources		2	2	Purposive
Community base services		9	9	Purposive
Statutory bodies.		4	4	Purposive
Total		81	75	

Source: Staff Establishment and the Staff List of Apac District Local Government.2014/2015 Human Resource Department.

3.5 Sampling techniques and procedure

Sampling techniques are classified as either *probability* or *non-probability*. In probability samples, each member of the population has a known non-zero probability of being selected. Probability methods include random sampling, systematic sampling, and stratified sampling. In non-probability sampling, members are selected from the population in some non-random manner (Oso & Onen. 2009). Probability sampling refers to a situation where the chance of each member of the population (or more specifically - the chance of each sampling unit) being included in the sample is known prior to drawing the sample. This is the only sampling process that ensures the selection of a representative sample (Amin, 2004).

3.5.1 Purposive Sampling

The purposive sampling was employed to select key informants who included Finance and Administration, Works and Technical Services, Planning Unit, Production and Marketing, Education, Natural resources, Community based services and Statutory bodies. According to Mugenda and Mugenda (1999) purposive sampling enables a researcher choose participants of his own interest based on knowledge and expertise.

3.5.2 Simple Random Sampling

According to Sekaran, (2003) simple random sampling is used in a situation when each respondent has an equal chance of being selected to participate in the study; the researcher used simple random sampling to select respondents from the health and top management. This method was preferred because it reduces bias and also gives all potential respondents equal chance of being chosen.

3.6 Data Collection Methods

These are techniques of collecting data. Data are usually collected through qualitative and quantitative methods (Taket, 2010). For this study, both qualitative and quantitative data was collected through the aid of questionnaires and interview schedules. Qualitative approaches aim to address the ‘how’ and ‘why’ of a program and tend to use unstructured methods of data collection to fully explore the topic

3.6.1 Questionnaire Survey

The study employed a self-administered questionnaire to collection information from finance and administration, production and marketing health and community based services departments because they had a high number of participants. This is in line with Amin (2005) who noted that questionnaires can be used to obtain information from a large group of people in a given study (Amin, 2005). The questionnaire is an efficient data collection method which has advantages of high complete responses within a short period. Use of questionnaires allowed the respondents ample time to reflect on answers to avoid hasty responses and thus enhance the validity (accuracy) of the responses (Mugenda & Mugenda, 2003). The questionnaire method also helped to reduce on the cost and time implications, besides enabling greater responses.

3.6.2 Interview method

In-depth interviews were used to collect primary data from six key informants from top management and Heads of Departments. It involved use of a semi-structured interview guide comprising a set of issues on appreciation, promotion and delegation. The method of interview using a semi-structured interview guide is deemed appropriate since the aforementioned categories of staff had vital information yet no time to fill in questionnaires (Sekaran, 2003).

3.6.3 Document review

The researcher also used documents to gather information on how non-monetary rewards influence employee performance. Documents from Apac District Local Government, human resource manuals on non-monetary rewards, text books on rewards, news papers, journals and minutes of board of executive meetings and others which have vital information on the subject under study. These provided secondary sources of data to supplement primary data from survey and interviews (Amin, 2005).

3.7 Data Collection Instruments

The data was collected by using both primary and secondary methods of data collection. Primary data involved acquired information from the respondents and this was by use of self-administered questionnaires and interview guide (Sekaran, 2003). Secondary data on the other hand involved the review of information which was gathered from the available literature.

3.7.1 Questionnaires

A self-administered, semi-structured questionnaire was the main research instrument that was used in the study. A questionnaire was used to collect data from sixty one respondents from different departments and sub county staff. The main advantage of self administered questionnaire was that the researcher was able to collect all the completed responses within a shorter period of time (Sekaran, 2003).

3.7.2 Interview guide

An interview guide was used to get information from six respondents from Top Management and heads of Departments to ensure uniformity and consistency of information provided. It was used to collect data from top district administration and heads of departments. Interview guide was preferred because it allowed probing for questions in addition to predetermined questions so as to

elicit detailed and precise data (Mugenda and Mugenda 2003). This helped in digging deep into the issues under investigation.

3.7.3 Document review checklist

This consisted of a list of documents (Sekaran, 2003) particularly concerning non monetary rewards and employee performance. Most of these documents were obtained from public and private libraries. In this case; human resource manuals on non-monetary rewards, text books with information related to the topic under investigation as recommended by Amin (2005) was reviewed.

3.8 Validity and Reliability

The quality of data instrument was ascertained from the validity and reliability they produced.

3.8.1 Validity

Prior to the actual data collection, the developed data collection instruments were pretested to ascertain their validity. Relevant items were identified, while the irrelevant ones were discarded or modified. Particularly, Content validity was used to ascertain the extent to which the content of the instrument corresponded to the theoretical content it was designed to measure (Amin, 2005).The instruments were presented to two experts who assessed the items and rate them basing on the suitability of a given item to the research study objectives to determine the validity index for each of the items. Content Validity Index (CVI) was used to quantify the agreements

between the two judges, using the following formula; $CVI = \frac{K}{N}$

Where CVI = Content Validity Index

K = Number of relevant/suitable items

N = number of items in the instrument.

The Content Validity Indices found to be higher than the recommended one at 0.70 determined

the validity of the instruments (Mugenda and Mugenda, 1999).

Table 3. 2: Results of the content validity index

Variables	Content validity index	Number of items
Appreciation	0.8181	8
Promotion	0.7272	8
Delegation	0.8181	8
Employee performance	0.7227	8

Source: Primary Data (2015)

Results in table 3.2 above show that all the variables had content validity index above 0.70. This shows that the data collection instruments were valid to use for data collection.

3.8.2 Reliability

The study adopted the test-retest method as propounded by Charles (1995) cited in Amin, (2005), who argued that consistency with which questionnaires (test) items are answered or individual's scores remain relatively the same can be determined through the test – retest method at two different times. Questionnaires were given to ten respondents after which their responses were analyzed using SPSS software to establish Cronbach's alpha, which is an index of reliability associated with the variation accounted for by the true score of the underlying construct. The higher the score, the more reliable the generated scale is. The reliabilities found to be above 0.7, as recommended by (Amin, 2005) means the instruments are reliable.

