

**NON-MONETARY REWARDS AND EMPLOYEE PERFORMANCE IN PARASTATAL
ORGANIZATIONS IN UGANDA: A CASE OF CIVIL AVIATION AUTHORITY**

BY

MOONLIGHT BEATRICE ISABEL

REG. NO.17MBA0280

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DECLARATION

I hereby declare that this submission is my own work towards the award of a Master’s Degree of Business Administration and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Signature **Date.....**

MOONLIGHT BEATRICE ISABEL
REG. NO.17MBA0280

APPROVAL

This dissertation was submitted for Examination with the approval of my Supervisors.

Signature.....

Date.....

DR.NYENDE JEREMIAH

Signature.....

Date.....

MS. NALUZZI KIBIRIGE ROLLINE

DEDICATION

This work is dedicated to my Children Jordynn. M .Mirembe and Jayleen .M. Kisaakye who endured with my absence at such tender age.

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I thank God for giving me the life, the strength and the wisdom I needed to accomplish this report. I am grateful to all those who have kindly supported me materially, financially, morally and spiritually throughout my study.

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LIST OF ACRONYMS

CAA:	Civil Aviation Authority
CI:	Compassion International
ICAO:	International Civil Aviation Organization
SARPS:	Standards and Recommended Practices
HR:	Human Resource
SKA:	Skills Knowledge and Abilities
SPSS:	Statistical Package for Social Scientists

ABSTRACT

This study examined Non – Monetary Rewards and Employee performance in parastatal organizations in Uganda using Civil Aviation Authority (CAA) as a case study. The study was guided by these specific objectives: to establish the relationship between fringe benefits and employee performance in CAA; to examine the relationship between career development programs and employee performance in CAA; to ascertain the relationship between employee recognition and employee performance in CAA

The study employed both qualitative and quantitative research approaches to enable a triangulation of data on the variables under study. The study was based on a case study design. A sample of 285 respondents was selected using simple random and purposive sampling. Questionnaires and interviews were the key data collection instruments used by the researcher. Quantitative data was summarized, sorted, edited and analyzed using Pearson’s correlation and regression analysis with the help of statistical packages for social scientists (SPSS) version 16.0 and Microsoft office excel. The findings were presented in a report format. During the course of presenting the qualitative data, narratives were included from interviews to emphasize basic opinions.

The study found out that there is a weak positive relationship between Fringe Benefits and Employee Performance at Pearson correlation coefficient ($r = 0.135$); a moderate positive relationship between Career Development and employee Performance ($r = 0.390$) and a weak positive relationship between Employee Recognition and Employee Performance at Pearson correlation coefficient ($r = 0.262$).

The study concluded that fringe benefits, career development, and employee recognition significantly improve employee performance at CAA. The researcher recommended that provision of fringe benefits should be emphasized as this will help improve the performance of employees; career development should be emphasized since a positive change in career development leads to a positive change in employee performance; employee recognition should be given positive attention since an improvement in employee recognition directly leads to an improvement in employee performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents background information on Non – Monetary Rewards and employee performance. The background is presented in four perspectives; historical perspective, which covers the evolution of rewards in organizations and how these have improved on employee performance overtime; the theoretical perspective provides underpinning information relating rewards and employee performance; conceptual perspective shades more light on the study variables and how they are operationalized in this study; and contextual perspective which gives a descriptive overview about non - monetary rewards at CAA and the possible hypothetical effects on employee performance. The chapter further presented the problem statement, study objectives, hypotheses, research questions, and scope of the study, significance of the study, operational definition of words and the conceptual framework.

1.1 Background to the Study

The background to the study is presented in four perspectives; historical, theoretical, conceptual and contextual perspective hereunder;

1.1.1 Historical Background

Rewarding workers to higher levels of performance traces its origin to European conquest, of Americas between 1452 and 1502. During this period, the European nations rewarded their troops and officers, the Conquistadores by allotting them Indian territories. (New World Encyclopedia, n.d.). This led to the success of many expeditions as the troops and officers were motivated to work harder and be rewarded with the towns and wealth therein. The concept of rewards was later popularized during the era of Fordism. Ford introduced the concept of

Assembly line in which he hoped to achieve both quality and a low price of cars at a large scale. Ford arranged his new factory at Highland Park so that men with highly specialized assignments could build an automobile much faster than before. The assembly line moved the work to the men and further enabled the company to control the speed of the entire operation (Rees, 2016).

