# MOTIVATION AND STAFF PERFORMANCE IN LOCAL GOVERNMENT IN UGANDA: A CASE OF ALEBTONG DISTRICT

BY

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# DECLARATION

I, Stephen Baker Ojom, declare that this dissertation is my own original work arrived at through reading and research, and has never been published or submitted to any University or Higher Institution of learning for any Academic award whatsoever.

Signed:……………………………                    Date:…………………………

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# APPROVAL

This dissertation has been submitted by Stephen Baker Ojom with our approval, he was under our supervision during his research period.

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Mr. Stephen Mwesigwa  Byakutaaga

# DEDICATION

To all the family of the late George William Ojom and Mariam Ojom and all the friends and relatives whose inspiration and support have been instrumental to my Education.

# ABSTRACT

The study investigated the relationship between motivation and Staff performance in Local Government in Uganda, a case of Alebtong District District Local Government (DLG). The Problem of the Study was that Alebtong DLG has had several investigations on service delivery by Ministry of Finance, Planning and Economic Development; Inspectorate of Government; Auditor General and Criminal intelligent Investigation Department, Kibuli despite several attempts to improve staff performance. This study was purposely conducted to evaluate the relationship between recognition and staff performance in Alebtong District Local Government; to examine the relationship between responsibility and staff performance in Alebtong District Local Government; and to find out the relationship between personal growth and staff performance in Alebtong DLG. Cross sectional design by use of both qualitative and quantitative approaches, was applied in this study. Data was collected from the staff of Alebtong traditional civil servants, which included top management, senior management and lower management cadres, other staff and services beneficiaries using self-administered questionnaires, interviews, documentary reviews and focus group discussions. Statistical Package for Social Scientists (SPSS) was applied to analyze quantitative data while content analysis was used to analyze Qualitative data. Findings of the study indicated there was a significant relationship between recognition and staff performance; a significant positive relationship between responsibility and staff performance and also a significant positive relationship between personal growth and staff performance.

Whereas the study objectives portrayed positive relationships, the results from interviews recommended improvements in the management of training processes in terms of selection of staff for the training opportunities in addition to pace and criteria for promotional opportunities at Alebtong DLG in order to encourage better staff performance. The study identified plagues, certificates of recognition or special training for top performers among others, as motivational tools and continued polishing on the factors at hand, including fringe benefits such as better work terms and condition of service and empowering the human Resources department to look into performance problems of employees and identify those which, if not done, could badly affect the organization, so that employees get motivated and control staff turnover – all in a bid to improve staff performance.

# ACKNOWLEDGEMENT

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# LIST OF ACRONYMS

ACAO          Assistant Chief Administrative Officer

ADCDO       Assistant District Community Development officer

ADLG         Alebtong District Local Government

CAO            Chief Administrative Officer

CFO            Chief Finance Officer

DPC            District Production Coordinator

PAS            Principal Assistant Secretary

PP              Principal Planner

DCDO        District Community Development Officer

ILO             International Labor Organization

KI              Key Informant

LC5            Local Council Five

MoFPED      Ministry of Finance, Planning and Economic Development

MoLG        Ministry of Local Government

MoPS        Ministry of Public Service

RDC            Resident District Commissioner

TPC            Technical Planning Committee

UPE            Universal Primary Education

# CHAPTER ONE

# INTRODUCTION

## 1.1     Introduction

The study was an investigation on the relationship between motivation and staff performance in Alebtong District. Motivation was conceived as independent variable in this study while staff performance is the DV. Motivation was measured as recognition, responsibility and personal growth. Staff performance was measured in form of duty attendance, meeting deadlines, accomplishing of tasks, over time as explained in the conceptual frame work (Figure1).The section present the study background, problem statement, purpose, objectives, research questions, hypothesis, study scope, significance, justification and operational definition of terms.

## 1.2     Study Background

## 1.2.1   Historical Background

Some research psychologists thought that human behaviour is directed by aneed to feel good, or what is known as Pleasure Principle. It states "above all, what individuals' desire is to make the most of their pleasure and reduce their pain. Bradburn, (1969) "quality of someone's life can be assessed by a surplus of positive over negative feelings". He also states "we are happy when we have more positive than negative feelings and unhappy when the opposite is true". Pleasure Theorists argue "workaholics are doing what rises positive feelings and reduces negative ones". Several think that the need to feel good is what motivates individuals, and that "Pleasure and Pain are the final forces that guide their behavior". Reiss, (2010) thinks, "behaviour has a connotation and value which goes beyond Pleasure and Pain". According to the broad study carried out, "the connotation, value and purpose of life cannot be explained fully in terms of Pleasure and Pain". Pleasure and Pain cannot compel our behaviour close to a level understood by various psychologists. Pleasure is a result of getting what we desire; it is not the plan of the desire.

Plato, (427 B.C. - 347 B.C.), "the desire for truth is one of the motivators in life, and wisdom is one of the greatest inherent joys". He advanced a vision of a perpetual world of dreams that point

to the essence of all things; when we find out these perpetual ideals, we understand the joy of learning. "He also put high value on reason, moral duty, and public service" *(Cooper Hutchinson, eds., 1997).*

Sigmund Freud, (1856-1939) advance a varied view of human motivation. He stated, "from cradle to tomb, what people want is sex, sex, and more". He later modified his ideas and said, "sex and aggression drive our behavior" (Jones, 1964). Several psychologists who were colleagues to Freud differed with him on the significance of sexual motivation. E.g., Alfred Adler, (1870 – 1937) studied on "the desire for supremacy and Power" (Frankl, 1959). Carl Jung, (1875 – 1961) contemplated that "the will to live a general life force is a greatest human motivator". Clark Hull, (1884 – 1952) & Kenneth Spence, (1907 – 1967) "came up with a powerful model of behaviour and discussed human motives in form of a series of learned and unlearned drives, like the drive to eat when hungry or to escape from anxiety". The method offered stressed revitalizing functions of motives than the roles of particular motives in guiding individuals towards goals other than others. "The Hull-Spence theory had massive influence in the period from 1950 – 1975" (*Haggbloom et al, 2002).*

*As noted by Haggbloom et al (2002),* Erik Erikson, (1902 – 1994) came up with a theory of "Ego development, or what might be loosely referred to as desire for human growth". Several schools of behaviourism articulated various views on the question of what motivates individuals.

Similarly, the innovation of Carl Rogers, (1902-1987) "individuals are driven more or less by two desires, the desire for Self- Actualization, and the desire for Self-Acceptance". This view states, "The answer to happiness is to live our lives according to our values". His theory stood for "an original effort to decrease much of what is significant to us to a few overarching motives" (Haggbloom et. al., 2002).

Many scholars noted the works of B.F. Skinner, (1904 – 1990), asked psychologists to "pay less attention to finding basic motives which guide our lives". He assumed that "all motives, thoughts, and feelings are private" (Smith & Woodward, 1996; Skinner, 1948; Skinner, 1972)

The works of William James as cited by Brink (2008), is an addition to this wealth of knowledge on human behaviours. William James, "The genuine principle in human nature is the desire to be

appreciated". He alleged that "behaviour is guided by instinctual desires". James & McDougall (1942-1910) and (1871-1938) "realized that human desire is all-around". They resisted the attraction to minimize the whole thing to one or two super motives, like Freud's sex and aggression, or Adler's drive for superiority. "Murray's work was significant, because he developed a standard method for assessing an individual's motives" (Thakur, n.d).

According to *Hoffman* (1988: 109),"another Psychologist who had a contribution to the study of human motivation was Abraham Maslow" (1908-1970). He studies human behavior from a motivational perspective. The ancient method used to motivate people is called the Carrot and Stick method.

Ancient managers often presented economic 'carrots' to attract individuals to work the more. The method was shifted from one generation to another and was an extremely rooted element of society for years". The model formed a fallacy that cash motivated an individual to work harder. Seldom, executives started to recognize that previous procedures were not effective. "The development field of psychology was searching for fresh ways to motivate people, and in a short time, managers could start looking for help from psychologists to understand fresh techniques of methods of management" (Mescon & DeVries, 1975).

### 1.2.2 Theoretical Background

The research was guided by Herzberg's Two Factor Theory (Motivation-Hygiene Theory) and Reinforcement Theory developed by Skinner as cited in Weihrich & Koontz, (2005)

**Herzberg's Motivation-Hygiene Theory**

Frederick Herzberg and his acquaintances tailored a study to discover a two-factor theory of motivation from Maslow's needs approach. One set of needs include issues like" institution policy and administration, working conditions, salary, job security etc. These were established by Herzberg as dissatisfiers and not motivators. For example, if they existed at work in high quantity and quality, they yield dissatisfaction. Their presence does not motivate in a sense of being satisfied; their lack results in dissatisfaction. Herzberg calls the "maintenance - hygiene, or job-context factors". Herzberg lists some satisfiers-and thus motivators-connected to job content. They

are: "achievement, recognition, challenging work, advancement, and growth in the job". Their presence yields a sense of satisfaction or no satisfaction.

His study was challenged by other authors who have wondered Herzberg's examination techniques, which they said, "tendered to prejudice the results". E.g., "the known trend of attributing good results to their effort blaming others for poor results is considered to have biased Herzberg's findings". Other authors have made conclusions that do not support the theory by not following his methods.

**Skinner's Reinforcement Theory**

B. F. Skinner, initiated an interesting technique for motivation. It states: "people can be motivated by proper design of their Work background and by praise for their performance and that punishment for poor performance produces negative results". Skinner and colleagues analyzed the work condition to decide "what causes staff to behave the way they do, and make variances to get rid of wrong parts and barriers to performance.

### 1.2.3 Conceptual Background

In this study there were two main concepts one of the key concepts in the study were Motivation and Staff Performance.

Cascio (1992) refers to performance as an employee's accomplishment of assigned tasks, the output of which is measured against a pre-determined standard to assess the strengths and weaknesses of individual employee, both in terms of personal characteristics and delivering skills to achieve productivity and a results yielding team.

According to Campbell (1990), Staff Performance assesses whether a person performs a job well. Staff performance is an individual-level variable, or something a single person does -this differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables.

On the other hand, scholars defined motivation in varying approaches. According to Ivancevich, Lorenzi, Skinners, and Crosby, (1994) motivation is the set of force (e.g. needs) that initiate behavior and determine it's from direction intensity and duration.

Motivation can be defined as a process to satisfy human needs for example Maslow believed that people engage in specific behavior to satisfy lower – order as well as higher – order needs. Bentley, (1996) "the inner force which makes all people, pursue courses of action, positive and negative, with leaders to satisfy some desire". In this study, staff performance was confined to be measured in terms of duty attendance, deadlines met by staff, tasks accomplished and willingness to work overtime.

According to the Longman Dictionary of Contemporary English Motivation is eagerness to do something without needing to be told to force it (www.idoceline.com/dictionary/motivation).The study focused on motivation and staff performance. However for this study motivation was conceptualized to only include: recognition, responsibility and personal growth and staff performance to include duty attendance, meeting deadlines, accomplishing of tasks and working overtime.

### 1.2.4 Contextual Background

Alebtong District and nine other districts (Bulambuli District, Buvuma District, Kiryandongo District, Gomba District, Kyankwanzi District, Luuka District, Namayingo District, Ntoroko District and Serere District) was among the ten District that became operational on 1st July 2010 (Ministry of Local Government Circular, 2009).

The Local Government Act 1997 part III (a) states that there shall be the highest political authority with the area of jurisdiction of a Local Government and shall have a legislative and executive powers to be executed in accordance with the Constitution and this Act. The District Council is at the highest political authority within the District and has legislative and executive powers. The Local Governments Act, 1997, places the district council as the highest political authority within the district and has legislative and executive powers. The District Council meets several times to

plan and approve government programmes and budget in a financial year (The Local Government Act, 1997). The extents to which this plans are achieved are assessed quarterly by the technical staff, the District Council and annually during the internal and national assessment exercise with the aim of improving performance.

The district is constituted by Finance and Administration committee, Works and Technical Services, Health and Education, Community Based Services, Production Marketing and Natural Resources, which committees are mandated to hold meetings at least after every two months to discuss the performance of the various sectors assess and discuss the plans of the sectors with the technical staffs. The recommendations of their meetings are then presented to council for adoption and approval (Ministry of Local Government Guidelines, 2009; MOLG, 2012; The Local Government Act, 1997). This is a high level motivation of both the politicians and the technical staff. The District Chairperson is empowered under section 13 of the Local Government Act 1997 on behalf of the Council; to oversee the performance of persons employed by Government; to provide services in the District and; to monitor the provision of Government services or the implementation of projects in the District (The Local Government Act, 1997). To further strengthen and improve staff performance, the Government of Uganda has put in place the Constitution of the Republic of Uganda (1995), the Uganda Public Service Standing Orders (2010), and the Local Government Act (1997), the Financial and Accounting Act (2007), the Code of Conduct for the Uganda Public Service (2006).

The Chief Administrative Officer is appointed under Article 188(2) of the Constitution and section 63 of the Act, by the Public Service Commission. The Chief Administrative Officer is the head of the public service in the District and head of administration of the District Council and shall be the Accounting Officer of the District. The Chief Administrative Officer presides over Heads of

Department; consultative meetings and meetings of the District Technical Committee (The Constitution of the Republic of Uganda, 1995; The Local Government Act, 1997). It is during this meeting that the performance of staff and performance of their respective departments are reviewed and reward issues are discussed and administered. The Technical Planning Committee meeting is monthly. All this is done in order to improve performance.

The Chief Administrative Officer as the overseer of Human resource Management in the district, together with the District Technical Planning Committee (DTPC), constituted by the heads of departments, and Heads of departments (HoDs) review the performance of staff and the performance of their respective departments, and also discusses and administers the motivation issues of staff. Through the monthly DTPC meetings Alebtong DLG has constituted a system which offer opportunity for employee involvement, and motivational strategies for improving staff welfare (by giving airtime allowances, duty facilitation allowances, career development/capacity building trainings, end of year best performers awards, promotions, among others) in order to increase staff performance.

Staff performance seem not to be conforming to efforts laid down by Government and the district, characterized by constant investigations at the district, stagnation in performance due to absenteeism among others (MOLG Report, 2011 and Otiti,A.K,2015).

**1.3 Statement of the Problem**

Although earlier researches on motivation and staff performance did not constitute high relationship between the two variances, recent research has resolved that motivation and staff performance are mutually related (Nduka, 2016). Alebtong DLG with support from the Government, and especially the MoPS and the MOLG to motivate its public servants through

prompt, timely payment of salaries; duty facilitating allowances and also by creating a conducive working environment through encouraging employee involvement, recognition of outstanding performance and also providing prompt and quality involvement; and career development to staff through long post graduate courses mostly though, and intensive capacity building through short courses such as workshops and seminars.  Alebtong DLG has gone ahead and implemented these motivational strategies in the Standing Orders and has further instituted a mechanism of involving staff and recognizing outstanding staff performance.  These efforts were geared towards improving staff performance in the district. Many Performances related reviews have also been conducted in the district. These programs consume a lot funds in terms of the district budget annually.

Despite all these, staff performance has remained low: there is general laxity of staff to perform and meet deadlines, and staffs take time to accomplish tasks – resulting in late submission of reports (MoLG, Annual National Assessment Report, 2011). In addition, there has been poor attendance as per district attendance records (Alebtong DLG, 2016). This has made the district not to perform well in the annual performance assessment for Local Governments (MoLG, Annual National Assessment Report, 2010), and this has been confirmed by the poor performance evidenced by the minimum performance measurement conditions for local governments thus getting penalties in 2010 and remaining static in 2011 and 2012 (MoLG, Annual National Assessment Report, 2010).

Alebtong DLG was listed as one of the worst performing local governments - the implication was that, there was 20% annual reduction in the local government development grants.