Table 3.3 Reliability statistics

Cronbach's Alpha	N of Items
.936	29

Source: Primary data (2015)

3.9. Data Analysis

The study used both qualitative and quantitative techniques to analyze data. The researcher computed qualitative data got from the questionnaire into frequency counts and percentages and presented them into descriptive form. Then Pearson correlation coefficient was used to measure the degree of association between rewards and employee performance. Qualitative data from interviews and open-ended questionnaires were coded, arranged and presented in a narrative form and conclusions were done with references to the descriptions in narration as stated in 3.10.2 below.

3.10.1 Quantitative Data Analysis

Qualitative data was analyzed using descriptive statistics technique of mean, mode and standard deviation. Data was processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables. Inferential statistics included correlation analysis using a correlation coefficient in order to answer the research questions. The hypotheses were tested using Pearson's correlation coefficient to determine the relationship between rewards and employee performance. A correlation coefficient was computed because the study entailed determining correlations between two variables (non monetary rewards and employee performance) (Oso & Onen, 2008).

3.10.2 Qualitative Data Analysis

Qualitative Data analysis was done using thematic analysis. Responses from the key informants were sorted and organized in line with the different thematic areas (variables and objectives under study). This was done by identifying all data that is related to the already classified patterns according to research objectives. All information that fits under the specific pattern was identified and placed with corresponding patterns and thereafter, data was combined into themes. Quotations and other interpretations were used to back up quantitative data. This helped to triangulate findings of the study.

3.11 Measurement of Variables.

The independent variable (appreciation, promotion and delegation) and the dependent variable employee performance in terms of timeliness of assignments, completion of targets set for staff to achieve, efficiency and effectiveness of service delivery and Local Government tasks done were measured on a five point Likert type scale (1- Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree and 5-Strongly agree). The choice of this measurement is that each point on the scale carries a numerical score which was used to measure the respondents' attitude. According to Mugenda (1999) and Amin (2005), the Likert scale is able to measure perception, attitudes, values and behaviors of individuals towards a given phenomenon.

3.12 Ethical Considerations

The researcher emphasized confidentiality of all his research findings and used research assistants where she anticipated bias during data collection. The researcher informed all respondents what their participation demands, the risks and benefits of participating in the study, how their confidentiality would be maintained, their right to refuse to participate in the study, and the right to refuse to answer any question during the interview process (Creswell, 2013). The respondents' names were withheld to ensure anonymity and confidentiality in terms of any future prospects.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the response rate, background characteristics of respondents, data presentation, analysis and interpretation of study findings, based on objectives of the study.

4.1 Response rate

Table 4.1 Response rate

Research instrument	Targeted number	Actually conducted	Percentage
Questionnaires	68	61	89.7%
Interviews	7	6	85.7%
Total	75	67	89.3%

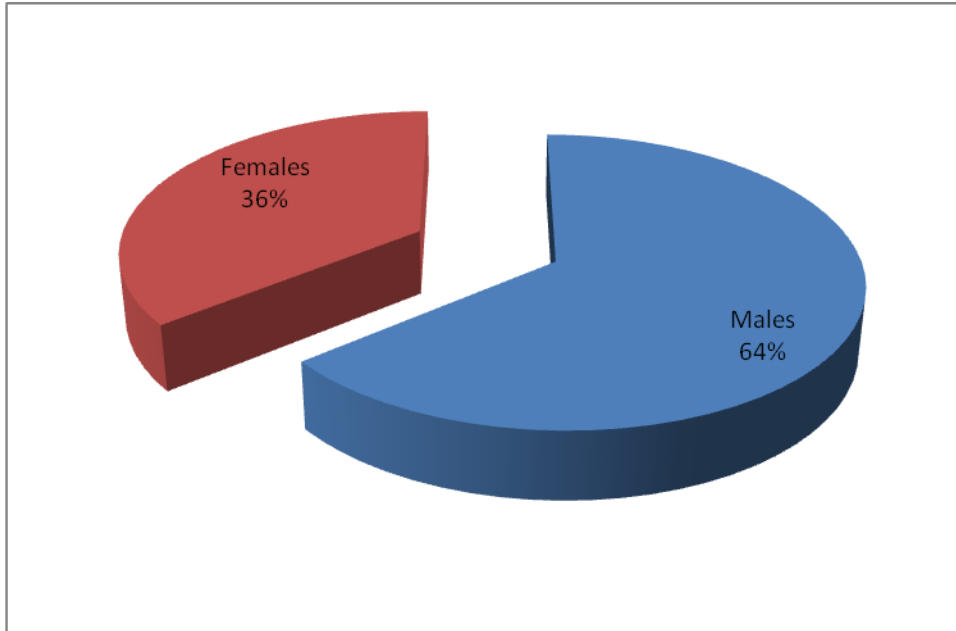
Source: Primary data (2015)

Table 4.1 above shows that out of the 68 distributed questionnaires, 61 were returned, giving a response rate of 89.7%. In addition, out of the seven planned interviews, only six were conducted, giving a response rate of 85.7%. The overall response rate was 89.3% which indicates that the researcher obtained enough data for a comprehensive report.

4.2 Background characteristics

4.2.1 Gender of respondents

The section below presents respondents according to gender. It indicates the percentage of male and female respondents who participated in the study.