The notion of rewarding employees for "a job well done" was modified in the 19th century when piece-work systems were first implemented (Schiller, 1996). Piece-work systems simply involve plans which directly associate the employee's level of pay to their output levels. From these piece-work systems evolved the traditional merit program. The traditional merit program is based on performance appraisals which employers evaluate to determine whether the employee is deserving of an increase in pay. Piece – work system was associated with pay increases as such employers were losing money (MacLean, 1990). Because both public and private employers began to lose faith in the traditional merit programs, they realized they "needed to develop new guidelines for assessing how well services were being delivered to citizens" (Brosz & Morgan, 1977: 7) thus justifying the emergence of performance-based rewards.

Today, many organizations and companies are implementing incentive programs which recognize employee's efforts and reward them accordingly in a multitude of ways, such as transport, trainings and bonuses. Rewarding is not only applied to individual employees within the organization but also to teams that perform excellently (Njanja et al., 2013). Incentives given for good behavior usually improve the relationship between the employees and management because employees feel that they are being appreciated for their efforts and good work. This leads to increased employee morale, better customer care as well as increased productivity. Long-term rewards are awarded to employees who have been performing well. Such an

employee will become loyal to his or her organization and it reduces employee turnover (Yokoyama, 2007).

1.1.2 Theoretical Background

The study was guided by Vroom's Expectancy Theory (Vroom, 1964, cited in Hoy & Miskel, 1991), which states that a person's ability to perform a particular action, is determined by the interaction of the person's expectancy that his action will be followed by a particular outcome, and the valence of that (first-level) outcome. This valence, in turn, is a function of "the valences of all other (second-level) outcomes and the (first level outcomes) instrumentality for the attainment of these other outcomes" (Vroom, 1964:17). First level outcomes are the direct result of behavior (e.g. performing at a certain level, entering a certain work role), and they achieve their valence through their instrumentality or the securing of second-level outcomes (e.g. pay, promotion, recognition), which may have a valence in themselves or which may have valence because they lead to other outcomes. It is on the basis of this theory, that the study proposed that the expectancy of CAA staff greatly influences their performance.

The second theory studied is the Herzberg's two-factor theory (Herzberg, 1998).

The theory postulates that the satisfaction received in a job as well as the dissatisfaction are usually pre-determined by two factors which are Hygiene factors and Motivational factors (Stello, 2011). Herzberg further described hygiene factors as satisfiers which include salary, conditions of work, supervision, interpersonal relationship, the policies, culture and climate of organizations as well as job security (Enyia, 2015). Furthermore, he categorized motivational factors to be recognition, achievement as well as opportunity for growth and progress. The theory was used because it clearly depicts the variables of the study. According to this theory the

main factors that motivate are in the intrinsic values as well as the satisfaction that is derived from the job itself and not in the job environment.

1.1.3 Conceptual Background

Non-monetary reward was the independent variable in this study. Non-monetary rewards are rewards other than money, for instance recognition, training and development for employee's learning needs, and flexibility of working hours (Waqas, 2014). Non-monetary incentives provide a strong sense of security and stability of employment for the workers or employees (Waqas, 2014). In the context of this study, non-monetary rewards are operationalized as fringe benefits, career development programs and employee recognition.

In this study, the dependent variable was employee performance. Meneze (2005) defines employee performance as the employee's ability to produce work or goods and services according to the expected standards set by the employers, or beyond the expected standards. Rohan and Madhumita (2012) defined employee performance as a measure of the quantity and quality of work done considering the cost of the resource it took to do the work. The dimensions of employee performance in this study include time management, task performance and behavior demonstration.