If this situation is left to continue, many development priorities will remain un-funded and eventually service delivery will be affected. The community in the district will therefore not receive the services it is supposed to. This will result into community suffrage and generate discontent, and decentralization policy will lose meaning.

**1.4     Study Purpose**

This study was conducted to establish the relationship between motivation and staff performance of Alebtong District Local Government.

**1.5     Study Objectives**

i.      To determine the relationship between recognition and staff performance in Alebtong District Local Government (ADLG);

ii.     To establish the relationship between responsibility and staff performance in ADLG; and

iii.    To find out the relationship between personal growth and staff performance in ADLG.

**1.6     Research Questions**

i.      What is the relationship between recognition and staff performance of ADLG?

ii.     What is the relationship between responsibility and staff performance of ADLG?

iii.    What is the relationship between personal growth and staff performance of ADLG?

**1.7.    Hypothesis**

The researcher hypotheses of the study were

i.      There is a significant relationship between recognition and staff performance of ADLG

ii.     There is a significant relationship between responsibility and staff performance of ADLG

iii.    There is a significant relationship between personal growth and staff performance of ADLG

## 1.8   Conceptual Framework

According to Amin (2005) Conceptual framework presents the concepts or variable of the study and how they are connected. As for this study, it presents the relationship between motivation and staff performance.

**Independent Variable (IV)**                    **Dependent Variable (DV)**

**Motivation**

| Recognition |
| :--- |
| • Symbolic Reward |
| • Social Reward |
| • Task Reward |

**Staff performance**

| Responsibility |
| :--- |
| • Involvement |
| • Decision Making |

| |
| :--- |
| • Duty attendance |
| • Meeting deadlines |
| • Accomplishing of tasks |
| • Working overtime |

| Personal growth |
| :--- |
| • Promotional Opportunities |
| • Training Opportunities |
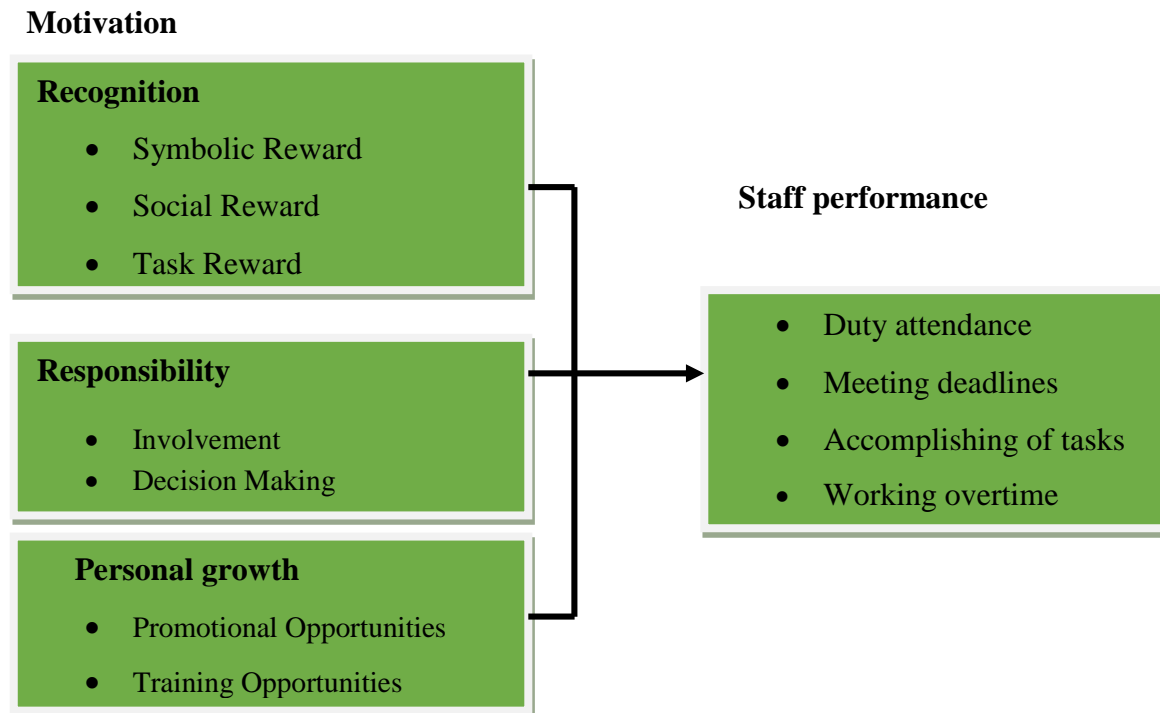
**Figure 1: Conceptual Framework showing the relationship between motivation and staff performance**

**Source:** *Researcher own creation adapted from the writings of Herzberg's two factor theory (1954), Bentley (1996) and Reinforcement theory (1971).*

The conceptual framework shows the relationship between motivation and staff performance. Motivation as independent variable was looked at as recognition, responsibility and personal growth, recognition includes symbolic reward, social reward, task reward, responsibility includes involvement, decision making and personal growth was looked at inform of promotional opportunities and training opportunities. Staff performance, as a dependent variable included: duty attendance, meeting deadlines, accomplishing of tasks, and working overtime. Motivation affects

staff performance in that the staff work in expectation of being motivated for his or her efforts thus lack may affect performance. Each of the independent variable influence staff performance by impacting on the duty attendance, meeting deadlines, accomplishing of tasks and working overtime.

## 1.9   Significance

Its findings may add to the appreciating of the relationship between motivation and staff performance in Alebtong District. Policy makers in Uganda may find the result of this study helpful in making motivational strategies and also use it to review the existing policies on motivation. The management in Government and Alebtong District may find this study useful in developing motivational strategies.  Researchers will use this study to conduct further research work

## 1.10    Study Justification

It was essential to conduct this study because government spends a lot of money in Local Government on training, to pay allowances and salaries but the impact on staff performance has not been much therefore this study was successfully conducted to provide some solution to address performance gaps. Above all staff performance in Local Government has become a contentious issue.

In addition, and more importantly, although several studies have been conducted on motivation and staff performance. It is possible that a study like this had never been done in Alebtong District since it became independent as a district in July 2010. The study was to help establish the relationship between motivation and staff performance in Alebtong District Local Government – thus providing knowledge to bridge the gap to equip management and stakeholders on staff performance related issues in the district.

**1.11    Study Scope**

**1.11.1 Geographical scope**

This research was carried out in Alebtong District a Local Government located in Lango sub region and it focused on technical staff of the District and service beneficiaries.

1.11.2 Content Scope

It confined itself into establishing the relationship between motivation and staff performance in Alebtong District. Under motivation it covered recognition, responsibility and personal growth. Performance was considered in terms of duty attendance, meeting deadlines, accomplishing tasks and working overtime this is because these are the measure that clearly shows that one is working. Particularly the area of recognition, responsibility and personal growth was studied.

**1.11.3  Time Scope**

This research covered a period from July 2010 - 2017 because this was the period within which staff performance was poor as the district was still new with few staff members.

**1.12    Operational Definitions**

**Deadline**: the latest time or date by which a task assigned should be completed in a workplace.

**Duty Attendance** refers to reporting to work by employees to take up duties or individual responsibilities assigned to them, as per their respective job descriptions

**Motivation**: eagerness and willingness to do something without being told or forced to do.  In this study, focus was on motivator factors. It was constructed to include recognition, responsibility and personal growth.

**Overtime**: Time worked by an employee in excess of one's normal working hours.

**Performance:** Measurable outcomes relative stated target. It was conceptualized to include duty attendance, meeting deadlines, accomplishment of tasks, working overtime.

**Personal growth** refers to the ability to acquire knowledge, attitude and skills in order to improve one's performance and the living condition. This was constructed to include promotional possibilities, training opportunities.

**Recognition:** acknowledgement of a person's performance with the view of encouraging good behaviour. It was constructed to include symbolic reward, social reward and task reward

**Responsibility**: ability to accomplish the given task. It was constructed to include involvement, decision making.

**Task** is an activity, a chore or piece of work (job) assigned by a superior to an employee to accomplish, as part of a larger project (activity) within a time frame or a deadline.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter is about analysis of concepts and variable of the research. It covers theories of motivation and the related literatures on motivation and staff performance. The literature review presents the analysis of work that was done on motivation and staff performance through review of books, publications and reports.

## 2.2 Theoretical Review

This research was founded on, Herzberg's Two Factor Theory (Motivation-) and Reinforcement theory developed by Skinner as cited in Weihrich and Koontz (2005) and Heeryand Noon (2000).

### 2.2.1 Reinforcement Theory

It focuses on a concept that human nature is formed through a system of reward focus on reinforcing desirable behavior. Psychologists suggest that "at the workplace, executives should establish and clarify to staff the preferred behavior and create techniques of strengthening. Reinforcement is an effort to draw out preferred behavior by initiation of an enjoyable element of work (positive reinforcement) or the removal of repulsive element of work (negative reinforcement) e.g. to reward an agent with better sales records at the end of a month, he can be offered a bonus (positive reinforcement) or removed from the tiresome post-sales paper work for the coming period (negative reinforcement) for reinforcement to have full achievement.

Psychologists have established that reward should be valued on the individual concerned, and it should follow the behavior it is made to reinforce. E.g., if an individual does an excellent work, he must be offered a reward right away not weeks later (Heery & Noon, 2000).

According to Catania (2001), positive reinforcement is a technique to elicit and to strengthen new behaviors by adding rewards and incentives instead of eliminating benefits, and that it can be applied in workplace through fringe benefit, promotion chances and pay. Rewards can be classified into two categories which are intrinsic and extrinsic (Catania, 2001). Intrinsic reward refers to something intangible such as praise and acknowledgement while extrinsic reward is salary, promotion, freedom in office and job security. Both types of rewards are closely associated with staffs' accomplishments with- in an organization (Gohari et al, 2013; Zani et al, 2011).

Some scholars posit that basic motivations for employees to work is salary. Linz and Semykina (2012) revealed that personal income is positively correlated to job satisfaction. This assertion was supported by Taiwan R&D professionals in technology sector, in their study when they also found out that monetary incentives based on output has a positive relationship with their work performance. Besides, the monitoring cost is reduced and it became more competitive among the staffs (Chien, Lawler & Jin-Feng, 2010).

According to Heery and Noon (2000) reinforcement theory is a plus to this study since the theory does not only give feedback on preferred behavior, but also aids to maintain motivation. According to Heery & Noon (2000), punishment is an effort to get rid of an unwanted behavior by introduction of an unpleasant characteristic of work or its removal while reinforcement focuses on desired behavior. Thus punishment is taken as a substandard move as it tells staff what not to do but doesn't notify them on preferred behaviour. It is doesn't have motivational effect. "In reality most work

places have systems of both reinforcement and punishment to guide behavior" (Heery & Noon, 2000).

Reinforcement theory holds that individual can be motivated by proper working design of their working environment and by praise for their good performance and that punishment for good performance produce negative result. Skinner (1957) therefore stated that specific goals have to be set with workers participation and assistance, prompt and regular feedback should be made available and performance improvement are rewarded with recognition and praise. The major problem with this theory is that it makes behavior to become defendant on reinforcers and staff may never perform without the promise of the reinforcer it looks therefore like a person is being bribed to perform. However, the theory still provides an important insight in explaining the study construct of recognision.

Skinner's reinforcement theory has met criticism among sections of scholars. Khon (2004), who is also a prominent educational theorist, argued that rewards and extrinsic motivation yields compliance, which is not, as Skinner suggested, a natural behaviour devoid of willful choice; and that it trains humans to expect rewards to such a large extent that they fail to find motivation in the absence of a promised reward, leave alone the fact that the more often rewards are used, the more humans become used to them and expect them, and the more they are needed

Rand and Chomsky (2011) also agreed with Kohn's criticism of Skinner's theory by positing that memory is not influential in human choice, that humans can simply be conditioned to adapt to particular environmental factors, and argued that empirical evidence is non-transferable to the complexity that exists in human's ability to communicate and respond to a variety of environmental influencers.

### 2.2.2   Herzberg's Two-Factor Theory

Herzberg's Two-factor theory suggested two sets of factors which affects staff's feelings of fulfillment on job. Herzberg defined two sets of factors in deciding employees working attitudes and level of performance, named Hygiene and Motivation Factors (Robbins, 2009). The first set (hygiene factors) looks at the worker's requirement for fair treatment in return, supervision and working environment. If they aren't fulfilled, workers will not be satisfied. Yet, when managers create means of meeting them, it may also not lead to job satisfaction (Armstrong, 2008). A second set of needs (motivator factors) on personal development and development at work (promotion, achievement, responsibility etc.) should be met for staff to get job satisfaction (Armstrong, 2008). The difference between the two sets of factors is significant because it implies that various factors account for job satisfaction and dissatisfaction. Motivation Factors are Intrinsic Factors that will increase employees' job satisfaction; while Hygiene Factors are Extrinsic Factors to prevent any employees' dissatisfaction. Herzberg furthered that full supply of Hygiene Factors will not necessary result in employees' job satisfaction. In order to increase employees' performance or productivity, Motivation factors must be addressed (Robbins, 2009).

The hygiene factors, also referred to as the maintenance factors and comprise of the physiological, safety and love needs from Maslow's hierarchy of needs. According to Gibson et al (2000), hygiene factors are factors that are not directly related to the job but the conditions that surround doing the job, but operate primarily to dissatisfy employees when they are not present, however, the presence of such conditions does not necessarily build strong motivation, and that these factors include; company policy and administration, technical supervision, interpersonal relations with supervisor, interpersonal relations with peers and subordinates, salary, job security, personal life, work conditions and status.

Huling (2003), agrees with Gibson, but adds that the hygiene factors are not direct motivators but at the same time serve as a starting point for motivation and improvements in these conditions do not create motivation, Huling (2003).

According to Robbins (2009), Intrinsic Factors, widely being known as job content factors, are the actually factors that contribute to employees' level of job satisfactions, and aim to provide employees meaningful works that are able to intrinsically satisfy themselves by their works outcomes, responsibilities delegated experience learned, and achievements harvested – stressing that Intrinsic Factors are very effective in creating and maintaining more durable positive effects on employees' performance towards their jobs as these factors are human basic needs for psychological growth; and are the factors that will propel employees to insert additional interest into their job. When employees are well satisfied by motivational needs, their productivity and efficiency will improved.

Although Herzberg's theory was generally accepted, there are some criticisms that it applies least to people with largely unskilled jobs or those whose work are uninteresting, repetitive, monotonous and limited in scope. Critics argue that "the theory is in adequate because it does not take into account situational variables measures of satisfaction are questionable and tend to assume that job satisfaction will lead to improvement in productivity" (Herry & Noon 2000).

According to Hayday (2003), Herzberg's Two-Factor theory assumes a correlation between satisfaction and productivity and yet his research stressed satisfaction and ignored productivity. Recent research indicates that employee satisfaction does not necessarily contribute directly to productivity, rather, satisfaction may be viewed as a passive attribute, while more proactive measures such as motivation levels are viewed as more closely linked to behavioural change and

performance (Hayday, 2003). Despite such criticism, there is still evidence of support for the continuing relevance of Herzberg's theory.