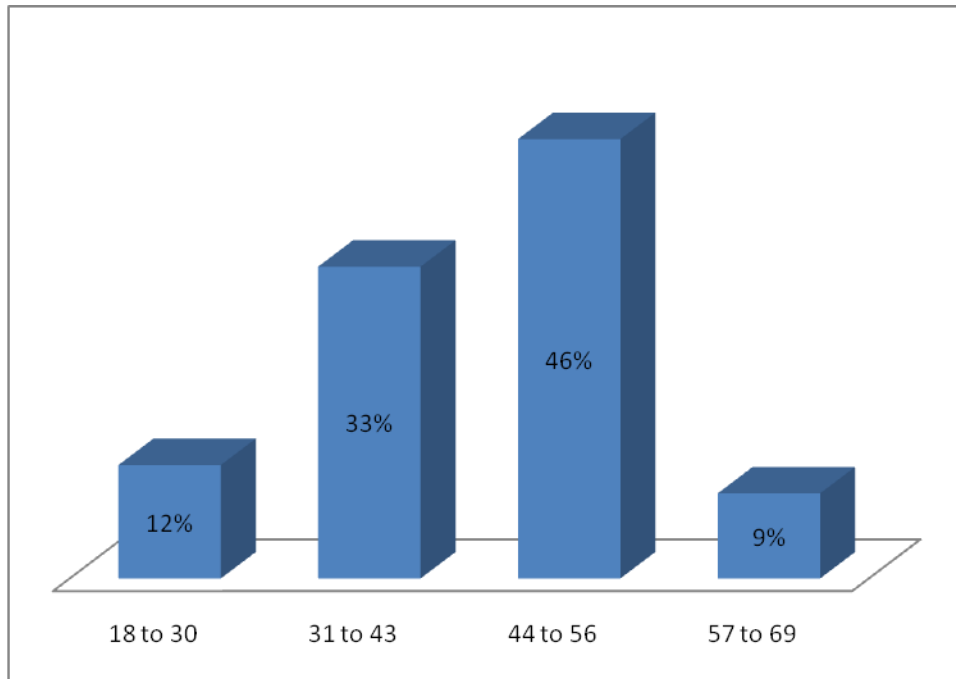
Source: Primary data (2015)

Figure 4.1 gender of respondents

Figure 4.1 above shows that majority of the respondents were male (64%) while female respondents constituted 36%. This shows that data was obtained from a gender sensitive sample which indicates that the results were not gender biased. Majority of the respondents were males because the females' education level low is still very low compared to males and most of them do not qualify to work with the District Local Government. This is because in the past, males were given more chances to attain education as far as culture was concerned.

4.2.2 Respondents' age group

The section below presents respondents according to age group.



Source: Primary data (2015)

Figure 4.2 respondents' age group

Figure 4.2 above shows that majority (46%) of the respondents were aged 44 to 56 years, 33% were 31 to 43 years, 12% were 18 to 30 years while 9% were 57 to 69 years. The above statistics indicate that all respondents were mature, and able to give valid and reliable data for the study. Majority of the respondents were aged between 44 to 56 years because they have worked at Apac District Local Government for long and they have not been replaced since their jobs are permanent and pensionable.

4.2.3 Respondents' highest education level

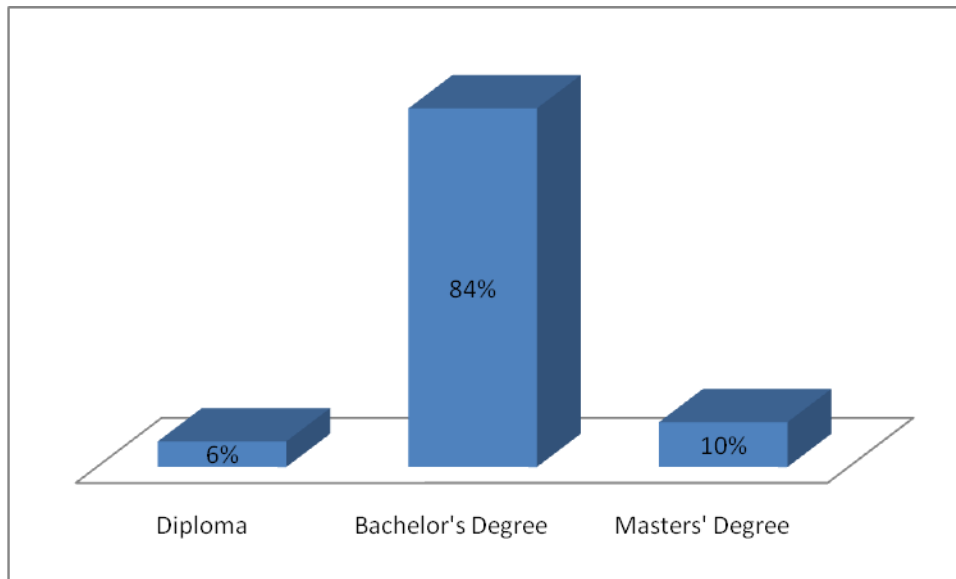


Figure 4.3 respondents' highest education level

Figure 4.3 shows that majority (84%) of the respondents had obtained Bachelor's Degree, 10% had Masters' Degree. This indicates that all respondents were educated and were able to read and understand the questions asked in order to give valid and reliable data. Majority of the respondents obtained Bachelor's Degrees because Apac District mostly employs university graduates.

4.2.4 Number of years worked at Apac District Local Government.

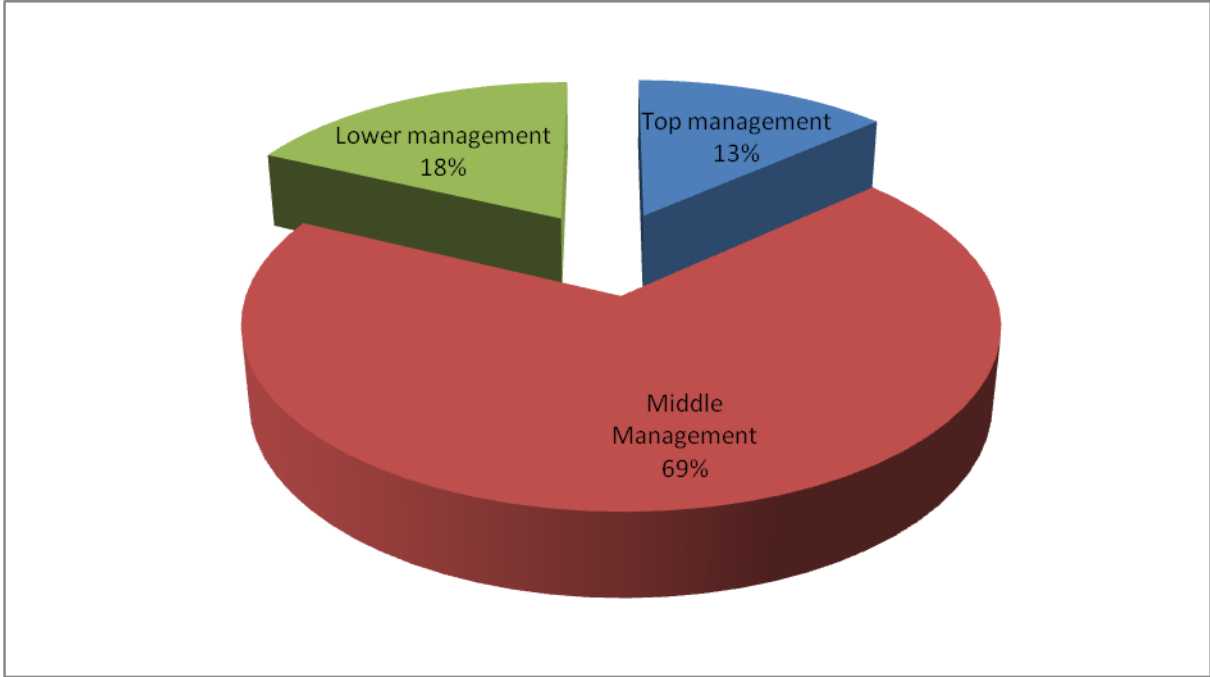
Table 4.2 Number of years worked at Apac District Local Government