1.1.4 Contextual Background

The study was carried out at CAA, Entebbe. CAA is a corporate body responsible for the regulation of Civil Aviation in Uganda (Kakinda, 2016; Opolot, 2011). It manages Entebbe International Airport and 13 other aerodromes upcountry. Civil Aviation Authority was established in 1991 through the CAA Ordinance number 2 of 1991 which was later replaced by the CAA Statute Number 3 of 1994, Cap 354. CAA Headquarters are found in Entebbe Municipality. Entebbe is a major town in Central Uganda and sits on the northern shores of Lake

Victoria, Africa's largest lake. The municipality is located on a peninsula into Lake Victoria, covering a total area of 56.2 square kilometres (21.7 sq mi), out of which 20 km² (7.7 sq mi) is water (Google, 2018). It was once the seat of the government for the Protectorate of Uganda prior to independence, in 1962. Entebbe is the location of Entebbe International Airport. The town is situated in Wakiso District, approximately 37 kilometres (23 mi) southwest of Kampala, Uganda's capital and largest city (Globefeed, 2018).

CAA is one of the reputable institutions in Uganda employing hundreds of staff with credible qualifications because of the sensitivity of the work activities it is mandated by the Laws of Uganda to execute (Kanamwangi, 2009). According to CAA Human Resources Records (2018), the institution employs about 1,130 staff (CAA HR Records, 2018). CAA carries out its work in conformity with International Civil Aviation Organization (ICAO) Standards and Recommended Practices (SARPS). Like any other reputable institutions in Uganda, staff duties and responsibilities at CAA are enshrined in their HR Manual.

According to CAA Annual Report (2016), all sorts of work activities assigned to any staff of institution is supposed to attract a reward that may either be monetary and or non-monetary are at times, both (CAA Report, 2005), with the aim of motivating employees to perform better at job. However, it has been observed that some staff at CAA merely report for work daily as expected but linger around and never fulfill all the assigned duties, work for fewer hours, dodge some assignments and arrive late for work. This led to suspensions, withholding of their pay, issuance of warning letters, and at worst, termination (Kalinda, 2012; Nakelet, 2014).

1.2 Problem Statement

The Human Resources Manual of CAA defines fringe benefits and career development opportunities that staffs are entitled to, and it further puts thrust on employee recognition

programs in order to boost their performance at work. However, CAA consecutive Annual Reports (2014, 2015 & 2017) indicated that staffs often abscond from duty, fail to meet set targets, arrive late for work and fail to produce the desired results. The annual performance appraisal reports of CAA for three consecutive years of 2011, 2012 and 2013, indicated staff negligence, absenteeism and poor time management as the salient vices affecting the performance of CAA. In 2014, a total of 22 staffs were non – compliant to work requirements and 6 of them were interdicted for absenteeism. In 2015, appraisal reports for 13 staff members indicated sub optimal levels of job performance characterized by late coming, absenteeism and failure to meet the daily targets set by management, and in 2017, 6 staff members were suspended for unethical conduct while more 9 were being investigation for fraudulent conduct (CAA Human Resource Report, 2017). It is therefore upon this background that the researcher conducted this study in order to establish whether there is a significant relationship between non-monetary benefits such as fringe benefits, career development opportunities and employee recognition incentives in CAA and employee performance.

1.3 General Objective

To investigate the relationship between non-monetary rewards and employee performance among employees at Civil Aviation Authority (CAA)

1.4 Specific Objectives

- (i) To establish the relationship between fringe benefits and employee performance at CAA
- (ii) To examine the relationship between career development programs and employee performance at CAA.

- (iii) To ascertain the relationship between employee recognition and employee performance at CAA.

1.5 Research Questions

- (i) What is the relationship between fringe benefits and employee performance at CAA?
- (ii) What is the relationship between Career development programs and employee performance at CAA?
- (iii) What is the relationship between employee recognition and employee performance at CAA?

1.6 Research Hypothesis

The study tested the following research hypotheses

- (i) H_0 : There is no significant relationship between non-monetary rewards and employee performance among employees at CAA.
- (ii) H_1 : There is a significant relationship between non-monetary rewards and employees performance among employees at CAA.

1.7 Scope of the Study

1.7.1 Geographical scope

This study was conducted in the precincts of Civil Aviation Authority (CAA) located at the Entebbe International Airport Uganda, Wakiso district, about 40 kilometers from the Kampala, the capital city of Uganda.

1.7.2 Content scope

The independent variable in this study was non-monetary rewards while employee performance was the dependent variable. Non-monetary rewards were investigated under three constructs.

These are: fringe benefits, career development programs and staff recognition. Employee performance on the other hand was conceptualized to mean Task performance, Time management and behavior demonstration.