Schroer (2008), in a study of demographical factors on job satisfaction used the Two-Factor theory concluded that overall job satisfaction was related to age and educational level, and that levels of Intrinsic and Extrinsic Motivation factors were vary among occupational groups of people. Besides, another case study that covered two Universities in Kuala Lumpur, Malaysia to understand their job satisfaction factors was also found in support to the idea of criticism. Ten major factors corresponding to job satisfaction using Herzberg Two Factor theory were utilized to determine how these selected factors are related to job satisfaction of Malaysia faculty members (Edward & Teoh, 2009). Interestingly, present of Extrinsic Motivation Factors have positively contributed to respondents' job satisfactions; while absent of Intrinsic Motivation Factors don't really neutralized their feeling, but have de-motivated them. In China, a study conducted by Fang Yang (2011) has found that all Extrinsic Motivation Factors can motivate employees in China to work hard. The finding has shown a reverse effect where Extrinsic Motivation Factors have overridden Intrinsic Motivation Factors to be the first and second highest motivation factor for workers in China. Recent empirical research from Fauziah and Tan (2013) has also found that the factor of generations plays an important role in determining employees' favorability in Intrinsic and Extrinsic Motivation factors. Interestingly, younger generation of workers were motivated by Extrinsic Motivation factors and de-motivated by intrinsic motivation factors to perform Citizenship Performance in their workplace. Older generation of worker were found vice versa, where their Citizenship Performance was motivated by Intrinsic Motivation factors and de-motivated by Extrinsic Motivation factors.

## 2.3	Staff Performance

"Work-related actions required of an employee and how well they were implemented". Several executives measure staff performance of every employee on annual or quarterly basis for them to discover recommended areas for enhancement" (Business Dictionary, n.d).

Cascio (1992) refers to performance as an employee's accomplishment of assigned tasks. He posited further that pre-determined standards are set against which actual performances are measured and that without any rule of measurement it will be difficult to assess performance. In other words before claims can be made that people are under-performing then there must be some performance expectations. The objective of employee performance analysis exercise is to review employee performance against standards set and identify strengths and weaknesses of individuals both in terms of personal characteristics and delivering skills (Goss, 1994). This then implies that it is a question to undertake individual assessments and follow this with a development plan so as to achieve higher productivity and a results yielding team.

### 2.3.1	Duty Attendance

Organizations of different sizes use time and attendance registers to record when staff starts and stops work and the unit where work is done. This system offers several advantages to the companies. It allows the organization to have maximum control of workers' working hours. "Attendance system protects the organization from payroll fraud and provides the company and staff with confidence in the accuracy of their payments while improving productivity" (Wikipedia, n.d). Attendance is the opposite of absenteeism.

According to a survey by CIPD in 1993, it was established that the average absence rate per employee was equivalent to nine working days a year (Armstrong, 2008).

According to Huczynski and Fitzpatrick (1989), absenteeisms are caused by factors grouped as: job satisfaction factors, personal factors and attendance factors. Attendance factors include: reward systems (as pay increases, attendance increases); sick pay schemes (which may increase absenteeism); and workgroup norms, which may exert pressure for or against attendance (Armstrong, 2008). Job satisfaction factors include: job scope (high degree of repetitive task is associated with absenteeism; stress attributed to workload, poor working conditions, shift work, role ambiguity/conflict, relationship and organizational climate; frequent job transfers, which may increase absenteeism; management style - quality of management, especially immediate supervisors, affects the level of absenteeism; physical working conditions; and work group size - the larger the organization, the higher the absenteeism rate (Armstrong, 2008); and Personal factors include: employee values, age (younger employees are more frequently absent than the older ones); sex (for example women are more prone to sickness absence than men); and personality, basing on the fact that some people are absent prone (Armstrong, 2008).

To be in attendance, means to work according to the attendance time. Attendance time is the time the worker actually spends at the working place in any single period ( Heery & Noon, 2000:12)

According to Armstrong (2008), attendance can be tamed and improved through: commitment by management to reduce cost of absenteeism; management operation the basis of trust; putting in place effective attendance management system with accurate information/records of attendance, and a documented attendance policy; regular trainings for managers and team leaders to ensure they are aware of their control responsibilities; getting managers to consuct return – to – work

interviews to welcome employees back from and, if appropriate, enquire about causes of absence and possible suggestions for remedy; communicating about importance of absence control; counseling for employees at return – to work interviews; and disciplinary procedures operated fairly and consistently.

### 2.3.2    Meeting Deadline

Meeting Deadline is vital to success on the job. If you normally have challenges finishing projects on time, one should purify time management skills before the job is in jeopardized. "Fortunately, there are procedures which help you to improve success rate in meeting work deadlines" (Work.com, n.d).

According to Shergold (1995), one of the most commonly reported causes of stress was the pressure from meeting work deadlines. Meeting work deadlines has become the source of job stress found in various occupations (Turnage & Spielberger, 1991) and conditions of time pressure for the members working in that field (Kelly & McGrath, 1985). To Jeanie (2005), high pressure, working long hours and tight deadlines acts as the sources of many health problems.

Working with frequent deadlines was found to be associated with work related musculo skeletal disorders (Beech–Hawley, 2004). According to Rajeswari and Anatharaman (2005), work environment characterized by strict work deadlines lead to occupational stress and work exhaustion, and that Deadlines also cause both functional and dysfunctional consequences to the individual, where people dislike the pressure created by deadline, but some like to work under deadlines, where they can utilize their full ability in fixed time limits (Capretz, 2003) play a significant role at work settings, particularly in the field of software industry. Software professionals see change in technology as a pre-requisite for their existence, yet the speed of this

change can have the profound psychological and physiological effects (Khosrowpour & Culpan, 1989).

On the other hand, setting good work deadlines is one of the techniques in time management (Alexander, 1981). Work deadlines are not only considered as time management technique but also help to improve work performance (Labianca, Emory & Henry, 2005).

### 2.3.3   Accomplishing of Tasks

Task performance is a working procedure that happens when an assigned person effectuates a task's plan: This is a way in which they understand the work which was projected for a task. According to Noe (2010), Success of task performance is based upon the following matters: Specification of task actions; specification of task constraints; specification of results; and specification of roles.

Noe (2010) defines task as the employee's work activity in a specific job, and further emphasizes that to accomplish tasks, employees must have had specific level of knowledge, skills, ability, and other considerations (KSAOs). Where Knowledge includes facts or procedures; Skills includes competency in performing a task; Ability includes the physical and mental capacities to perform a task; and other consideration refers to the conditions under which tasks are performed, safety considerations, or performance standards (Noe, 2010).

According to Judge *et al* (2001) the causal effect of job satisfaction on task performance has its own evidence and logical background; attitudes lead to behavior. In other words, employees' positive attitude toward the job leads them to engage in the behaviors that foster the target of attitude (i.e., the job task) (Eagly & Chaiken, 1993) - when it is a team-based task, such behaviors

may include interpersonal citizenship behaviors (ICBs) as well in that helping others would enhance teamwork and provoke reciprocal helps from others about one's own tasks even in a short term.

### 2.3.4    Working Overtime

Overtime is all hours worked beyond normal hours, unless they are during normal account in fixing remuneration according to custom - one, the threshold used to identify overtime vary depending on company conditions, and can be made up, for example, by contracts, statutory working time; secondly, over time does not need to be connected to compensation. Hence, several studies on overtime differentiate between paid and unpaid overtime (ILO, 1962).

According to the Uganda Public Service Standing Orders, Overtime means any period of work on weekends, public holidays or in excess of seven hours and three quarter of an hour on any day, from Monday to Friday (MoPS, 2010).

According to Heery and Noon (2001), the term overtime is used to describe work undertaken on top of an employee's normal contracted hours, and that usually overtime is voluntary and is welcomed by employees as a means of supplementing their basic wages, though in some circumstances it is compulsory. For several staff, especially in white-collar jobs and amongst professionals, there is no extra overtime payment though working beyond contract hours is anticipated. "In some companies, there is presenteeism, where by staff are expected to get to office early and work late, though they are not paid for this" (Heery & Noon, 2000). This is the case with Government setting (Alebtong DLG inclusive, or even in some private sector), overtime allowances may not be claimed, some workers  who opt to work overtime, undertake overtime

willingly in order to catch up with the demands of the job and often with excellence for recognition in mind.

Regulations on over time commonly set two thresholds, to begin with, maximum standard working time making a point above which working time is considered as overtime, secondly, maximum total working time, including overtime. The drawback of working time and over time can be temporarily extended in the framework of flexible working time arrangement (ILO, n.d).

The ILO Hours of work Convention (No.1) of 1919 came up with maximum standard working time of 48 hours per week and 8 hours each day as a global norm, though in different exceptional cases, working time is permitted to extend these limits, as long as daily working time remains lower than 10 hours, and weekly working time less than 56 hours (Ilo, n.d).

## 2.4    Motivation

Motivation means instilling in staff a drive to take action. "In HR terms it means providing an enticement to staff to do the best" (Sutherland & Canwell, 2004).

According to Armstrong (2012), Motivation is the strength and direction of behaviours and the factors that influence people to behave in certain ways in carrying out their work – in other words, it is a force that energizes, directs and sustains behavior.

According to Armstrong (2008), motivation at work takes place in two ways: first, people can motivate themselves by seeking, finding and carrying out work (or being given work) that satisfies their needs or at least leads them to expect that their goals will be achieved; secondly, people can be motivated by management through such methods as pay, promotions, praise, among others.

In the original concept on motivation according to Herzberg (1957), there are types of motivation: intrinsic and extrinsic motivation. According to Armstrong (2012), extrinsic motivation occurs when things are done to or for people to motivate them, including rewards such as incentives, increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay, or criticism; and intrinsic motivation is provided by the work itself and is associated with the concept of engagement.

Motivation is the tendency of a person to expand effort at the job. Psychologists sometimes have three forms of motivation: the way in which individuals are motivated to work, the effort they are ready to expend, and the determination with which they will work. These models can be categorized in two ways. First, are content models of motivation which focus at what motivates employees at the job, second, are process models of motivation that focus at how the content of motivation affects behavior. Content theory is also called *needs theory* (Sutherland & Canwell, 2004).

Needs theories are founded on a notion that there are Psychological needs, which support human behavior. They are: need for survival esteem, self-actualization, and achievement. Examples of needs theories are: Maslow's hierarchy of needs and Herzberg two-factor theory. Process theories look at the process through which people become motivated and base on cognitive psychology; i.e they think people involve in rational scheming process in choosing to pursue specific objectives. "Examples of theories are: expectancy theory, goal- setting theory, and equity theory" (Heery & Noon 2000).

### 2.4.1 Recognition and Staff Performance

According to Bentley (1998), being recognized as an outstanding performer is itself a reward. This may draw out some humiliation from you and some jealousy from them but it comes with a sense of self-worth which increases the confidence and competence. Armstrong (as cited in Millmoreet al, 2007) notes that "there are five areas where staff needs can be met by non-financial rewards like achievements, recognition, responsibility, influence and personal growth. Ivancevich et al., (1994) in a survey of managers, observed that human resources professionals and organizational practitioners on workforce value suggests that there are nine values, including recognition for competence, which are important to employees. Recognition for competence, as one of the nine values refers to employees wants to be recognized for their accomplishments.

Recognition refers to officially and publically thanking an employee for something that he or she has done, by giving him or her social honour. Human Capital Institute (2009) on the other defines recognition as practices that acknowledges or gives special attention to employee's actions, efforts, behavior or performance. For the purpose of this study, recognition meant the process of acknowledging the performance of staff with the views of reinforcing the replication of the good behavior or performance.

To many employees the psychic income of being openly acknowledged and appreciated equals their material income (Curran, 2004). In a study by Gallup as cited in Human Capital institute, (2009), it was found out that recognition was highly correlated to improved employee engagement with both the employees work and the organization, and that increased employee engagement has a dramatic positive effect on improving job performance and capturing business value.

Towers Perrin (2009) further found out that manager-delivered recognition of performance boosts engagement and performance. Psychological Associates and Daisy Foundation (2009) similarly observed that recognition contributes directly to job satisfaction which in turn results into efficient performance.

In another study conducted by American Association of Critical Care Nurses (2005) as cited by in Psychological Associates and Daisy Foundation (2009) still shows that meaningful recognition contributes to reduced medical errors, conflict, and stress among health professionals and effective delivery of patient care. McFadden (2006) while studying American Incentive systems found out that performance based recognitions when given to those who deserve reinforces superior performance and has significant impact on the company's near and long term success. This was further supported by Luthan and Stajkovic (1999) also posited that recognition when provided in a contingent basis in managing employee behavior is a powerful reinforcer to improve performance and the behavior will be repeated in the future. In yet another study by Psychological Association and Daisy Foundation (2009), it was further found that satisfaction and productivity are most influenced by the managers giving praise recognition and thanks.   Using descriptive survey in the study of staff nurse job performance, Coughlin (2000) observed that private or verbal feedback is significant in enhancing performance. Studies conducted by Engagement Engine (2009) found out that a pat on the back; a word of praise in front of a team has great power to increase employee engagement to perform.

In the Local Government setting in Uganda, a study conducted by Ijosiga (2012), revealed that recognition of staff and performance had a moderate co-relation but statistically significant in Yumbe District Local Government. Further to this, Mukasa (2008) in a study of rewards and human resource retention in selected schools in Wakiso and Masindi Districts in Uganda

concluded that praise and excellence certificates make employees feel recognized and appreciated and encourages them to continue with good work as a result of positive attitude created.

### 2.4.1.1 Symbolic Rewards

Ivancevich *et al* (1994) described Symbolic Rewards to include: plagues, jewelry, certificates, office art or accessories, gold watch, trophy, increase office size, corner office, promotion, new title. "Symbols have psychological effect and can be tangible or intangible.

As with Social reward, symbolic rewards, has been observed to play key role in defining the direction of staff performance (Merwe *et al*, 2009). McFadden (2006) in a study of American incentive systems concluded that trophies provided to recognize performance widely boost the achievement of specific company and departmental objectives and retention.

Luthan (2008) also observed that gifts, certificates, and lunch with a supervisor and executive direct help the organization to achieve its objective and employee productivity. Kiggundu (2008) in a study of rewards and employee intention to quit in Britannia Allied Industries in Uganda found out that certificates of appreciations, thank you notes and praise have positive significant influence on intentions to quit and productivity. This is consistent with the findings of this research.

Perhaps the study by Jaffery (2000) gives a more straight forward view. Jaffery (2002), in his study, investigated non-monetary incentives and their ability to control the various psychological needs and the reason why symbolic incentives have a deeper and long-term effect than monetary incentives on motivation, it was concluded symbolic incentives are highly visible and have greater value as a trophy. Jaffery (2002) also calculated the trophy value index of non-monetary incentives to check argument and the results showed that employees enjoyed the gifts, pride, respect and

recognition for long term period and thus came up with the conclusion that cash incentives don't match the level of satisfaction which is gained by non-monetary incentives (Trophy value), explaining in detail that cash incentives' benefit is short-term; while the non-monetary incentives have long-term benefits (Kube *et al*, 2006) – crowing monetary rewards as compensation, while symbolic rewards represent the respect and recognition.

Kube *et al* (2008) in his study on the comparison of non-monetary gift as to monetary gifts also concluded that non-monetary rewards have a significant and consistent effect on their satisfaction.


### 2.4.1.2 Social Rewards

According to Ivancevich *et al* (1994), Social Rewards means praise, recognition, compliments, acknowledgement, and pat on the back, and that Social reward such as praise, originate from interpersonal behavior and improve personal self-efficacy. Merwe, et al (2009) expands the radius of social rewards to include a form of team dinner or outing, and articles in a company newsletter and symbolic recognition in form of company T-shirts, company Pens and Mug, and that they both play key role in defining the direction of staff performance.

Merwe, et al (2009) in a study of employees in South Africa Information Technology organization found out that social recognition rated high in the mean ranking of recognition types in reinforcing performance. Studies by Engagement Engine (2009) found that the presentation of Commendations have great power to increase employee engagement to perform. Luthan and Stanjkovic (1997, 2003) as cited in Long & Shield, (2010) observed that an extensive body of empirical research confirms that social recognition has significant positive effects on employee performance.