Number of Years	Frequency	Percentage
1-2	7	11%
3-4	8	12%
5-6	37	55%
7 and above	15	22%
Total	67	100%

Source: Primary data (2015)

Table 4.2 shows that majority (55%) of the respondents had worked at Apac District Local government for a period between five and six years. In addition, 22% had worked for seven and above years, 12% had worked for three to four yrs while 11% had worked one to two years. This indicates majority of the respondents had good working experience at the District and were able to provide reliable information on rewards and employee performance. Majority of the respondents had worked for a period between five to six years because most of the recent job due to the creation of new structures among others were advertised in the last five years.

4.2.5 Respondents according to level of management



Source: Primary data (2015)

Figure 4.4 Rrespondents according to management level

Figure 4.4 above shows that majority (69%) of the respondents belonged to the Middle Management level, 18% were in Lower management while 13% were in Top management level. This indicates that all respondents belonged to management at different levels, were knowledgeable on rewards and employee performance, therefore in position to provide valid and

reliable data for a comprehensive report. Majority of the respondents belonged to the middle management level because there are more existing positions for middle management compared to Top Management.

4.3 Empirical findings

4.3.1 Appreciation and employee performance at Apac District.

During the study, eight statements were presented to respondents who were asked to give their opinion on appreciation and employee performance. Results are presented in the table below;

Table 4.3 Responses on appreciation and employee performance

	Appreciation	SA	A	NS	D	SD
1	The district acknowledges my individual achievement	17(28%)	29(47%)	4(7%)	7(11%)	4(7%)
2	When I receive an award, I may be encouraged to work harder	12(20%)	27(44%)	4(7%)	10(16%)	8(13%)
3	If I receive gifts I may be motivated to work harder	30(49%)	12(20%)	8(13%)	4(7%)	7(11%)
4	Receiving a letter of praise may increase my zeal to work	25(41%)	18(30%)	5(8%)	10(16%)	3(5%)
5	Staff recognition polices are in place in this organization	36(59%)	15(13%)	2(3%)	8(13%)	0
6	Certificate of recognition may motivate me to put more efforts in my work.	34(56%)	8(13%)	4(6%)	12(20%)	3(5%)
7	When my contribution is recognized, I feel encouraged to do more for the organization.	19(31%)	22(36%)	5(8%)	10(17%)	5(8%)
8	I feel recognition of my contribution has made me stay longer with the organization and provide dedicated services.	20(33%)	28(46%)	4(6%)	8(13%)	1(2%)

Source: Primary data (2015)

Results in table 4.3 above indicate that 75% (28%+47%) of the respondents confirmed that the district acknowledges their individual achievement. However, 18% (11%+7%) disagreed while 7% were not sure whether their individual achievement is acknowledged or not. Asked whether receiving an award encourages them to work harder, 64% (20% +44%) agreed, 29% (16% +13%) disagreed and 7% were not sure. Relatedly, 69% (49% +20%) agreed that if they receive gifts they may be motivated to work harder though 18% (7% +11%) disagreed and 13% were not sure. The above findings mean that appreciating employees by acknowledging their individual achievement, giving them awards and gifts is likely to motivate them to improve performance. This was confirmed by a respondent who had this to say;

“Giving me a reward or a gift is an indication that my efforts and contribution to the district have been recognized and appreciated. This encourages me to work harder so that I receive more rewards.”

The study further revealed that receiving a letter of praise may increase zeal of most district employees to work. This was reported by 71% (41% +30%) agreed. On the other hand, 21% (16% +5%) disagreed and 8% were not sure. On whether staff recognition policies are in place in Apac district, 72% (59% +13%) agreed, 13% disagreed while 3% were not sure. Asked whether a certificate of recognition may motivate them to put more efforts in their work, 69% (56% +13%) consented, 25% (20% +5%) disagreed, yet 6% were not sure. The above findings imply that if employees are given letters of praise each time they perform well, and they are offered certificates of motivation they get encouraged to perform better. This was supported during face to face interviews when one of the respondents said;

“Apac District has recognition policies in place. They include gifts, awards and sometimes promotion in terms of confirming employees who have been working in acting capacity. This encourages employees to work harder.”

According to study findings, 67% (31% +36%) of the respondents agreed that when their contribution is recognized, they feel encouraged to do more for the district. On contrary, 25% (17% +8%) disagreed while 8% were not sure. Relatedly, 79% (33% +46%) reported that they feel recognition of their contribution has made them stay longer with the district and provide dedicated services. However 15% (13% +2%) disagreed while 6% were not sure. This indicates that when employees' contribution is recognized, they improve on performance of the District.

Table 4.4 Correlation matrix between appreciation and employee performance

		Appreciation	Employee performance
Appreciation	Pearson Correlation	1	.825**
	Sig. (2-tailed)		.000
	N	61	61
Employee performance	Pearson Correlation	.825**	1
	Sig. (2-tailed)	.000	
	N	61	61

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

Results in Table 4.4 show that the correlation coefficient r of 0.825 (**) and its significance 0.000 which is less than 0.05 level of significance. This implies that appreciation has a significant effect on employee performance. According to the results, there is a positive significant relationship between appreciation and employee performance. Therefore the hypothesis that there is a significant relationship between appreciation and employee performance is accepted.