1.7.3 Time scope

The study considered the period between 2013 and 2018. It is during this period that annual reports continuously reported about the challenges of managing job performance of staff at CAA. However, the study was conducted for a period of six months starting from April to October 2019.

1.8 Significance of the Study

1.7.1 Management of CAA

The findings of the study shall provide baseline information about the loopholes in the granting of non-monetary rewards and managing them thus give them a basis on which to hinge and refine the avenues for streamlining the same.

1.8.3 Researchers

The research is anticipated to add on to the growing body of knowledge on the roles of employee benefits in organizations. To forthcoming scholars, the findings provide a source of secondary data and literature for their studies.

1.8.3 Government

The study shall also help the Government and other employers with information which will help them come up with policies and legislations on the administration of employee benefits.

1.8.4 Operational definition of term

Non-monetary rewards: These are incentives other than money that an organization gives to its employees in addition to wages or salaries.

Employee Performance: This refers to how well an individual executes the organizational tasks given.

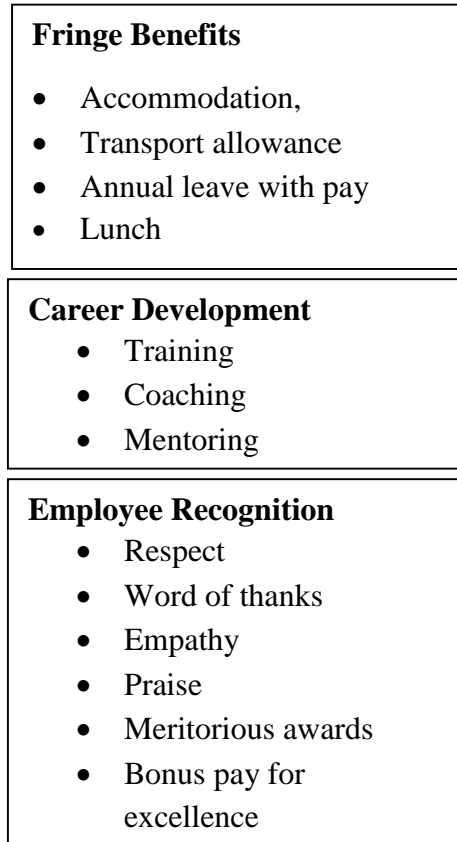
Fringe benefits: These are non-financial aspects given to employees by the organization as a way of compensating their work effort.

Career development: these are series of activities aimed at equipping employees with additional knowledge and skills for better execution of duties and improving on their professionalism.

1.9 Conceptual Framework

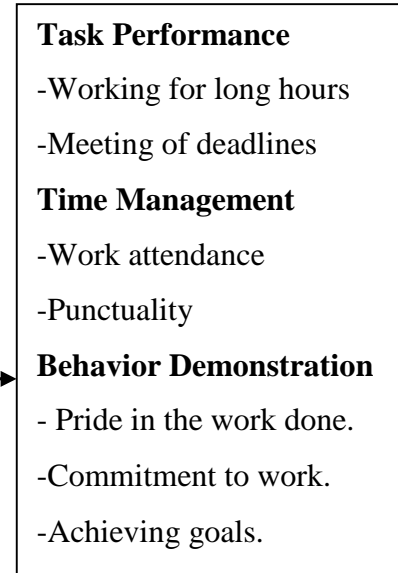
INDEPENDENT VARIABLES

(Non-Monetary Rewards)

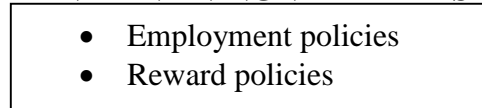


DEPENDENT VARIABLE

(Employee Performance)



INTERVENING VARIABLES



Source: Adopted with modification from Hoy and Miskel, (1991)

Figure 1.1: A conceptual frame work relating non-monetary rewards to employee performance in CAA

With figure 1.1 above, non-monetary rewards was defined as fringe benefits, career development programs and employee recognition while employee performance was defined as task performance, time management and behavior demonstration. However, the extraneous variable

such as employment policies and reward policies exists and affects the interaction of independent and dependent variables.