Further to that, Mukasa (2008) in a study of rewards and human resource retention in selected schools in Wakiso and Masindi Districts in Uganda found out that praise and excellence certificates make employees feel recognized and appreciated and encourages them to continue with good work as a result of positive attitude created.

According to Burke (2002), intrinsic rewards and social rewards are more helpful for employers to develop and construct the emotional attachment among employees towards organization goals and objectives. This position was after that of Adeyemo and Aremu (1999), when they observed that the supportive nature of employers has more committed employees because of social recognition given to them. In spectrum, Lazear (1986) stated that when management were connected to employees in well-organized manner and gives them reward in terms of social recognition and acknowledgement in return of their effective performance, the employees are more emotionally integrated in work and release more trust towards their job and remain loyal to organization.

In yet another study by Psychological Association and Daisy Foundation (2009), it was further found that satisfaction and productivity are most influenced by the managers giving praise recognition and thanks. Using descriptive survey in the study of staff nurse job performance, Coughlin (2000) observed that private or verbal feedback is significant in enhancing performance. Studies conducted by Engagement Engine (2009) found out that a pat on the back; a word of praise in front of a team has great power to increase employee engagement to perform.

Even a case study on Scotia bank, Delta airline, and MGM Grand by Human Capital Institute (2009) found out that non cash awards including simple verbal recognition usually work best, and

that what matters is that the recognition is awarded for behaviors linked to specific job performance.

In Uganda, Wagubi (2007) in his study of assessing the effectiveness of motivational tools on staff performance in Financial foundation for international community assistance (FINCA) Uganda found out that annual rewards or recognitions such as end of year parties have positive relationship with staff productivity. True these can provide empirical evidence that social recognition can reinforce performance and this is consistent with the findings of this study.

### 2.4.1.3  Task Rewards

Task Rewards enrich work, desired job assignment, job rotation, new job tasks enhanced job situations, flexible working hours, early release, liberty to moonlight, extended break. Job rewards relate to work itself. "They include nature design, and allocation of specific work assignments in terms of job responsibilities, autonomy, task generated feedback and scheduling control" (Ivancevich, et. al., 1994)

### 2.4.2    Responsibility and Staff Performance

Narian (1997) refers to responsibility as the obligation of an individual to perform task or get some task performed by another individual or group of individuals in away laid down or expected of him. Stewart, (1994) says "responsibility is the demonstration of continued effort combined with the degree dependability in order to complete a task or achieve an objectives". Armstrong, (as cited in Millmore et al., 2007) "there are five areas where employees needs may be met by non-financial rewards such as achievements, recognition, responsibility, influence and personal growth". We know that workers look for better responsibility in their jobs which directly or indirectly affect

those jobs. These might be associated to one's individual characteristics or an outcome of a record of the organization not offering staff opportunities to apply responsibility. Armstrong (1993) advocates "a number of elements of job design that enhance the interest and challenge of work". These are: Superior responsibility for employee's greater freedom in defining their performance. Achievement can lead to involvement inactions as quality circles and problem solving groups.

## 2.4.2.1 Involvement

Torrington, Hall & Taylor (2008) says "it is quite possible to run a successful business without involving employees in any meaningful extent, but the chances of sustained success are higher when the employees are involved chances of being positively satisfied with their work and this greatly improved if they are genuinely able to be involved". The knock-on impact includes lower employees' turnover, lower levels of absence, the capacity to draw new staff and higher level performance. "Employee involvement activity comes in different forms; it can be formal or informal, direct or indirect, one-off or sustained overtime, central to an organization's core business or relatively peripheral" (Torrington, Hall & Taylor, 2008:511)

## 2.4.2.2  Decision Making

Torrington, Hall & Taylor, (2008) says "the same is true of organizations in the public and voluntary sectors".  Objectives are effectively and efficiently realized when staff contribute to decision-making especially when they affect their work. Finally, it is managers who make decisions and are accountable and they can be hard to make. A likelihood that they will make the correct decisions are greater when they listen to views by others and let their own to be exposed to a point of scrutiny and positive criticism. Best thoughts always originate from individuals below the organizational ladders because they are closer to the operational coal face and to clientele.

### 2.4.3    Personal Growth and Staff Performance

Taylor, (1998) "people hold the key to more productive and efficient organizations".  Ivancevich et al., (1994) further states that a survey of managers, human resources professionals and organizational practitioners on workforce value suggests that nine values are important to employees' self-development to him means employees want to personally improve further themselves. (Invancevich et al., (1994)

### 2.4.3.1 Training Opportunities

Ivancevich et al., (1994) says Training and development of human resource involve change. Change is skills, knowledge, attitudes and or social behavior. It is the systematic procedure of changing staff behavior to add organizational objectives. Development is the getting hold of knowledge and skills which might be used currently or future.  It is a long-term concept.

A formal training program is an effort by the employer to provide opportunities for the employee to acquire job related skills, attitude and knowledge.  In the case of total quality improvement program IBN, Motorola, and Xerox, all employees go through a formal training program.

Learning is an action that individuals acquire skills knowledge and abilities which result into rather perpetual alteration in their behavior.  Therefore, training goal is to enhance: motor skills, cognitive skills and interpersonal skills which are aims of training programmes. "In order to learn, a person must want to learn.  In the context of training or development, motivation influence a person's enthusiasm keeps attention focus on activities and reinforces what is learned, example if a person is not motivated to improve quality of his work little can be accomplish in the training and development program" (Ivancevich et al., (1994)**.**

According to Morden, (2004) one of Taylor's most celebrated experiments was carried out at the US Bethlehem steel works, using two carefully selected "first class sholvelers", one the right man had been employed for the right job, management then had the responsibility of properly training that person. The process of training and development ought (in different degrees as called for by the particular situation) to apply to all employees, whether in the "science of shoveling" or in the development of the most senior executive. Kreitner, (1995) states that "no matter how carefully job applicants are screened typically a gap remains between what employees do know and what they should know". Training is needed to fill this knowledge gap. Dessler, (2003) says "training is the process of teaching new employees the basic skills they need to perform their jobs". Kermally, (1999) further states that "the performance of staff contributes to overall performance of organization". There should be a component of constant development as far as staff is concerned, therefore; coaching plays a vital role in employee development, learning and motivation. Coaching is a technique of conditioning and shaping behaviour. It includes offering a learning opportunity for the employees. Torrington, Hall & Taylor, (2008) "coaching concerns enhancing and developing the performance of an individual". "Coaching is a way of learning which is very personal, flexible and individualized". Mondy, (2010) "coaching is frequently believed a responsibility of the immediate supervisor who offers assistance, just as a mentor".

### 2.4.3.2  Promotional Opportunities

Millmore (2007) notes "for many staff performance appraisal is a traditional vehicle for recognition for potential with a view to plan forthcoming activities so that the employee may move '*onwards'* and upwards in the organization". In the same vein, the flattering of organizational structures, with the consequent reduction in vertical promotion opportunities and the end for many

employees of the jobs for life psychological contract has meant that the emphasis for career development has had to the employee. Torrington et.al., (2000) "career is a property of a person and thus, a responsibility for planning career is with the individual, who must identify career goals and take on strategies and plans to realize them". This may be within or outside the individual's current employing organization". Mondy, (2010) "mentoring is an approach to advise, coach and nurture for creating a realistic relationship to improve individual career, personal, professional growth and development.

## 2.5    Summary of the Literature Review

This chapter reviewed several scholarly literatures on motivation and staff performance. The reviews indicate that there are a number of studies in place that have viably established that there is a significant relationship between motivation and staff performance.

However, there are gaps that have been identified, that calls for a study of this kind. Contextually, although there are literatures on motivation and staff performance, most of the literatures came from organizations other than Local Government setting, and even the ones from the Local Government settings, are short of literatures from Alebtong DLG specifically. Secondly, most of the literatures reviewed seem to be done previously in the years below 2012, and this current study is in 2018. This study will be suitable to verify the current status quo on motivation and performance in Alebtong DLG, which can be used to generalize the overall status in Local Governments in Uganda. Additionally, not many studies had been conducted on overtime as an indicator of performance. This study will as well help to affirm the sub-construct, overtime.

It is hoped the study will suffice for the gaps identified in the Local Government perspective, precisely Alebtong District in a rural setting whether the same results could be found otherwise.

# CHAPTER THREE

# METHODOLOGY

## 3.1    Introduction

The chapter explains the method of data collection.  It included research design, study population, sample size and selection, sampling techniques and procedures, data collection methods.  Data collection tools, pretesting (validity and reliability), procedures of data collection, data analysis, measurement of variable (quantitative studies)

## 3.2    Research Design

Amin, (2005) "a research design is the plan to carryout research project". The study adopted cross sectional survey design, using qualitative and quantitative data collection approaches. A cross-sectional survey design and the most used research method in social sciences and used to collect data from a sample of a population at a specific time (Amin, 2005).

Newman's (2003) cross sectional design is easy to use; less time consuming, less costly because data is gathered at one point (Amin, 2005) - the design is comparatively quick to conduct incase there is limited time for a study; and there is also limited control effect as subjects will only participate once, large and representative sampling enables groups to be compared as recommended by Amin, (2005). A combination of Interviews, Focus Group Discussion and Documentary Review was used to reduce the impact of bias making the study feasible and ensures validity of research findings.

The study employed qualitative and quantitative approaches. Cresswell et al. (2003) "qualitative research helps in getting an in-depth analysis of the problem under investigation". While

quantitative research is conducted to portray present situation or to examine the relationships. These approaches helped the researcher to understand the problem through intensive collection of narrative and numerical data.

## 3.3    Study Population

Babbie (2010:199) defines study population as "aggregation of component from which a sample is selected". The researcher focused on a total accessible population of 136, comprising of traditional civil servants in their respective categories: Top Management (Head of Department), Middle Management (Sub County Chief/Town Clerk), Lower Management (other Staff) and Service Beneficiaries.

## 3.4    Sample Size and Selection

"The sample size was selected from the accessible population of 136, the researcher determined a sample size" using a statistical table by Krejie and Morgan stated in Amin, (2005) which presented a sample size of 97 from the Top, Middle and Lower Management as illustrated below.

**Table 1: Sample Frame for Research**

| Respondents | Total Population | Sample Size | Data Collection Technique |
|---|---|---|---|
| Top Management (Head of Departments) | 11 | 6 | Purposive |
| Middle Management (Sub County Chief/Town Clerk) | 9 | 9 | Purposive |

| Lower Management (Other Civil Servant) | 116 | 7/136x97=82 | Stratified Simple Random |
|---|---|---|---|
| Total | 136 | 97 | |

Source: *Human Resource Department 2016*

### 3.5    Sampling Techniques and Procedure

The sampling technique used by the researcher was stratified random (probability) and purposive (non-probability) sampling. According to Amin, (2005) Stratified sampling methodology takes into consideration the heterogeneous nature of the population to be sampled. In Stratified sampling a population is divided into sub-populations so that elements within each sub-population are uniform. Simple random samples are then chosen independently from every sub-population. The procedure is to divide the population of size N into k strata with sizes.

$N_1$, $N_2$…Nk such that N= $N_1$+$N_2$+…Nk

The total sample size n is also portioned into k strata with size nk from each strata k such that n=$n_1$+n+…nk

The researcher used simple random technique where respondents get an equal chance of being selected. Cohen, Marion & Morrison 2000, "this technique is where all people define population having equal and independent chance of being selected as a member of a sample". Respondents drawn from this sample includes Traditional Civil Servant.

"Purposive Sampling Technique was employed. Purposive sampling refers to the technique where required information is gathered on special or specific targets or group of people on some rational basis" (Sekaran, 2003).

The respondents included Principal Assistant Secretary; District Production Coordinator, Chief Finance Officer, District Community Development Officer, Natural Resource Officer, Principal Planner. "Samples was based on the choice of the researcher", Kothari, (2003).The researcher adopted this technique because every staff had information regarding management decision on motivation and staff performance. Those purposively selected had reliable information which helped to confirm the study. Mugenda&Mugenda, (2003).

## 3.6    Data Collection Methods

Data was obtained by use interviewing, questionnaire, documentary review and focus group discussion. Data was collected from primary source or secondary source. Primary data is information got first hand by the researcher on variables of interest for a particular use of the Study. "Secondary Data refers to information gathers from the source already existing" (Sekaran, 2003).

### 3.6.1    Interview

Amin, (2005) states "an interview is an oral inquiry in which the investigator collects data through direct verbal interaction with participants". "Interviewing can be structured, semi structure or unstructured it can be used for marketing purposes, to gather political opinions, for therapeutic reasons or to produce data for academic analysis" (Punch, 2005).The researcher interviewed Principal Assistant Secretary, Principal Planner, District Community Development Officer, Chief Finance Officer, District Production Officer and Natural Resource Officer

### 3.6.2 Questionnaire

"A Questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions and hypothesis" (Amin, 2005). "Questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives" (Sekaran, 2003)**. "**The structured questionnaire was considered appropriate as it helped the respondents to make quick decisions to make a choice thereby saving time as well as helping the researcher to code the information quickly during analysis" (Sekaran, 2003, Mugenda & Mugenda 2003). A five scale likert scale was used to measure the level of agreement/disagreements of the respondent's views as it is simple and quick to construct, reliable and can also be treated as an interval scale.

### 3.6.3 Document Review

According Amin, (2005) "this method involves delivering information by carefully studying written documents, or visual information from source called documents". The documents reviewed incudes minutes of meeting and reports.

### 3.6.4 Focus Group Discussion

Focus group Discussion includes inter are asked viewing 6 - 10 individuals at ago. They normally meet once for 1 or 2 hours. They are asked open-ended questions and directed to the entire group. The process permits participants to respond in any way they choose and to respond to one another. These interviews have flexible methodology which allows collecting a large amount of information from several individuals in a fairly short time. "Because of their flexibility focus group allows the moderator to explore other topics that might arise based on the discussion of the group" (Jackson, 2012) The researcher guided the Focus Group Discussion members who were composed

of 10 and 15 members of both men and women residence in Otalo village Ajuri County and Aloi

Corner village Moroto County respectively to answer questions for about 2 hours on motivation

and staff performance in Alebtong District Local Government.

## 3.7 Data Collection Tools

The researcher employed an interview guide, questionnaires guide, document review and focus

group discussion to collect both primary and secondary data respectively.

### 3.7.1 Interview Guide

In this study the researcher designed an interview guide which helped him to collect data from a

very busy respondent's especially key informants. Unstructured interview guide was used in face

to face interview. This facilitated the researcher to get in depth information supporting the

information got from the questionnaire and allows for the collection of important information from

the key informants on motivation and staff performance.

### 3.7.2 Questionnaire Guide

Questionnaire Guide clearly shows the kind of questions that were asked while conducting the

research. The researcher asked questions related to the objectives of the study. This strengthened

the data collected on motivation and staff performance using document review checklist and

interview guide.

### 3.7.3 Document Review Checklist

The researcher developed document review checklist enabled him systematically review relevant

documentation that provided secondary data. The researcher identified documents: DSC

Submission reports on Activities, Quarterly and Annual; DSC Minutes on Regularization and

appointments; Minutes the DSC Meetings, including Extracts of Minutes, and Minutes of Alebtong DLG Council Meetings as listed in the checklist in appendix and reviewed them to validate information got from the questionnaire on motivation and staff performance.

### 3.7.4   Focus Group Discussion Guide

The researcher developed open-ended questions administered to participants in groups of 6 - 10 individuals. Participants were given opportunity to respond with flexibility – responding to questions allowing for interjections from one another, by a way of orderly discussion. This method allowed for collection of large amount of information from several respondents on performance from the service beneficiaries in a fairly short amount of time.