4.3.2 Promotion and employee performance in Apac District.

During the study, seven statements were presented to the respondents who were asked to give their opinions and the results are given in the table below;

Table 4.5 responses on promotion and employee performance

Promotion						
	Statement	SA	A	NS	D	SD
1	Challenging tasks may motivate me to work harder	10(16%)	3(5%)	7(12%)	39(64%)	2(3%)
2	Enhancing my commitment encourages me to perform better	27(44%)	12(20%)	2(3%)	9(15%)	11(18%)
3	The way promotions are effected makes me willing to work hard in this organization.	2(3%)	4(7%)	2(3%)	49(80%)	4(7%)
4	Promotion in this organization is got upon satisfactory performance.	44 (72%)	4(6%)	6(10%)	4(7%)	3(5%)
5	There is equal opportunity for promotion	8(13%)	4(7%)	3(5%)	32 (52%)	14(23%)
6	My organization offers me promotion when I attain academic achievements.	36(59%)	12(20%)	5(8%)	5(8%)	3(5%)
7	Promoting employees on merit motivates me to work harder	31(51%)	10(16%)	8(13%)	7(12%)	5(8%)

Source: Primary data (2015)

Table 4.5 above shows that only 21% (16% +5%) of the respondents agreed that challenging tasks may motivate them to work harder. Majority 67% (64%+3%) disagreed while 12% were not sure. This indicates that employees at Apac District do not enjoy having challenging tasks since they are not motivated even when they are met their set targets, qualifications and work experience. This was supported by a respondent who had this to say;

“Challenging work de-motivates me because if I fail to meet the expectations of my boss, I am seen as a non performer. I like doing work that is manageable for me.”

During the study, 64% (44% +20%) confirmed that enhancing their commitment encourages them to perform better while 33% (15% +18%) disagreed and 3% were not sure. Results from the study further revealed that the way promotions are effected does not make as reported 87% (80% +7%) of the respondents willing to work hard in Apac district. Only 0% (3% +7%) agreed while 3% were not sure. This indicates that promotions are not done in a fair way which discourages employees from working harder. This was supported by a respondent during face to face interviews who stated;

“The way promotions in Apac district are effected is unfair. Some members are favored over the others. For example, a person can hold a position under acting capacity for three years and instead of confirming him or her, they bring in another person.”

On the contrary, 78% (72%+6%) agreed, that promotion at Apac District is got upon satisfactory performance, 12% (7% +5%) disagreed while 10% were not sure. On whether there is equal opportunity for promotion at the district, 20% (13% +7%) agreed, 75% (52% +23%) disagreed while 5% were not sure. This means that majority of the respondents revealed that there are no equal opportunities for promotion in Apac District. The above results were corroborated by a respondent who had this to say;

“There is corruption and favoritism during the promotion process. The district bosses consider their own people and sometimes secretly ask for financial incentives before promoting a person.”

The study further revealed that Apac district offers promotion to employees who have attained academic achievements. This was reported by 79% (59% +20%) compared to 13% (8% +5%) who disagreed and 8% were not sure. In addition, 67% (51% +16%) supported the fact that promoting employees on merit motivates them to work harder though 20% (12% +8%) disagreed and 13% were not sure. This means that if employees are promoted on merit, basing on qualifications and experience, they will be encouraged to work harder, hence improve performance.

Table 4.6 Correlation matrix for promotion and employee performance

		Promotion	Employee performance
Promotion	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	61	61
Employee performance	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	61	61

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

Source: Primary data (2015)

In table 4.6 results indicate that there is a positive correlation between promotion and employee performance. The probability value of 0.000 which is less than 0.05 level of significance shows that there is a significant relationship between the two variables of promotion and employee performance.

4.3.3 Delegation and employee performance in Apac District.

During the study, seven statements were presented to the respondents and asked to give their opinion. Results are represented in the table below;

Table 4.7 responses on delegation and employee performance

	Statement	SA	A	NS	D	SD
1	Allocating me responsibilities outside my scope of work makes me work harder.	35 (57%)	5(8%)	6(10%)	5(8%)	10(17%)
2	Special assignments increase my motivation to work harder	22(36%)	19(31%)	2(3%)	8(13%)	10(17%)
3	Swapping tasks with employees for days makes me improve the way I work	14(15%)	30(49%)	6(10%)	11(18%)	5(8%)
4	Working in acting capacity enhances my motivation to work	17(28%)	21(35%)	2(3%)	8(13%)	13(21%)
5	I feel empowered when work is delegated to me	34(49%)	10(17%)	6(10%)	12(19%)	3(5%)
6	Participating in decision making enhances my commitment to work	22(36%)	28(46%)	2(3%)	0(0%)	9(15%)
7	Defining the responsibilities delegated to me encourages me to work harder	46 (76%)	2(3%)	8(13%)	3(5%)	2(3%)

Source: Primary data (2015)

Results in table 4.7 above indicate that 65% (57% +8%) of the respondents agreed that allocating them responsibilities outside their scope of work makes them work harder. On the other hand, 25% (8% +17%) disagreed while 10% were not sure. This indicates that majority of the respondents agreed that allocating them more responsibilities indicates that management has confidence in them and they are encouraged to perform better. This was supported by a respondent who had this to say;

“Allocating me more responsibilities indicates that my supervisor has confidence in me and trusts the work that I do which encourages me to work harder.”

The study further revealed that special assignments increase employees’ motivation to work harder as confirmed by 67% (36% +31%) of the respondents. However, 30% (13% +17%)

disagreed while 3% were not sure. On whether swapping tasks with employees for days makes employees improve the way they work, 64% (15% +49%) agreed, 26% (18% +8%) disagreed while 10% were not sure. It was also reported by 63% (28% +35%) of the respondents that working in acting capacity enhances employees' motivation to work. On the other hand, 34% (13%+21%) disagreed while 3% were not sure. This indicates that majority of the respondents agreed that special assignments, swamping tasks and working in acting capacity motivate them to improve employee performance. The above findings were corroborated by a respondent from the health section who had this to say;

“Allocating me special assignments is an indication that I have ability to undertake such tasks and perform well. In addition, giving me an opportunity to work in acting capacity is an indication that if there is an opportunity to be promoted, he would give me priority. This encourages me to work harder”

Results in table 4.7 also indicate that 66% (49% +17%) agreed that they feel empowered when work is delegated to them. On the other hand, 24% (19% +5%) disagreed while 10% were not sure. Majority 82% (36%+46%) of the respondents also revealed that participating in decision making enhances employees' commitment to work compared to 15% who disagreed while 3% were not sure. In addition, 79% (76% +3%) of the respondents agreed, that defining the responsibilities delegated to them encourages them to work harder. Only 8% disagreed and 13% were not sure. The above findings imply that majority of the respondents agreed that delegating them responsibilities, participating in decision making and defining the responsibilities delegated to them motivate them to work harder and ensure improved performance.

Table 4.8 Correlation matrix for delegation and employee performance

		Delegation	Employee performance
Delegation	Pearson Correlation	1	.776**
	Sig. (2-tailed)		.000
	N	61	61
Employee performance	Pearson Correlation	.776**	1
	Sig. (2-tailed)	.000	
	N	61	61

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

In table 4.8 results show that the correlation coefficient is 0.776(**) and its significance level 0.000. This implied that delegation influences employee performance. Therefore, according to the results there is a positive significant relationship between delegation and employee performance since the significance level of 0.000 is less than 0.05 level of significance. From the correlations results, the alternative hypothesis that was earlier postulated that there is significant relationship between delegation and employee performance is accepted.

4.3.4 Employee performance

During the study, seven statements were presented to the respondents and were asked to give their opinion on employee performance at Apac District. The results are presented in the table below;

Table 4.9 Responses on employee performance

SECTION C: EMPLOYEE PERFORMANCE						
1	There is timely completion of assignments by district officials	12(20%)	17(28%)	7(11%)	16(26%)	9(15%)
2	Staff usually complete targets set for them to achieve	38(62%)	4(6%)	4(7%)	12(20%)	3(5%)
3	There is efficient service delivery at the district.	27(44%)	9(15%)	8(13%)	12(20%)	5(8%)
4	There is effective service delivery at the district	18(29%)	12(20%)	2(3%)	18(30%)	11(18%)
5	I accomplish /complete the tasks given to me in time	10(16%)	14(23%)	3(5%)	22(36%)	12(20%)
6	I produce my final work (reports) when it is error free.	27(44%)	20(33%)	5(8%)	6(10%)	3(5%)
7	Projects are always completed on time	31(51%)	9(15%)	6(10%)	12(19%)	3(5%)

Source: Primary data (2015)

Results in table 4.9 above indicate that less than half of the respondents 48% (20% +28%) agreed that there is timely completion of assignments by district officials. On the other hand, 41% (26% +15%) disagreed while 11% were not sure. Asked whether staff usually complete targets set for them to achieve, 68% (62% +6%) agreed 25% (20%+5%) disagreed and 7% were not sure. That there is efficient service delivery at the district was confirmed by 59% (44% +15%) while 28% (20% +8%) disagreed and 13% were not sure. This implies that most respondents agreed that there is timely completion of assignments, and that there is efficient service delivery at Apac District. The above findings were supported by a respondent who had this to say;

“Sometimes there are delays in completion of set targets because financial resources are not availed on time. This affects employee performance and service delivery at the district.”

Relatedly, less than half of the respondents 49% (29% + 20%) agreed that there is effective service delivery in Apac district. Nearly the other half of respondents constituting 48% (30%+18%) disagreed, indicating that there is no effective service delivery in the district while 3% were not sure. Asked whether they complete the tasks given to them in time only 39% (16% +23%) agreed, 56% (36% +20%) disagreed and 5% were not sure. On whether they produce their final work (reports) when it is error free, 77% (44% +33%) agreed, 15% (10% +5%) disagreed while 8% were not sure. Asked whether projects are always completed on time, 66% (51% +15%) agreed, 24% (19% +5%) disagreed while 10% were not sure. This implies that majority of the employees strive to produce accurate information and complete projects on time.

Multiple regression analysis

Table 4.10 Multiple regression analysis of the component variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.627	.310		2.020	.049
	Appreciation	.398	.106	.459	3.742	.000
	Delegation	.163	.093	.217	1.751	.086
	Recognition	.213	.101	.244	2.105	.041

R=0.819 R-square=0.671 F=23.911 Sig=0.000

a. Dependent Variable: Employee Performance

Source: Primary data (2015)

Table 4.10 above shows the components of non-monetary rewards i.e appreciation, delegation and recognition which significantly predict employee performance as shown by significance level (.000). The correlation coefficient (0.819) showed that the study variables had a strong positive relationship with employee performance. Thus the study variables explain 67.1% of employee performance at Apac District.

The findings further revealed that appreciation (Beta= .459, Sig. < .000) was a better predictor of employee performance and this was followed by recognition (Beta= .244, Sig. < .041). on the other hand, delegation with (Beta= .217, Sig. < .086) was not a significant predictor of employee performance.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations, basing on objectives of the study.

5.1 Summary

The findings indicated that there is a positive relationship between appreciation and employee performance. Findings further revealed that there is a positive relationship between promotion and employee performance. In addition, findings revealed that there is a positive relationship between delegation and employee performance.

5.1.1 Appreciation and Employee performance

Pearson's correlation coefficient for appreciation and employee performance was $r= 0.825(**)$ with probability value 0.000. This shows that there is a strong positive relationship between appreciation and employee performance. If employees are appreciated they will feel valued and improve on their performance.

5.1.2 Promotion and Employee performance

Pearson's correlation coefficient for promotion and employee performance was $r=0.650(**)$ with probability value of 0.000. This shows that there is a strong positive relationship between promotion and employee performance. If employees are promoted, they will be motivated to work harder, thereby improving performance.

5.1.3 Delegation and Employee performance

Pearson's correlation coefficient for delegation and employee performance was $r= 0.776(**)$ with the probability value of 0.000. This shows that there is a strong positive relationship

between delegation and employee performance. If employees are delegated to take on bigger responsibilities they are empowered to improve their skills thereby performing better.

5.2 Discussion

5.2.1 Appreciation and Employee performance

During the study, it was revealed that the district acknowledges employees' individual achievement. The study further found that when employees receive an award, they will be encouraged to work harder. This was corroborated by Govindarajulu (2004), who noted that employees expect appreciation from supervisors and often praise beats out financial rewards.