### 3.8   Data Quality Control

Data quality control refers to reliability and validity of the instruments used for collecting data. "In brief, validity refers to appropriateness of the tool while reliability is the consistency in measuring anything it is supposed to measure", (Amin, 2003)

### 3.8.1   Validity

It is the ability to generate findings which are in conformity with theoretical or conceptual values, implying; to production of accurate results and measuring what should be measured. "A research instrument is said to be valid it actually measures what it is supposed to measure" (Amin, 2003). Validity implies that a tool measures what it should measure and that data collected accurately represents participants' views. A valid measure should produce true result which reflects a true condition the environment it is supposed to measure.  The validity of an instrument can be checked in two ways; empirical and theoretical validation. With empirical validation, validity of a measure

is checked against empirical evidence. For theoretical and conceptual constructs. "In both cases, validity is upheld; the measures in question are supported by empirical evidence or by theoretical evidence" (Amin, 2003).The validity of the research instrument was checked using face and content validity approach by expert judgment. For validity of the instrument, the drafted questionnaire was given to supervisors and colleagues for critical assessment of each item. They were requested to state the relevance or non- relevance (NR) of each item. They were also asked to check for language and clarity of the questions. The Content Coefficient Validity Index (CVI) was computed using standardized measures and appropriate adjustment was generated from the formula below; the CVI was generated from the formula.

$$CVI = \frac{\text{Item rated relevant}}{\text{Total Number of Items on the Questionnaire}}$$

According to Amin, (2005) coefficient is acceptable if it is within the statistical range of: $0.5 \leq CVI \leq 1$ (from 0.5 to 1). After data compilation, key informants were given a chance to read copies of the report and verify if contents in empirical material, does not been any misinterpreted and generalized. The proportions of relevant were computed from each expert as follows:

**Table 2: Validity Test Results**

|  | CVI |
|---|---|
| **Expert 1** | **0.75** |
| **Expert 2** | **0.78** |
| **Expert 3** | **0.72** |

| Expert 4 | 0.70 |
|:---:|:---:|
| Expert 5 | 0.75 |

*Source: Primary data*

Since the results from the experts were all above 0.7, this implied that the questions were relevant.

### 3.8.2 Reliability

"Reliability is dependability or trust worthiness and in the context of measuring tool it is the degree to which the tool consistently measures whatever it is measuring" (Amin, 2003). A tool is reliable when it gives similar results each time it is used to measure trait or concepts from similar respondents even by other researchers. The more reliable a test is the more confident is the score got from the test the similar scores which would be got if the test was re- administered. The level of reliability that the researcher should expect from a test is determined largely by the nature of the research in which he plans to use the measure. Reliability of a domain referenced test is identified as the consistency of the test in making estimates of the examiner's level of mastery of the tests domain as defined. "Reliability is also characterized by precision and objectivity" (Amin 2003). "Reliability of a measure is established by testing for both consistency and stability consistency indicates how well the items measuring concept has together as a set" (Sekeran, 2003). Cronbach's alpha is reliability coefficient indicating how well items in a set are positively correlated to each another. "Cronbach and alpha is computed in terms of the average inter correlation among the items measuring the closer Cronbach alpha is to 1 the higher the internal consistency reliability" (Sekaran, 2003).

**Table 2: Showing Reliability Results**

| Theme | No. of Items | Cronbach's Alpha |
|---|:---:|:---:|
| Motivation | 20 | 0.977 |
| Staff Performance | 16 | 0.981 |

*Source: Primary data*

Results above indicate that Cronbach alpha values for motivation and staff performance are above 0.70. This means that the questions set were reliable as can be seen in the table above.

## 3.9     Procedure of Data Collection

After the proposal was approved by the supervisors and successfully defended before a panel, any adjustments pointed out by the panel was made and presented to the supervisors. A recommendation letter for commencement to the field was issued. Questionnaires were pretested and the Cronbach Alpha determined to check the validity and the reliability of the research instruments. Adjustments was made accordingly to the results then the actual field work commenced

## 3.10    Data Analysis

"Data analysis is the process of bringing order, structure, and meaning to the mass of information gathered" (Mugenda & Mugenda, 1999) "after obtaining from data collection forms from the field, the researcher  cross-checked the filled questionnaires and interview notes for completeness and accuracy". Analysis is ordering data in constituent parts for obtaining answers to research questions. Data was analyzed to establish the relationship between the DV and IVs. The researcher analyzed data using qualitative and quantitative methods.

### 3.10.1 Quantitative Data Analysis

Quantitative data from pre-coded questionnaire was edited for uniformity, accuracy, consistency and comprehensiveness and entered into Statistical Program for Social Scientists (SPSS 16.0) editor where it is analyzed. Descriptive statistical analysis was done to determine percentages and frequencies as recommended by Gravetter and Forzano (2012). This package is preferred because of its capacity to handle numerical data.

Relation statistics (correlation coefficient) was used to establish how variables are related that is a measure of strength of linear association between variables and the direction of association. The study used spearman's correlation technique to establish the direction and degree of the relation

that exist between the variable. The variable of this study ranked in category was measured in an ordinal scale (The Likert-Type Scale). Amin recommends Spearman's correlation technique for the establishment of direction and degree of association for such variables.

Simple regression analysis was done to establish the dependence of the DV on DV of the study. This analysis aided the determination of the percentage, effect or variation that the IV had on the DV. Coefficient of determination $R^2$ was computed and used to infer the magnitude of this variation. Simple regression technique was adopted since the study deals with only one independent variable one dependent variable. Other data will be presented using tables, graph, bar charts and pie charts.

### 3.10.2   Qualitative Data Analysis

Qualitative data got from interview was analyzed by searching and sorting it in form of recurrent behaviors or patterns. Recurrent data group was identified and put together in themes as explained by Amin (2005). In depth analysis begin by fragmenting sentences from the data and putting them into groups or themes which were tagged or coded. The analysis was manually done and some key statements/themes from the respondents was summarized in a narrative form as a representation of the major findings and is presented in chapter four of the research report.

### 3.11    Measurement of Variables

Variables are the elements that the researcher measures, controls and manipulates. In this study the researcher used ordinal scale to measure variables. The researcher measures the variable at ordinal scale and at numerical scale. Ordinal scale was used to represent relative position or order among the values of the variables. "The numerical scale was used to help minimize subjectivity and makes it possible to use quantitative analysis; here the rating scale used will be a five-Likert like scale (Mugenda & Mugenda, 2003). "The Likert scale statement is followed by the five-category response continuum: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree" (Amin, 2005). Data was further analyzed using interval scale to calculate the level of significance among the variables and to measure the strength of relationship among the constructs

using correlation and regression analysis. The result from quantitative data was compared with the qualitative in order to draw conclusion.

# CHAPTER FOUR

## PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

### 4.1　　Introduction

This chapter gives an analysis and interpretation of results according to the three objectives of the study: to determine the relationship between recognition and staff performance in Alebtong District Local Government (ADLG); to establish the relationship between responsibility and staff performance in ADLG; and to find out the relationship between personal growth and staff performance in ADLG.

### 4.2　　Response Rate

In this study the researcher targeted to collect data from 97 respondents drawn from Top Management, Middle Management and Lower Management. However, the actual number of participants who participated in the study was 83.This is shown in the table below. The researcher calculated the response rate to establish the representation of the respondents and data in the study.

The results for the targeted and actual sample from which data was taken are shown in table 4.1 below.

**Table 4.1: Target Sample and Response Rate**

| Respondents | Sample Size | Instrument | Responses | Response Rate |
|---|---|---|---|---|
| Top Management (Head of Department | 6 | Interview | 6 | 100% |
| Middle Management (Sub-County Chief/Town Clerk) | 9 | Questionnaire | 9 | 100% |
| Lower Management (Other Civil Servants) | 82 | Questionnaire | 68 | 82.9% |
| **Total** | **97** | | **83** | **85.5%** |

*Source: Alebtong District Record (2016)*

Table 4.1 indicates that out of out of 6 top management targeted all the 6 participated, also out of 9 Sub-County Chiefs/Town Clerk targeted all the 9 participated and of the 82 Lower Management targeted 68 participated. However from the sample size of 97 respondents selected a total of 77 questionnaires were returned and fully completed and 6 respondents were interviewed. This presented a total response rate of 85.5%.The researcher considered this response rate above 50% that is regarded to be good enough. Amin (2003) on the other hand notes that for the survey studies of this nature response rate of 70% is considered valid. This therefore means that the findings of this research can be considered valid.

### 4.3 Demographic characteristics of respondents

The demographic characteristics that were discussed include gender, age, educational level, years of experience and the salary scale of the respondent. The table below shows the distribution of respondents along these demographic characteristics.

### 4.3.1 Gender of the respondent

The study enquired on the gender of respondents and results are shown in the table 4.2 below:

**Table 4.2: Gender of Respondents**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
|  | Male | 58 | 69.9 | 69.9 | 69.9 |
| Valid | Female | 25 | 30.1 | 30.1 | 100.0 |
|  | Total | 83 | 100.0 | 100.0 |  |

**Source: Primary data**

Results in the table show that the majority (69.9 percent) of the respondents are male, which implies that Alebtong District Local Government mostly employs males. However, the females are also significantly represented in the district at 30.1 percent. This implies a level of gender representation since both the male and females are represented in the study though the males are mostly represented in the district.

### 4.3.2 Age group of respondents

The study enquired on the age group of the respondents. Results are summarized in the table below:

**Table 4.3: Age Group of respondents**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| 20-29 years | 08 | 09.6 | 09.6 | 09.6 |
| 30-39 | 50 | 60.2 | 60.2 | 69.8 |
| Valid 40-49 | 14 | 16.9 | 16.9 | 86.7 |
| 50-59 | 11 | 13.3 | 13.3 | 100.0 |
| Total | 83 | 100.0 | 100.0 | |

**Source: Primary data**

As shown in the above table, the biggest category of respondents (60.2 percent) are aged 30-39 years, followed by 16.9 percent who are aged 40-49 years. The results also show that 13.3 percent are in the 50-59 years' age group. The implication hereto is that the district mostly has middle aged staff members though all age groups are represented within the workforce.

### 4.3.3 Education level of respondents

The study enquired on the education level of the respondents. Results are summarized in the table below:

**Table 4.4: Education Level of Respondents**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | O and A-Level | 11 | 13.3 | 13.3 | 13.3 |
|  | Certificate | 13 | 15.7 | 15.7 | 19.0 |
|  | Diploma/Higher Diploma | 30 | 36.1 | 36.1 | 55.1 |
|  | Bachelor's Degree | 25 | 30.1 | 30.1 | 85.2 |
|  | PGD | 14 | 16.9 | 16.8 | 100.0 |
|  | Total | 83 | 100.0 | 100.0 |  |

**Source: Primary data**

As shown in the above table, the biggest category of respondents (36.1 percent) have attained diploma or higher diploma education level, followed by 30.1 percent who have a Bachelor's degree. This implies that not only does the district employ highly educated people, the but respondents were well educated enough to understand the current study thereby providing reliable information on motivation and staff performance.

### 4.3.4 Years of Experience in the Institution

The respondents also gave information on how long they have been in the Alebtong District Local Government (ADLG). Results are shown in the table below:

**Table 4.5: Experience of the Respondent**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| <1 year | 3 | 3.6 | 3.6 | 3.6 |
| 1-4 years | 49 | 59.0 | 59.0 | 62.6 |
| Valid 5 years and above | 31 | 37.4 | 37.4 | 100.0 |
| Total | 83 | 100.0 | 100.0 |  |

**Source: Primary data**

The result in the above table shows that the biggest category (59.0 percent) have experience of 1-4 years while 37.4 percent have experience of 5 years and above. Results also show that 3.6 percent have been there for less than a year. This implies that the respondents have been working at the district long enough to provide reliable information on the subject matter i.e. motivation and staff performance.

### 4.3.5 Salary Scale

The respondents also gave information on their salary scale while working with ADLG. Results are shown in the table below:

**Table 4.6: Salary Scale of the Respondents**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
|  | U1 | 01 | 01.2 | 01.2 | 01.2 |
|  | U2 | 01 | 01.2 | 01.2 | 02.4 |
| Valid | U3 | 12 | 14.5 | 14.5 | 16.9 |

| | | | | |
|---|---|---|---|---|
| U4 | 19 | 22.9 | 22.9 | 39.8 |
| U5 | 16 | 19.3 | 19.3 | 59.1 |
| U6 | 12 | 2.4 | 2.4 | 61.5 |
| U7 | 26 | 22.9 | 22.9 | 84.4 |
| U8 | 13 | 15.6 | 15.6 | 100.0 |
| Total | 83 | 100.0 | 100.0 | |

**Source: Primary data**

Results show that the biggest categories representing 22.9 percent of the respondents are in the U7 and U4 scales followed by 19.3 percent in the U5 scale. This shows the rest are spread out over the other salary scales as shown in the figure above. This implies that the findings ably represent information from all the salary scale, salary being a key motivational dimension for the study as seen previously in the literature.

## 4.4    Staff Performance in Alebtong District Local Government

The empirical findings are presented using descriptive statistics, and chi square tests to test the overall variables in the study. The findings are presented objective by objective. The items in the questionnaire were anchored such that; 1 - Represents Strongly Agree, 2 – Agree, 3 – Not Sure, 4 – Disagree and 5 – strongly Disagree. Under descriptive statistics, means close to 1 or 2 represent agreement, while means close to 4 or 5 show disagreement.

**Table 4.7: Staff Performance at ADLG**

| Statements on Staff Performance | SD | D | N | A | SA | Mean | SD |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | |
| | Freq (%) | Freq (%) | Freq (%) | Freq (%) | Freq (%) | | |
| I attend duties regularly | 0 | 1(1.3) | 1(1.3) | 32(41.6) | 43(55.8) | 4.52 | .59847 |
| My attendance is valued at ADLG | 0 | 2(2.6) | 5(6.5) | 41(53.2) | 29(37.7) | 4.26 | .69590 |
| I meet my deadlines | 1(1.3) | 0 | 3(3.9) | 54(70.1) | 19(24.7) | 4.17 | .61564 |
| ADLG enables me to meet my deadlines | 0 | 3(3.9) | 4(5.2) | 58(75.3) | 12(15.6) | 4.03 | .60641 |
| I complete my tasks on time | 0 | 3(3.9) | 2(2.6) | 59(76.6) | 13(16.9) | 4.06 | .59245 |
| ADLG enables me to complete tasks on time | 2(2.6) | 8(10.4) | 7(9.1) | 50(64.9) | 10(13.0) | 3.75 | .90548 |
| I work beyond normal working hours | 4(5.2) | 13(16.9) | 4(5.2) | 32(41.6) | 24(31.2) | 3.77 | 1.21283 |
| I work long hours voluntarily | 8(10.4) | 10(13.0) | 6(7.8) | 39(50.6) | 14(18.2) | 3.53 | 1.23101 |

**Source: Primary data**

Table 4.7 indicates that while responding to the statements on attending duties regularly, 75 (97.4%) of the respondents agreed (agree and strongly agree) that they attend their duties regularly" but only 1 (1.3%) disagreed. No respondent strongly disagreed with the statement.

Furthermore, 70 (90.9%) of the respondents agreed (agree + strongly agree) that their attendance is valued at the ADLG. This implies that indeed the institution values the attendance of their staff.

Results in the table above also show that 73 (94.8%) of the respondents meet their deadlines. Only 3 (3.9%) of the respondents were not sure or undecided about this aspect. Furthermore, 58 (75.3%) of these respondents agree that ADLG enables them to meet their deadlines.

From the above results, 72 (93.5%) of the respondents agreed that they complete their tasks on time. Meanwhile only 2 (2.6%) are undecided or not sure about their position on this matter. Meanwhile, a majority of 50 (64.9%) of the respondents agree that the ADLG enables them to complete tasks on time. The results also show that 32 (41.6%) of the respondents work beyond the normal working hours while 24 (31.2%) strongly agreed with the statement. Similarly, the biggest category of 39 (50.6%) of the respondents agreed that they work long hours voluntarily followed by 14 (18.2%) who strongly agreed.

The above findings show that respondents generally agreed with all the propositions and these findings are further supported by the minutes of the District Service Commission meeting held on 3rd May 2013 in which the Chairman reiterated the need to support staff performance because it benefits various stakeholders in the ADLG. The findings are also supported by the focus group discussion where the respondents were asked how the staff of ADLG performs their duties. They responded thus:

> *"On the face of it, the performance is not as good as one might expect but when you factor in the prevailing circumstances under which the staff have to work, you will appreciate their efforts to perform to expectations by comparison with staff in other local governments which may not face the same hardships such as limited funding."*

Furthermore, the members added that:

> *"There is insufficient funding for the staff but even in those circumstances, they try to perform at their best"*

While another respondent stated thus:

*"We work not because we must, but because it is a duty of responsibility which we feel we should fulfill. It's not just about how the ADLG treats us, but about how we want to be treated. We therefore do for the ADLG what we wish them to do for us."*

This shows that the staffs try to perform their best irrespective of the circumstances under which they operate. On a personal level therefore, respondents make an honest effort at good performance in ADLG.

## 4.5 Relationship between recognition and staff performance in Alebtong District Local Government (ADLG)

One of the objectives of the research was to find out the relationship between recognition and staff performance in Alebtong District Local Government (ADLG). The data was gathered using the survey questionnaire, interview guide and focus group discussions.

### 4.5.1 Descriptive results

The items in the questionnaire for respondents were anchored such that; 1 - Represents Strongly Disagree, 2 – Disagree, 3 – Not Sure, 4 – Agree and 5 – Strongly Agree. Means close to 1 or 2 represent disagreement, while means close to 4 or 5 show agreement with the issue.

**Table 4.8: Opinion of respondents on recognition at ADLG**

| Statements on recognition at Alebtong District Local Government | Response | | | | | Mean | SD |
|---|---|---|---|---|---|---|---|
| | SD | D | NS | A | SA | | |
| | 1 | 2 | 3 | 4 | 5 | | |
| | Freq(%) | Freq(%) | Freq(%) | Freq(%) | Freq(%) | | |
| Certificate by ADLG enables me work hard | 17(22.1) | 12(15.6) | 11(14.3) | 26(33.8) | 11(14.3) | 3.03 | 1.40464 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Increase in Office size enables me work well | 3(3.9) | 12(15.6) | 4(5.2) | 43(55.8) | 15(19.5) | 3.71 | 1.07431 |
| ADLG provides me with all tools needed for work | 12(15.6) | 31(40.3) | 7(9.1) | 25(32.5) | 2(2.6) | 2.66 | 1.16540 |
| Plaques given by ADLG enables me perform well | 7(9.1) | 19(24.7) | 16(20.8) | 30(39.0) | 5(6.5) | 3.09 | 1.12603 |
| I am complemented for good performance | 4(5.2) | 11(14.3) | 10(13.0) | 43(55.8) | 9(11.7) | 3.54 | 1.04561 |
| ADLG acknowledges my performance | 2(2.6) | 12(15.6) | 5(6.5) | 44(57.1) | 14(18.2) | 3.72 | 1.02130 |
| I receive praise for good performance in ADLG | 5(6.5) | 10(13.0) | 12(15.6) | 45(58.4) | 5(6.5) | 3.45 | 1.02013 |
| I am recognized by ADLG for my performance | 5(6.5) | 13(16.9) | 11(14.3) | 36(46.8) | 12(15.6) | 3.48 | 1.14260 |
| The tasks I do enables me to like my job | 0 | 3(3.9) | 2(2.6) | 32(41.6) | 40(51.9) | 4.42 | .73181 |
| There is improved work condition in ADLG | 5(6.5) | 9(11.7) | 6(7.8) | 45(58.4) | 12(15.6) | 3.65 | 1.08538 |
| ADLG gives me freedom to do my personal work | 14(18.2) | 22(28.6) | 9(11.7) | 26(33.8) | 6(7.8) | 2.84 | 1.28826 |
| ADLG releases me earlier when I do tasks in time | 17(22.1) | 27(35.1) | 10(13.0) | 21(27.3) | 2(2.6) | 2.53 | 1.18748 |

**Source**: Primary data

The results in the table above show that respondents strongly agree with most aspects of the study on recognition as a dimension of motivation in local governments.

Data show that the strongest agreement was registered when it was stated that the tasks they do enable them to like the job (mean=4.42, SD=0.731, 72 of the respondents (93.5%) agreed). No respondents strongly disagreed.

Respondents also agreed that Increase in Office size enables me to perform my duties well (mean=3.71, SD=1.074, 58 of the respondents (75.3%) agreed); and that the organization acknowledges my performance (mean=3.72, SD=1.021, 58 respondents (75.3%) agreed).They also agreed that there is improved work condition in ADLG (mean=3.65, SD=1.091, 57 respondents (74%) agreed)and that they are complemented by ADLG for good performance (mean=3.55, SD=1.049, 52 of the respondents ((67.5%) agreed). They further agreed that they receive praise for good performance in ADLG (mean=3.45, SD=1.020, 50 respondents (64.9%) agreed) and they also agreed that they are recognized by ADLG for their performance (mean=3.48, SD=1.142, 48 respondents (62.4%) agreed).

Results however show that the respondents agree though below average that if the Certificate given by Alebtong District Local Government (ADLG) enables them to work hard(mean=3.03, SD=1.405, 37 of the respondents (48.1%) agreed & 37.7% disagreed)and if plagues given by ADLG enables them to perform well(mean=3.09, SD=1.126, 33.8% disagreed & 20.8% not sure). Majority disagree if the organization provides them with all the necessary accessories needed for their work (Mean=2.66, SD=1.165; 55.9% disagree, 35.1% agree, & 9.1% not sure). They aren't sure if plagues given by ADLG enable them to perform well (mean=3.09, SD=1.126). They are not sure if ADLG releases them earlier wherever they perform tasks in time.

The findings are in tandem with the focus group information whereby the focus group members noted that the local government gives certificates of recognition, plaques to top performers as a motivational tool and maybe it improves performance of those who wish to have the same level of recognition. According to focus group members:

> *"The local government gives three main types of rewards namely: symbolic rewards, social rewards and task rewards. The implication hereto is that when performers are recognized, the non-performers will strive to work better in order to also get recognition from the organization."*

Further result from the questionnaire survey agrees with the findings from the face to face interview as was implied by the word from a Senior Staff that:

*"the task enables the staff to gain experience in handling a number of activities (KI-5)."*

This was elaborated by the statement from one of the respondents who suggested that:

*"each staff does a task relevant to his or her job description or area of specialization. The task given enables the staff to improve their skills and it motivates that they can handle tasks. This makes them to appreciate the organization and it adds values to their skills. The task enables the staff to learn from experience (KI-3)*

Further to this, focus group discussion concurred with this position, thus:

*Focus group discussion conducted at Aloi Corner village revealed that the task given to staff enable them to like their job.*

The responses provided by the key respondents during interviews also backed the findings. For instance, a Senior Staff in Finance Department pointed out:

*"the staffs are acknowledged for their performance during end of year party when distinguished performing staff members are publicly praised and rewarded for their performance (KI-2)."*

And perhaps the response from other senior staff that:

*"the management recognize staff members for their good performance by giving them certificates, through a letter of appreciation, as a thank you (KI-3,4,5)."*

A respondent from the Administration Department further stressed that:

*"the staffs are recognized are their good performances through giving them a more challenging assignments (KI-1)."*

This result was further supported by documentary review and the focus group respondent which reveals that the staff members are acknowledge for their performance. In addition, documentary review also revealed that staffs who were given assignment of duties and more tasks liked their

job. Hence, this implies that the local government recognizes performers by giving various rewards to them. These rewards are not necessarily in cash or monetary form though they are expected to have the same or similar effect. A member of the focus group properly summarized it thus:

*"Performers are recognized, while the non-performers are not."*

This also agreed with the documentary review that revealed that best performers were recognized for their good performance.

### 4.5.2 Chi-Square tests on Recognition and Staff performance

The Chi-square test was intended to test how likely it is that an observed distribution is due to chance. The test was used to test independence between two variables. That means that it tests whether one variable is independent from another one. In this case, it tested whether or not a statistically significant relationship existed between recognition and performance.

**Table 4.9: Chi-Square Tests for Recognition and Staff Performance**

|  | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 852.096[a] | 580 | .000 |
| Likelihood Ratio | 298.771 | 580 | 1.000 |
| Linear-by-Linear Association | 66.470 | 1 | .000 |
| N of Valid Cases | 77 |  |  |

a. 630 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

The results in the above Table 4.9 show that there is a strong association between recognition and staff performance in the local government as shown by the chi-square value of 852. This implies that recognition strongly influences staff performance in the organization.

The p-value, denoted by "Asymp. Sig. (2-tailed)", is .000. This means that there's a 0% chance to find the observed (or a larger) degree of association between the variables if they are perfectly independent in the population.

### 4.5.3 Pearson's Correlation test between Recognition and Staff Performance

The findings in the Table 4.10 below indicate the analysis of relationships between recognition and employee performance using the Pearson correlation coefficient (r). This was done using the Pearson correlation table which is a measure of the linear correlation (dependence) between variables giving a value between +1 and −1 inclusive, where 1 is total positive correlation, 0 is no correlation.

**Table 4. 10: Correlations Between Recognition and Staff Performance**

|  |  | Recognition | Staff Performance |
|---|---|---|---|
| Recognition | Pearson Correlation | 1 |  |
| Staff Performance | Pearson Correlation | .935** | 1 |

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

**Source: Primary data**

The findings in table 4.10 above how that there is a strong positive relationship between recognition and employee performance (r=0.935, p<0.01). This gives the implication that a change of 1 Standard Deviation in motivation is associated with a change of 0.935 standard deviations in employee performance. The low P value of 0.01 implies a large significance of the findings. The data suggest that the sample provides enough evidence to imply that changes that occur in recognition of staff in the local government have a positive greater/strong influence on their performance on the job.

**4.6 The relationship between responsibility and staff performance in ADLG**

Another objective of the research was to find out the relationship between responsibility and staff performance in Alebtong District Local Government (AD). The data was gathered using the survey questionnaire and it was categorized by the level of the respondents.

**4.6.1 Relationship between responsibility and staff performance**

The items in the questionnaire for respondents were anchored such that: 1 - Represents Strongly Disagree, 2 – Disagree, 3 – Not Sure, 4 – Agree and 5 – Strongly Agree. Means close to 1 or 2 represent disagreement, while means close to 4 or 5 show agreement with the issue at hand.

**Table 4.11: Opinion of Staff on Responsibility**

| Statement on responsibility | SD 1 Freq(%) | D 2 Freq(%) | NS 3 Freq(%) | A 4 Freq(%) | SA 5 Freq(%) | Mean | SD |
|---|---|---|---|---|---|---|---|
| I am involved in planning and implementation of activities in ADLG | 5(6.5) | 4(5.2) | 2(2.6) | 38(49.4) | 28(36.4) | 4.04 | 1.09354 |
| Being involved in planning and implementation of activities enables me perform well | 2(2.6) | 4(5.2) | 3(3.9) | 36(46.8) | 32(41.6) | 4.19 | 0.93244 |
| ADLG values my involvement in planning & implementation of the activities | 7(9.1) | 6(7.8) | 11(14.3) | 33(42.9) | 20(26.0) | 3.69 | 1.2059 |
| Involvement in planning & implementation of activities makes me perform well | 2(2.6) | 4(5.2) | 4(5.2) | 39(50.6) | 28(36.4) | 4.13 | 0.92268 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| I participate in all decision making in ADLG | 13(16.9) | 24(31.2) | 3(3.9) | 29(37.7) | 8(10.4) | 2.94 | 1.34103 |
| ADLG values my contribution in decision making | 9(11.7) | 11(14.3) | 12(15.6) | 40(51.9) | 5(6.5) | 3.27 | 1.15436 |
| I am consulted whenever decision is being made | 9(11.7) | 20(26.0) | 8(10.4) | 30(39.0) | 10(13.0) | 3.16 | 1.278 |
| I feel happy when I participate in decision making | 1(1.3) | 1(1.3) | 5(6.5) | 43(55.8) | 27(35.1) | 4.22 | 0.7367 |

**Source: Primary data**

The study enquired on the relationship between responsibility and staff performance. In the table 4.11 above, the respondents agreed that they are involved in planning and implementation of activities in ADLG (mean=4.04, SD=1.094, 66 respondents (85.8%) agree).They also agreed that being involved in planning and implementation of activities enables them perform well (mean=4.19, SD=0.932, 68 respondents (88.4%) agree),

ADLG values my involvement in planning & implementation of the activities (mean=3.69, SD=1.206, 53 respondents (68.9%) agree), Involvement in planning &implementation of activities makes me perform well (mean=4.12, SD=0.923, 67 respondents (87%) agree), and that I feel happy when I participate in decision making (mean=4.22, SD=0.737, 70 respondents (90.9%) agree).

The above responses therefore means that in order for Alebtong District Local Government (DLG) to ensure that staff are responsible to their obligation, staff are involved and participative in planning and implementation of activities; and the overall result of which is that majority of staff

(72.4%) are generally happy with their participation and involvement, creating a sense of responsibility in the respondents.

The results were supported by the findings from the interviews. For instance, a Senior Staff from the Administration Department noted:

> *"the staffs are involved in planning and implementation of activities where each department generate plans and it is submitted to the Technical Planning Committee (TPC), Sectorial Committee and Council for approval and after which responsible officers are given advances (money) to implement the plans (KI-1)."*

This was corroborated by another Senior Staff from Finance Department, who also agreed:

> *"there is a departmental plan in which most staff participates and the planning is bottom up planning. Planning is participatory- information is given to department to plan basing on their resources and whatever has been planned is implemented depending on the availability of resources" (KI-2).*

Another Senior Staff emphasized team spirit as he noted: *"the staffs participate in planning during the department as a team to plan for activities within their department and also through District Technical Committee meetings, and planning is participatory - the Head of Department gets IPF from Planning Unit, each department sit down, and it is submitted to TPC, Sectoral Committee and District Council during budget conference for approval" (KI-4).*

A Senior Staff from Administration Department noted:

> *"involvement in planning and implementation of activities enables the staff to have confidence and able to perform their tasks well. Resources are put to areas that are of key interest, which is key to successful ownership of the programme, and implementation is key priority ownership" (KI-1).*

Going by the mean, results however show that they were not sure if they participate in all decision making in (mean=2.94, SD=1.341, 38.1% disagree and 38.1% agree), and they are not sure if ADLD values my contribution in decision making (mean=3.27, SD=1.154) and if they are consulted whenever decision is being made (mean=3.16, SD=1.278).

### 4.6.2 Chi-Square tests on responsibility and Staff performance

The Chi-square test was intended to test how likely it is that an observed distribution is due to chance. The results are shown in the table below:

**Table 4. 12: Chi-Square Tests for responsibility versus performance**

|  | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 831.351[a] | 440 | .000 |
| Likelihood Ratio | 330.705 | 440 | 1.000 |
| Linear-by-Linear Association | 70.585 | 1 | .000 |
| N of Valid Cases | 77 |  |  |

a. 483 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

**Source: Primary data**

Since Chi-Square is testing the null hypothesis, the Sig value must be **.05 or less** for there to be a significant statistical for the relationship between the variables. In this case, the Sig. is .001, so there is very strong statistical significance for the relationship between responsibility and staff performance. Furthermore, the values show a chi-square result of 831.4 which implies that responsibility strongly influences staff performance in the organization.