Study findings further revealed that if employees at Apac District receive gifts, they may be motivated to work harder. This is corroborated by (Baron, 2010) who asserts that every person has the need to be appreciated for their effort. Sometimes, an employer may not have to spend much or think of other various ideas to reward their employees, simple recognition in the form of saying thank you, recognizing strength over weakness, complementing good work behavior, praise, a letter, an email, or a public announcement can let them feel recognized and appreciated.

Similarly, receiving a letter of praise may increase employees' zeal to work. This is supported by Moorhead and Griffin (1998) who noted that people who feel appreciated are more positive about themselves and their ability to contribute. This further confirms that appreciating employees improves their performance. This corroborated by Armstrong (2008) who contends that appreciating and showing gratitude to employees encourages them to perform better. In addition to the above, the study revealed that staff recognition policies are in place. Some of them include certificates of appreciation, gifts, and promotion. Relatedly, the study revealed that certificate of recognition may motivate most employees to put more efforts in their work. This is supported by

Hadjimanolis, (2000) who noted that employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including managers and peers.

5.2.3 Promotion and Employee performance

During the study, it was revealed that challenging tasks motivate employees to work harder and that enhancing employees' commitment encourages them to perform better. Promotion shows that employees' efforts are highly appreciated. This is in line with Beardwell (2004) who contends that promotion shows a high value the employer places on the worker which increase employees' satisfaction, motivation and commitment at work.

In addition, the study revealed that the way promotions are effected makes employees willing to work hard at the district. Employees who have the required qualifications, skills and competencies are always encouraged to apply for promotion through both internal and external adverts. This is supported by Souza's (2002) study which revealed that promotion plays an important role in organizational career development process. Similarly, Muhammad et al, (2011) noted that promotion enhanced employees' commitment to organizational performance.

Relatedly, study findings revealed that promotion in Apac District is got upon satisfactory performance and that there is equal opportunity for promotion. The district was also found to offer promotion to employees who attain academic achievement in case an employment opportunity shows up. This means that employees who possess the required academic qualifications are always given priority which motivates them to work harder. This is corroborated by Mann (2010) who asserted that promoted individuals tend to increase their commitment, conversely those who are by passed for promotion feel they have not treated fairly, their commitment decreases and their absenteeism increases. In line with this, Jacoby (2010) and

Morishima (2006), indicate that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement influences the workers behaviors and attitudes such as motivation and organizational commitment, particularly in the case of stable employment. Therefore employee promotion based on merit motivates employees to improve their performance. This corroborates with the finding from this study, that promoting employees on merit motivates them to work harder. This is further supported by Muya & Kang'ethe (2012), who noted that is very appealing regardless of the consequential wage increase, it acts as a strong incentive mechanism provided employees value the higher positions in the context of long-term employment which is common.

5.2.4 Delegation and Employee performance

According to study findings, allocating employees responsibilities outside their scope of work makes them work harder. This is a sign of confidence in them, and an opportunity for career growth and development. However, delegation is effective when managers allocate resources to the people assigned responsibilities. This is supported by Sengul et al., (2012) who stated that delegation of decision making to managers is efficient when managers allocate resources, including their own efforts, in ways that do not divert from owners' objectives.

Relatedly, the study found that special assignments increase employees' motivation to work harder. However, when offered special assignments, there is need to clearly define the responsibilities assigned to the subordinate. This is corroborate by Mwendha (2007) who stated that managers and supervisors need to have clearly defined responsibilities and accountabilities delegated to subordinates for integrity and corruption prevention in areas of work directly under their control. The study further revealed that swapping tasks with employees for days makes employees improve the way they work. This is largely because they are able to acquire a variety

of skills which enhance their performance. Similarly, the study found that working in acting capacity enhances employees' motivation to work hard. When employees are made to work in acting capacity, they are given opportunity to take on work in the same capacity which prepares them for career growth. This is corroborated by Lupia (2001) who avers that delegation occurs when some people ask other to perform on their behalf, and that delegation is an important part of employees' daily life since it offers them opportunities for career growth. This was similar to the finding that most employees feel empowered when work is delegated to them.

Participating in decision making was found to enhance employees' commitment to work thereby improving their performance. This is corroborated by Barron (2010) who contends that there is a direct correlation between how involved delegated employees are in the decision making in their department and satisfaction with their jobs which helps them to improve performance. This is further supported by Jenkins (2013) who asserted that there are many benefits of delegating and involving employees in decision making. This is further supported by Kaguhangire (2009) who reported that delegating work to employees motivates them to work harder. When employees are involved on decision making, they feel that people in ownership and management positions value them as significant contributors to the team's success. Similarly, Musaaazi (2008) indicates that delegation increases flexibility in the organization as every problem is no longer referred to a central authority for a decision to be taken. This is further supported by Matthew (2010), states that delegation is an integral part of every employee's work. Therefore, if employees are entrusted with more responsibilities they will raise their level of effort and commitment to ensure the company's success and will perform better.

5.3 Conclusions

5.3.1 Appreciation and Employee performance

Basing on study findings, it was concluded that if employees are appreciated by acknowledging their individual achievement, receiving rewards and gifts as well as letters of praise for good performance, they will be motivated to performance well. It was also learnt that appreciating employees verbally, or giving them certificates and other gifts makes them feel valued which in turn motivates them to improve performance.

5.3.2 Promotion and Employee performance

It was further concluded that assigning employees challenging work enhances their commitment to the job, thereby improving performance. It was therefore learnt that if employees are promoted, they are encouraged to work harder to maintain their positions or even be promoted to higher positions and also retained at the District.

5.3.3 Delegation and Employee performance

It was concluded that delegating special assignments to employees, swapping tasks with employees for days and allowing others to work in acting capacity improve employee performance. It was further learnt that delegation is a sign of confidence and trust in employees, and it encourages them to perform better, hence good performance for the District.

5.4 Recommendations

5.4.1 Appreciation and Employee performance

The study recommends that Apac District should improve its system of rewarding employees. This can be done through identifying best performance in each department at the end of the year and offer them awards such as cash prizes, gifts and other items that motivate employees to improve performance.

5.4.2 Promotion and Employee performance

The study further recommends that if employee's works in acting capacity for a period of two years have the required qualifications, and have demonstrated their capacity to deliver outputs they should be promoted and confirmed in such positions. The district should not recruit staff from outside to fill such vacancies. This will motivate employees and encourage them to improve their performance.

5.4.3 Delegation and Employee performance

The study recommends that "employees be" delegated to be involved in decision making in order to enhance their commitment to work. They should be allowed to participate in meetings from where they can contribute ideas and make decisions that lead to improved performance. The study further recommends that managers should clearly define the responsibilities delegated to subordinates for effective execution and implementation.

5.5 Contributions

The study provides first hand information on non monetary rewards and employee performance in Apac District. The study revealed that appreciation, promotion and delegation have a positive relationship with employee performance. The findings obtained can help the district to understand the role of non monetary rewards towards enhancing employee performance. In addition, information obtained can be used by district officials to design better rewarding strategies that will lead to improved employee performance.

5.6 Area for further study

Further research can be conducted on factors that affect service delivery in Apac district.

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APPENDICES

Appendix I: QUESTIONNAIRE.

My name is Abwot Dorcus Lilian, pursuing a Masters degree in Public administration and Management at Uganda Management Institute (UMI). I am conducting a research on the effect of non-monetary rewards on employee performance of Local Government; a case study of Apac District Local Government. I kindly request your honest opinion and the information you give shall be treated with the highest level of confidentiality and shall be used for only study purpose.

Instructions:

Please tick the most appropriate box.

SECTION A: BACK GROUND INFORMATION

Tick in the boxes the alternative that represents your opinion. There is no right or wrong Answer,

Any response you give will be respected because it represents your view.

1 Gender

FEMALE	MALE
1	2

2. Age bracket

18-30	31-43	44-56	57-69	70 and above
1	2	3	4	5

3 Qualifications: What is your highest academic qualification?

Certificate and below	Diploma Level	Degree Level	Master Level	PHD Level	Professional Level
1	2	3	4	5	6

4 Departments: In which department do you work?

Finance Administration and	Production and Marketing	Gender and community	Health Education, and	Statuary B
1	2	3	4	5

5 Number of years worked at Apac District Local Government.

1-2	3-4	5-6	7 and above	
1	2	3	4	

6 Management Levels

Top Management	Middle Management	Lower Management
1	2	3

Instruction: Tick the Number that best indicates your opinion on the question using the following Scale.

Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree
5	4	3	2	1

	Non-monetary rewards and employee performance	SA	A	NS	D	SD
	Appreciation					
1	The district acknowledges my individual achievement	5	4	3	2	1
2	When I receive an award, a may be encouraged to work harder	5	4	3	2	1
3	If I receive gifts I may be motivated to work harder	5	4	3	2	1
4	Receiving a letter of praise may increase my zeal to work	5	4	3	2	1
5	Staff recognition polices are in place in this organization	5	4	3	2	1
6	Certificate of recognition may motivate me to put more efforts in my work.	5	4	3	2	1
7	When my contribution is recognized, I feel encouraged to do more for the organization.	5	4	3	2	1
8	I feel recognition of my contribution has made me stay longer with the organization and provide dedicated services.	5	4	3	2	1
	Promotion					
1	Challenging tasks may motivate me to work harder	5	4	3	2	1
2	Enhancing my commitment encourages me to perform better	5	4	3	2	1
3	The way promotions are effected makes me willing to work hard in this organization.	5	4	3	2	1

4	Promotion in this organization is got upon satisfactory performance.	5	4	3	2	1
5	There is equal opportunity for promotion	5	4	3	2	1
6	My organization offers me promotion when I attain academic achievements.	5	4	3	2	1
7	Promoting employees on merit motivates me to work harder	5	4	3	2	1
Delegation						
1	Allocating me responsibilities outside my scope of work makes me work harder.	5	4	3	2	1
2	Special assignments increase my motivation to work harder	5	4	3	2	1
3	Swapping tasks with employees for days makes me improve the way I work	5	4	3	2	1
4	Working in acting capacity enhances my motivation to work	5	4	3	2	1
5	I feel empowered when work is delegated to me	5	4	3	2	1
6	Participating in decision making enhances my commitment to work	5	4	3	2	1
7	Defining the responsibilities delegated to me encourages me to work harder	5	4	3	2	1
SECTION C: EMPLOYEE PERFORMANCE						
1	There is timely completion of assignments	5	4	3	2	1
2	Staff usually complete targets set for them to achieve	5	4	3	2	1
3	There is efficient service delivery at the district.	5	4	3	2	1
4	There is effective service delivery at the district	5	4	3	2	1
5	I accomplished /complete the tasks given to me in time	5	4	3	2	1
6	I produce my final work (reports) when it is error free.	5	4	3	2	1
7	Projects are always completed on time	5	4	3	2	1

Please check to ensure that you have not skipped any question.

Thanks a lot for your cooperation.
God bless you.

Appendix II: INTERVIEW GUIDE.

INTRODUCTION:

The purpose of the interview;

To gather management views on to organization Non-Monetary Rewards, reward policies in place and management's level of commitment to provide these rewards as direct links to organizational performance.

Age.....

Sex.....

Department.....

Position.....

Level of education.....

1. How long have you worked with Apac District Local Government?
2. Does Apac District Local Government have any policy on Non-monetary rewards?
3. What are some of the Non- monetary rewards you have in place in Apac District?
- 4 What effects does Non-monetary reward have in Apac District on employee performance?
5. What are some of the recognition strategies in place in the district?
6. Does the district delegate some employees to take on responsibilities outside their scope?
7. If yes, how does delegation improve employee performance?

8. What factors does the district consider to promote an employee?

9. What is your general comment on non-monetary rewards and employee performance?

Appendix: III Document review checklist

i. Documents about non-monetary rewards and employee performance

ii. Documents on reward policy

iii Documents on public service reform on rewards in Local Governments

iv Uganda Local Government Association reports.

V District annual reports, minutes and assessment reports

VI. Apac district monitoring report

Appendix IV : Krejcie, Morgan and Robert sample size (s) tables (1970) for the given population sizes (n)

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	256	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	100000	384

Appendix V. UMI Permission letter to collect data for the study

MAP OF APAC DISTRICT SHOWING SUB-COUNTIES