### 4.6.3 Correlation between responsibility and staff performance in ADLG

The findings in the Table 4.12 below indicate the analysis of relationships between responsibility and employee performance using the Pearson correlation coefficient (r). This was interpreted using the Pearson correlation table which is a measure of the linear correlation (dependence) between variables giving a value between +1 and −1 inclusive, where 1 is total positive correlation, 0 is no correlation.

**Table 4. 123: Correlations Between Responsibility and Staff Performance**

|  |  | Responsibility | Staff Performance |
|---|---|---|---|
| Responsibility | Pearson Correlation | 1 | |
| Staff Performance | Pearson Correlation | .964[**] | 1 |

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

**Source:** Primary data

The findings show that there is a strong positive relationship between responsibility and Staff performance (r=0.964, p<0.01). This gives the implication that a change of 1 Standard Deviation in responsibility is associated with a change of 0.964 standard deviations in employee performance. The low P value of 0.01 implies a large significance of the findings. The data suggest that the sample provides enough evidence to imply that changes that occur in responsibility given to staff in the local government have a positive greater/strong influence on their performance on the job.

## 4.7 Relationship between personal growth and staff performance in Alebtong District Local Government (ADLG)

The research also aimed to find out the relationship between personal growth and staff performance in Alebtong District Local Government (ADLG). The data was gathered using the survey questionnaire and it was categorized by the level of the respondents.

### 4.7.1 Relationship between personal growth and staff performance

The items in the questionnaire for respondents were anchored such that; 1 - Represents Strongly Disagree, 2 – Disagree, 3 – Not Sure, 4 – Agree and 5 – Strongly Agree. Means close to 1 or 2 represent disagreement, while means close to 4 or 5 show agreement with the issue at hand.

**Table 4.14: Opinion of ADLG Staff on Personal Growth**

| Statement on personal growth | Response | | | | | Mean | SD |
|---|---|---|---|---|---|---|---|
| | **SD** | **D** | **NS** | **A** | **SA** | | |
| | **1** | **2** | **3** | **4** | **5** | | |
| | **Freq(%)** | **Freq(%)** | **Freq(%)** | **Freq(%)** | **Freq(%)** | | |
| ADLG embraces my training needs | 16(20.8) | 21(27.3) | 7(9.1) | 27(35.1) | 6(7.8) | 2.82 | 1.32513 |
| I have training opportunities in ADLG | 16(20.8) | 19(24.7) | 6(7.8) | 31(40.3) | 5(6.5) | 2.87 | 1.32139 |
| I am encouraged to attend trainings in ADLG | 9(11.7) | 17(22.1) | 12(15.6) | 31(40.3) | 8(10.4) | 3.16 | 1.22544 |
| I am happy with training opportunities in ADLG | 12(15.6) | 21(27.3) | 7(9.1) | 32(41.6) | 5(6.5) | 2.96 | 1.26118 |
| I have had promotional opportunity at ADLG | 13(16.9) | 11(14.3) | 6(7.8) | 33(42.9) | 14(18.2) | 3.31 | 1.37898 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| I can be promoted whenever there is a vacancy | 5(6.5) | 4(5.2) | 11(14.3) | 44(57.1) | 13(16.9) | 3.73 | 1.0213 |
| ADLG values my promotion | 6(7.8) | 8(10.4) | 19(24.7) | 38(49.4) | 6(7.8) | 3.39 | 1.0407 |
| I am happy with promotional opportunities in ADLG | 9(11.7) | 8(10.4) | 12(15.6) | 32(41.6) | 16(20.8) | 3.49 | 1.26307 |

**Source:** Primary data

From the above table 4.11, the study enquired on the relationship between personal growth and staff performance. The respondents were not sure (as shown by the average response of 3) with most aspects of the personal dimension growth which were under scrutiny. Results show that in all statements proposed, the biggest category of the respondents agreed with the researcher though in whole, many respondents disagreed or strongly disagreed which brought the mean response to an average showing that in general respondents were not sure. This was portrayed in the general response from focus group, thus:

> *"The District conducts training needs assessment and the staff are encourage to go for further studie*s''

Furthermore, this was supported by the findings from a documentary review which revealed that four staff members were sent for a postgraduate training at Uganda management institute (UMI) for a postgraduate diploma in Financial Management (DFM), one for a postgraduate diploma in Public Administration and Management (DPAM) and one for a postgraduate diploma in Human Resource Management (DHRM).

### 4.7.2 Chi-Square tests on personal growth and Staff performance

The Chi-square test was intended to test how likely it is that an observed distribution is due to chance. The results for personal growth and staff performance are shown in the table below:

**Table 4. 135: Chi-Square Tests for Personal Growth and Staff Performance**

|  | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 702.172[a] | 520 | .000 |
| Likelihood Ratio | 311.319 | 520 | 1.000 |
| Linear-by-Linear Association | 65.933 | 1 | .000 |
| N of Valid Cases | 77 |  |  |

a. 567 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

**Source: Primary data**

Since Chi-Square is testing the null hypothesis, the Sig value must be **.05 or less** for there to be a significant statistical for the relationship between the variables. In this case, the Sig. is .001, so there is very strong statistical significance for the relationship between personal growth and staff performance. Furthermore, the values show a chi-square result of 702.2 which implies that personal growth strongly influences staff performance in the organization.

### 4.7.3 Pearson's Correlation results for personal growth and staff performance

The findings in the Table 4.16 below indicate the analysis of relationships between the study variables using the Pearson correlation coefficient (r). This was done using the Pearson correlation table which is a measure of the linear correlation (dependence) between variables giving a value between +1 and −1 inclusive, where 1 is total positive correlation, 0 is no correlation.

**Table 4. 146: Correlations Between Personal Growth and Staff Performance**

| | | Personal Growth | Staff Performance |
|---|---|---|---|
| Personal Growth | Pearson Correlation | 1 | .931** |
| Staff Performance | Pearson Correlation | .931** | 1 |

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

*Source: Primary data*

As seen in the table above, the findings show that there is a strong positive relationship between personal growth and Staff performance (r=0.931, p<0.01). This gives the implication that a change of 1 Standard Deviation in personal growth is associated with a change of 0.931 standard deviations in employee performance. The low P value of 0.01 implies a large significance of the findings. The findings imply that changes that occur in personal growth of staff in the local government have a positive yet strong influence on their performance.

The focus group members also agreed with the strong link between opportunities for personal growth and performance of the staff in the ADLG. Some responses during the debate are noted below:

> *"Yes. Opportunities for training are offered but it seems they are only for staff who have been here for a long time."*

Finding from interview was very much in support of this. One of the senior staff from Natural Resource Department, thus said:

> *Yes. Promotions are offered on merit and they help boost performance. However, it takes a very long time to be considered for promotion. Someone can occupy an office in acting capacity for years before they are confirmed (KI-6).*

This finding shows that indeed personal growth can affect performance of staff in the organization, despite the few shortcomings in the process as cited by the focus group members.

Document review revealed that six staff were promoted from production: one promoted from Senior Veterinary Officer to Principal Veterinary Officer; one from Senior Agricultural Officer to Principal Agricultural Officer; one from Veterinary Officer to Senior Veterinary Officer; one from Agricultural Officer to Senior Agricultural Officer; two from Assistant Agricultural Officer to Agricultural Officers; three staff promoted from Finance Department, from Accounts Assistants to Senior Accounts Assistants; and one from Administration Department from Senior Personnel Officer to Principal Personnel Officer (Alebtong DSC Minutes, 2016)

## 4.8    Regression Results

The findings in the table below show the regression analysis that was used to examine the extent to which recognition, responsibility and personal growth predict staff performance in the local government in Alebtong District.

**Table 4. 157: Regression results for recognition, responsibility, personal growth and staff performance**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 1.130 | .121 | | 9.322 | .000 |
| Recognition | .342 | .077 | .423 | 4.422 | .000 |
| Responsibility | .673 | .081 | .937 | 8.318 | .000 |
| Personal Growth | -.235 | .084 | -.381 | -2.792 | .007 |

R=0.972; R2=0.944; AdjR2=0.942; F=3241.633; df1=2; df2=246; Sig=0.000

a. Dependent Variable: STAFFPERFORMANCE

Findings in the table above reveal that recognition, responsibility and personal growth predicts up to 94.2 percent of the total variance in staff performance in local governments (Adjusted R Square=0.942).This implies that both the three constructs of motivation can only explain 94.2% of the changes in the dependent variable (staff performance while the remaining percentage can be attributed to other factors other than recognition, responsibility and personal growth. Among the independent variables, responsibility ($\beta$=0.673, p<0.01) was the better significant predictor of the staff performance then followed by recognition ($\beta$=-0.342, p<.01).This implies that in order for the performance of staff in the local government to improve, there is a need to increase responsibility as a priority over recognition. The negative beta value of -0.235 implies that personal growth cannot just weakly but negatively affect staff performance.

# CHAPTER FIVE

## SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter is organized in four sections. The first section deals with summary of the findings, followed by the discussions in relation to the research objectives and conclusions. The third section focuses on conclusions while the final section presents recommendations followed by areas for further research.

### 5.2 Summary of the findings

This section gives a summary of the key findings in the previous chapter. It is sub-sectioned according to the research objectives as laid out in chapter one of the report. The study examined the relationship between recognition and staff performance in Alebtong District Local Government (ADLG), the relationship between responsibility and staff performance in ADLG and responsibility between personal Growth and staff performance in ADLG. Data was collected using questionnaire and was also analyzed in relation to the three research questions.

### 5.2.1 The relationship between recognition and staff performance in Alebtong District Local Government (ADLG)

One of the objectives of the research was to find out the relationship between recognition and staff performance in ADLG. The data show that respondents strongly agree with most aspects of the study on recognition as a dimension of staff performance in local governments. The chi-square test was used to test independence between two variables. That means that it tests whether one variable is independent from another one. In this case, it tested whether or not a statistically significant relationship existed between recognition and performance. The results show that there is a strong association between recognition and staff performance in ADLG.

### 5.2.2 The relationship between responsibility and staff performance in Alebtong District Local Government (ADLG)

Another of the themes of the research was to find out the relationship between responsibility and staff performance in ADLG. The respondents agreed that they are involved in planning and implementation of activities in ADLG. They also agreed that being involved in planning and implementation of activities enables them perform well the organization values involvement in planning & implementation of the activities, Involvement in planning & implementation of activities makes them perform well, and that they feel happy when they participate in decision making. Furthermore, the values show a chi-square result which implies that responsibility strongly influences staff performance in the organization.

### 5.2.3 The relationship between personal growth and staff performance in Alebtong District Local Government (ADLG)

The research also aimed to find out the relationship between personal growth and staff performance in ADLG. The respondents were not sure (as shown by the average response of 3) with most aspects of the personal dimension growth which were under scrutiny. Results show that they agreed that they can be promoted whenever there is a vacancy. The chi-square results for personal growth and staff indicate that there is a very strong statistical significance for the relationship between personal growth and staff performance.

### 5.3 Discussion of findings

This section discusses the findings according to the study objectives as laid out in the first chapter of this report. The implication of key findings is analyzed according to the opinions of various scholars in order to arrive at a conclusion on the subject matter.

### 5.3.1 The relationship between recognition and staff performance in AlebtongDistrict Local Government (ADLG)

One of the objectives of the research was to find out the relationship between recognition and staff performance in ADLG. The data show that respondents strongly agree with most aspects of the study on recognition as a dimension of staff performance in local governments. The results show

that there is a strong association between recognition and staff performance in the local government.

"The findings agree with the position of Bentley (1998) who posited that being recognized as a higher performer is a reward itself and brings with it a sense of self-worth that increases one's confidence and probably one's competence". Recognition is also one of the five categories of non-financial motivators which were identified by Armstrong (cited in Millmoreet al.2007). Indeed, this position is further supported by Ivancevich et al., (1994) who posit that employees want to be recognized for their accomplishments

Moreover, there are many ways of recognizing employee performance such as through issuance of certificates. The participants in the focus group discussion also agreed with this position. They reasoned that it makes the staff to have interest in whatever they are doing. They feel they are part and parcel of the institution. They also noted that staffs are in spacious offices with good ventilation and lighting and there is space for storage of properties and office equipment.

The focus group members also noted that the local government gives plaques to top performers as a motivational tool and indeed it improves performance of those who wish to have the same level of recognition. The focus group further noted that the staff members are recognized for their performance during meetings either verbally or in writing by the management of the local government. In the result, the findings therefore generally support the first hypothesis of the study which was that there is a significant relationship between recognition and staff performance of ADLG.

## 5.3.2 The relationship between responsibility and staff performance in Alebtong District Local Government (ADLG)

Another of the themes of the research was to find out the relationship between responsibility and staff performance in ADLG. The respondents agreed that they are involved in planning and implementation of activities in ADLG. They also agreed that being involved in planning and implementation of activities enables them perform well the organization values involvement in planning & implementation of the activities, Involvement in planning & implementation of activities makes them perform well, and that they feel happy when they participate in decision

making. Furthermore, the values show a chi-square result which implies that responsibility strongly influences staff performance in the organization thus supporting the findings above.

"Several scholars are in agreement to this perspective suggestion that when workers are motivated through higher levels of responsibility, their ability to increase productivity will be high; advocating that a number of elements of job design enhance the interest and challenge of work, implying greater responsibility for employee's greater freedom in defining their performance" (Harris, 2001; Chhabra, 2010; Locke&Srinivasanl, 2008; Petcharak, 2002; &Armstrong, 1993).

The respondents in the focus group noted that the staff are involved in planning and implementation together with the RDC, CAO and LC5 Chairperson through budget conferences, departmental meetings and the technical planning meetings. This makes them feel of use to the institution thus motivating them to perform well.

The focus group also adds that the staffs are given opportunity to participate in decision-making at the local government and that they are consulted whenever decisions are being made. The consultation may be one-by-one or collectively through the council meetings or technical planning meetings at the organization. As a result they feel valued and good that they have contributed to the development of the place of employment. As Hall & Taylor (2008) says, it is quite possible to run a successful business without involving employees in any meaningful extent, but the chances of sustained success are higher when the employees are involved. As a result, the findings confirmed the hypothesis that there is a significant relationship between responsibility and staff performance of ADLG.

### 5.3.3 The relationship between personal growth and staff performance in Alebtong District Local Government (ADLG)

The research also aimed to find out the relationship between personal growth and staff performance ADLG. The respondents were not sure (as shown by the average response of 3) with most aspects of the personal dimension growth which were under scrutiny. Results show that they agreed that they can be promoted whenever there is a vacancy. The chi-square results for personal growth and staff indicate that there is a very strong statistical significance for the relationship between personal growth and staff performance.

Findings agree with scholars such as Harris (2001), Chhabra (2010), Locke et al (2008) as well as Petcharak (2002) who stated that "when workers are motivated through personal growth, their ability to increase productivity will be high". Taylor, (1998) also agrees that "people hold the key to more productive and efficient organizations". The way which people are managed and developed at work has major effects upon quality, customer service, organizational flexibility and costs. Motivation is an effective instrument in the hands of manager for inspiring the workforce and creating a confidence in it. By motivating the work force, management creates 'will to work' which is necessary for the achievement of the organizational goals.

The focus group discussion and interview information however revealed that though management claims they hold regular training needs assessments, staff feel that the opportunity is very low and there is very low chance of going for training and that opportunity to progress only occur when staff retire or pass on. This implies that there are no opportunities for growth unless the current placeholders vacate the places. The group also brought it out that many staff have been crying to be promoted to no avail despite the fact that they merit the promotions. They feel it is a slow process and f opportunity exists, the process is so slow that it is discouraging to the ambitious staff.

The researcher also agrees therefore that objectives are more effectively and efficiently achieved if employees have some say in decision-making especially as it affects their own areas of work. The findings therefore confirm the hypothesis that there is a significant relationship between personal growth and staff performance of ADLG.

## 5.4    Conclusions

Based on the study findings, several conclusions were made, and organized under objective by objective as hereunder;

### 5.4.1    The relationship between recognition and staff performance in Alebtong District Local Government (ADLG)

The findings of this study shows that recognition is a significant predictor of staff performance in Alebtong District Local Government, and therefore there is a significant relationship between recognition and staff performance.

### 5.4.2 The relationship between responsibility and staff performance in Alebtong District Local Government (ADLG)

This study further shows that there is significant positive relationship between responsibility and staff performance. Centered on the empirical results of this study, it was therefore concluded that staff performance at Alebtong DLG is highly related to responsibility.

### 5.4.3 The relationship between personal growth and staff performance in Alebtong District Local Government (ADLG)

In the third objective of the study results showed that there is strong positive relationship between personal growth and staff performance. Basing on the empirical results of this study therefore, there is a relationship between staff performance and personal growth.

### 5.5 Recommendations

From the study findings, discussions and conclusions of the study the following recommendations are made:

Whereas staff performance at ADLG is commendable more needs to be done to encourage better staff performance by regularly recognizing the best performers and having ways to shun poor performance. This can be done by giving plagues, certificates of recognition or special trainings for top performers.

There is need for the organization to continue and polish with the factors it has at hand to increase on its motivation of the employees and to put up other ways which will help employees get motivated and therefore can continue with their stay in the organization. This can be by considering increasing on salaries and allowances as well as fringe benefits such as better work terms and conditions.

The Alebtong District Local Government needs to empower the human resources department to look into performance problems of employees and identify those which, if not done, may badly affect the organisation. This can be by having more focus group discussions to uncover important

information. This is necessary in order to take early action and avoid the bad effects of poor staff performance on the overall organizational performance.

## 5.6     Limitations to the study

There was lack of cooperation from some staff who feared to freely give information during the time of filling the questionnaire to the researcher but this was offset by early testing and modification of the questionnaire in order to acquaint the respondents with its contents and what was required of them in the actual study. The researcher also assured respondents of utmost confidentiality in the responses provided and the purely academic nature of the endeavor.

The researcher faced resource constraints during the process of data collection in terms of finances and time restrictions, but these were mitigated through planning and budgeting for the available resources in order not to compromise the purpose of the study.

## 5.7     Areas for further study

The researcher recommends future scholars to extend the study to other institutions that were not included in this study such as Non-Governmental Organizations, other public institutions and private companies in the country to ascertain whether similar circumstances affect staff performance there.

This study used a cross-sectional research design approach, which means that the behaviors of the variables overtime were therefore not analyzed and this restricts the applicability of the findings. Future studies should therefore consider using longitudinal designs to cross validate the findings.

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**APPENDICES**

**Appendix I: Questionnaire**

**Uganda Management Institute**

**School of Business and Management**

**Research Study for a Master's Degree in Management Studies (Human Resource Management)**

**Dear respondents,**

I am a Masters student at School of Business and Management, Uganda Management Institute pursuing Master of Management Studies Human Resource Management Option. I am carrying out a study **on Motivation and Staff Performance in Local Government in Uganda: A case of Alebtong District.** You have been identified to participate in this study because of your unique knowledge and I believe that you can provide credible relevant information to enhance the study.

 The information gathered in this study is purely for academic purpose and shall be treated with uttermost **confidentiality**.

Thank you in advance for accepting to respond to this questionnaire and looking forward for your continuous cooperation.

Yours Sincerely,


**Stephen Baker Ojom (Researcher)**

**REG: 14/MMSHRM/35/067**

Section A.  Background information (please tick the appropriate box corresponding to a particular question).

| 1. Gender | | | | |
|---|---|---|---|---|
| Male ☐ | Female ☐ | | | |
| **2. Age group(tick appropriate group)** | | | | |
| 20-29 ☐ | 30-39 ☐ | 40-49 ☐ | 50 and above ☐ | |

| 3. Education Level (tick appropriate group) | | | | | | |
|---|---|---|---|---|---|---|
| O or A Certificate(specify) | Certificate | Diploma Or Higher Diploma(specify | Bachelor's Degree | Post Graduate | Masters | PHD |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | | | | | |
| **4. Year of Experience** | Less than 1 year ☐ | | 1-4 years ☐ | 5 years and above ☐ | | |

| 5. Salary Scale | U1 ☐ | U2 ☐ | U3 ☐ | U4 ☐ | U5 ☐ | U6 ☐ | U7 ☐ | U8 ☐ |
|---|---|---|---|---|---|---|---|---|

For the following Section B, C & D: Please tick the appropriate box corresponding to a particular question. The abbreviations to the right hand corner of the questionnaire mean: SD-Strongly Disagree-Undecided-Agree-A and Strongly Agree-SA

| 1. Strongly Disagree-SD, 2. Disagree-D, 3. Undecided-U, 2. Agree-A, 1. Strongly Agree-SA | SD 1 | D 2 | U 3 | A 4 | SA 5 |
|---|---|---|---|---|---|
| **SECTION B:Staff Performance** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 1. I attend duty regularly | | | | | |
| 2. My attendance is valued by Alebtong District Local Government (ADLG) | | | | | |
| 3. I meet my deadlines | | | | | |
| 4. ADLG enables me to meet my deadline | | | | | |
| 5. I complete my tasks on time | | | | | |
| 6. ADLG enables me to complete my tasks on time | | | | | |
| 7. I work beyond normal working hours | | | | | |
| 8. I work long hours voluntarily | | | | | |
| **SECTION C:Recognition** | | | | | |
| **C1:Symbolic Reward** | | | | | |
| 9. Certificate given by ADLG enables me to work hard. | | | | | |
| 10. Increase in office size enables me to perform my duty well. | | | | | |
| 11. The ADLG provides me with all the necessary accessories needed for my work | | | | | |
| 12. Plagues given by ADLG enable me to perform well. | | | | | |
| **C2:Social Rewards** | | | | | |
| 13. I am complimented by ADLG for good performance. | | | | | |
| 14. The organization acknowledges my performance | | | | | |
| 15. I received praise for good performance in ADLG | | | | | |
| 16. I am recognized by ADLG for my performance | | | | | |
| **C3:Tasks Rewards** | | | | | |
| 17. The task I do enables me to like my job | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 18. Improved work condition at ADLG enables me to work well | | | | | |
| 19. ADLG gives me freedom to do my personal work | | | | | |
| 20. ADLG releases me earlier whenever I perform my task in time | | | | | |
| **SECTIONC: Responsibility** | | | | | |
| **C1:involvement** | | | | | |
| 21.1. I am involved in planning and implementation of activities in ADLG | | | | | |
| 22. Being involved in planning and implementation of the activities enables me to perform well. | | | | | |
| 23. ADLG values my involvement in planning and implementation of the activities | | | | | |
| 24. Involvement in planning and implementation of activities makes me feel I am part of ADLG | | | | | |
| **C2:Decision Making** | | | | | |
| 25. I participate in all decision making in ADLG | | | | | |
| 26. ADLG values my contribution in decision making | | | | | |
| 27. I am consulted whenever decision is being made | | | | | |
| 28. I feel happy when I participate in decision making | | | | | |
| **SECTIOND: Personal Growth** **D1Training Opportunities** | | | | | |
| 29. ADLG embraces my training needs | | | | | |
| 30. I have training opportunities in ADLG | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 31.  I am encouraged to attend training in ADLG | | | | | |
| 32.  I am happy with training opportunities in ADLG | | | | | |
| | | | | | |
| **D2:Promotional Opportunities** | | | | | |
| 33. I have a promotional opportunities in ADLG | | | | | |
| 34.  I can be promoted whenever there is a vacancy | | | | | |
| 35.  ADLG values my promotion | | | | | |
| 36.  I am happy with promotional opportunities in ADLG | | | | | |

**Thank you for your response**

**Staff Performance**

1. How does ADLG enable the staffs to attend duty regularly

2. How does ADLG value the attendance of staffs?

3. How are the staffs of ADLG supported to meet their deadline?

4. How does ADLG enable the staff to meet their deadline?

5. How does ADLG make staffs to complete their task on time?

6. How does ADLG enable the staffs to complete their tasks in time?

7. What makes the staffs of ADLG to work beyond the normal working hours?

8. How does ADLG value the working hours of staffs?

**Recognition**

**Symbolic Rewards**

9. How does certificate given by Alebtong District Local Government (ADLG) enable the staff to work hard?

10. How are the staffs of ADLG provided with increase in office size to enable them perform their duty well?

11. How are the staffs of ADLG provided with all the necessary accessories needed for their work?

12. How do plagues given by ADLG enable the staffs to perform well?

**Social Reward**

13. How are the staffs of ADLG complimented for their good performance?

14. How are the staffs of ADLG acknowledged for their performance?

15. How are the staffs of ADLG Local Government praised for their good performance?

16. How are the staffs of ADLG recognized for their performance?

**Tasks Reward**

17. How does the task enable the staffs of ADLG to perform their job?

18. How does improve work condition enables staffs of ADLG Local Government to perform their work?

19. How are staffs of ADLG given freedom to perform their personal work?

20. How are the staffs ADLG released earlier whenever they perform their task in time?

**Responsibility**

**Involvement**

21. How are the staffs of ADLG involved in planning and implementation of activities?

22. How does involvement in planning and implementation of activities enable the staffs of ADLG to perform well?

23. How does ADLG value involvement of staffs in planning and implementation of activities?

24. How does involvement in planning and implementation of activities makes the staffs to feel they are part of ADLG?

**Decision Making**

25. How do staffs of ADLG participate in all decision?

26. How does ADLG value contribution of staff in decision making?

27. How are the staffs of ADLG consulted whenever decision is being made?

28. How do staffs of ADLG feel when they participate in decision making?


**Personal Growth**

**Training Opportunities**

29. How does ADLG embrace the training needs of staffs?

30. What are the training opportunities in ADLG?

31. How are the staffs of ADLG encouraged to attend training?

32. What is the feeling of ADLG staffs towards training opportunities?


**Promotional Opportunities**

33. What promotional opportunities do we have in ADLG?

34. How are the staffs of ADLG promoted whenever there is a vacancy?

35. How does ADLG value the promotion of the staff?

36. How do the staffs of ADLG feel for the promotional opportunities?


**Thank you for your response**

**Appendix III:  Document Review Checklist.**

The researcher will look at the following key documents for the last five years (2010/11, 2011/12, 2012/13, 2013/14, 2014/15, 2015/16) for issues related to motivation and staff performance.

1. Quarterly report for 2010/11, 2011/12, 2012/13, 2013/14, 2014/15, 2015/16.
2. Circular standing instructions.
3. Uganda Public Service Standing Orders 2010.
4. Minutes of council meeting, Technical Planning Committee meeting, Executive committee meeting, sectoral committee meeting, reward and sanction committee meeting, district service commission meeting.
5. Work-Plans for 2010/11, 2011/12, 2012/13, 2013/14, 2014/15, 2015/16.
6. Alebtong District Development Plan.

**Analysis Criteria.**

Check for relevance of the content to motivation and staff performance

**Appendix IV: Focus Group Discussion Guide for Service Beneficiaries Recognition**

**Staff Performance**

1. How does ADLG enable the staffs to attend duty regularly

2. How does ADLG value the attendance of staffs?

3. How are the staffs of ADLG supported to meet their deadline?

4. How does ADLG enable the staff to meet their deadline?

5. How does ADLG make staffs to complete their task on time?

6. How does ADLG enable the staffs to complete their tasks in time?

7. What makes the staffs of ADLG to work beyond the normal working hours?

8. How does ADLG value the working hours of staffs?

**Recognition**

**Symbolic Rewards**

9. How does certificate given by ADLG enable the staff to work hard?

10. How are the staffs of ADLG provided with increase in office size to enable them perform their duty well?

11. How are the staffs of ADLG provided with all the necessary accessories needed for their work?

12. How do plagues given by ADLG enable the staffs to perform well?

**Social Reward**

13. How are the staffs of ADLG complimented for their good performance?

14. How are the staffs of ADLG acknowledged for their performance?

15. How are the staffs of ADLG praised for their good performance?

16. How are the staffs of ADLG recognized for their performance?

**Tasks Reward**

17. How does the task enable the staffs of ADLG to perform their job?

18. How does improve work condition enables staffs of ADLG to perform their work?

19. How are staffs of ADLG given freedom to perform their personal work?

20. How are the staffs of ADLG released earlier whenever they perform their task in time?

**Responsibility**

**Involvement**

21. How are the staffs of ADLG involved in planning and implementation of activities?

22. How does involvement in planning and implementation of activities enable the staffs of ADLG to perform well?

23. How does ADLG value involvement of staffs in planning and implementation of activities?

24. How does involvement in planning and implementation of activities makes the staffs to feel they are part of ADLG?

**Decision Making**

25. How do staffs of ADLG participate in all decision?

26. How does ADLG value contribution of staff in decision making?

27. How are the staffs of ADLG consulted whenever decision is being made?

28. How do staffs of ADLG feel when they participate in decision making?


**Personal Growth**

**Training opportunities**

29. How does ADLG embrace the training needs of staffs?

30. What are the training opportunities in ADLG?

31. How are the staffs of ADLG encouraged to attend training?

32. What is the feeling of ADLG staffs towards training opportunities?

**Promotional Opportunities**

33. What promotional opportunities do we have in ADLG?

34. How are the staffs of ADLG promoted whenever there is a vacancy?

35. How does ADLG value the promotion of the staff?

36. How do the staffs of ADLG feel for the promotional opportunities?


**Thank you for your response**

**Appendix ii: Krejcie& Morgan (1970) Table for Determining Sample Size for Finite Population**

N= Population S= Sample size

| N | S | N | S | N | S | N | S | N | S |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2,800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3,000 | 341 |
| 20 | 19 | 120k9 | 92 | 300 | 169 | 900 | 269 | 3,500 | 346 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4,000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1,000 | 278 | 4,500 | 354 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1,100 | 285 | 5,000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1,200 | 291 | 6,000 | 361 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 45 | 40 | 170 | 118 | 400 | 196 | 1,300 | 297 | 7,000 | 364 |
| 50 | 44 | 180 | 123 | 400 | 201 | 1,400 | 302 | 8,000 | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1,500 | 306 | 9,000 | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1,600 | 310 | 10,000 | 370 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1,700 | 313 | 15,000 | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1,800 | 317 | 20,000 | 377 |
| 75 | 63 | 230 | 144 | 550 | 226 | 1,900 | 320 | 30,000 | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2,000 | 322 | 40,000 | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2,100 | 327 | 50,000 | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2,200 | 331 | 75,000 | 382 |

| 95 | 76 | 270 | 159 | 750 | 254 | 2,300 | 335 | 100,000 | 384 |
|---|---|---|---|---|---|---|---|---|---|
|    |    |     |     |     |     |       |     |         |     |

**Source:** Amin, 2005

**Appendix VI: Introductory Letter from Uganda Management Institute**

**Appendix VII: Documentary Review Checklist**

| S/No | Documents | Source |
|---|---|---|
| 1 | Submission Reports of the District Service Commission (DSC) on General Activities in Alebtong DLG, Quarterly. | Secretary, DSC, Alebtong District |
| 2 | Extracts from Minutes of the DSC Meetings | Secretary, DSC, Alebtong District |
| 3 | Minutes of the DSC on Appointments and Regularization of Appointments | Secretary, DSC, Alebtong District |
| 4 | Minutes of Alebtong DLG Council Meetings | Clerk to Council |