1.10 Chapter Summery

This Chapter one is an introductory chapter that presents a brief description of the study background, problem statement, study aim, specific objectives, research questions, significance and conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Whereas the previous chapter looked at introduction to the study, this chapter covers literature survey, theoretical review, and literature review and identified literature gaps.

2.1 Literature Survey

Attempts have been made by scholars from different contexts to establish the relationship between the rewards systems and management in organizations and the effect of their administration on employee performance. Outside Uganda, Ali and Alhmed (2009) carried out a research on the impact of reward and recognition programs on employee motivation and satisfaction. The major findings indicated a positive relationship between rewards and work satisfaction as well as motivation. Analysis showed support for a positive relationship between reward and employee satisfaction.

Duberg and Mollen (2010) undertook a study on reward systems within the health and geriatric care sector. Findings showed that salary is an important aspect in the reward system; however other incentives like bonuses and shares were seen to generate an enjoyable work place and happy workers than motivate employees to be more efficient. Results showed that conditions for working with reward systems in the public sector are limited due to the lack of resources and complex large organization structures with old traditions

Axelsson and Bokedal (2009) did a study on rewards – motivating different generations at Volvo Car Corporation. Major findings showed that challenging work and non-monetary rewards motivate managers, bonuses and shares are not very motivating. Titles are not motivational at all. However, opportunities for growth are motivating for both generations. It was concluded that

there exist generational differences. However, both generations considered salary as important and non-monetary rewards to be of great importance, hence encouraging the researcher to conduct a study on non-monetary rewards and their relationship towards employee performance in CAA.

In Uganda, Turinawe (2011) studied reward systems, job satisfaction, organizational commitment and employee performance in public higher institutions of learning in Uganda. Natukunda, (2016) researched on employee performance management and control in Africa: The case of a development organization in Uganda while Ijosiga and Odubuker (2016) studied recognition and staff performance in Yumbe District Local Government, Uganda. In each of the above studies, findings indicated that rewards are crucial for motivating employees to work to the anticipated and required levels by management.

Napitupulu et al. (2017) examined the influence of career development on employee performance in public sector, mediated by perceived organizational support, work motivation, and affective commitment. Findings reveal that career development has positive direct influence on perceived organizational support, motivation, and affective commitment. However, career development has not been proved to have direct influence on the performance of employees at CAA, thus leaving a gap to be researched about.

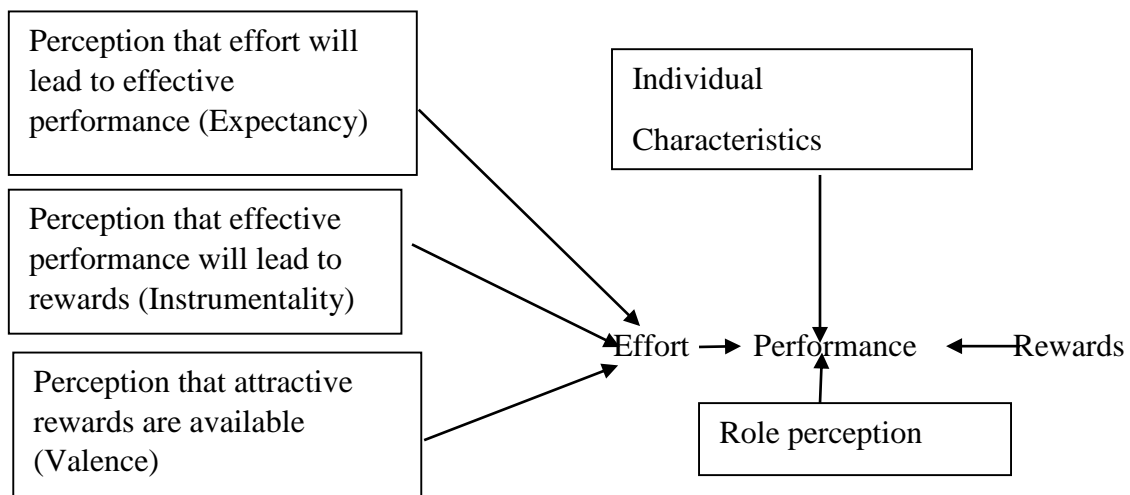
Bai and Liu (2018) conducted a study about relationship between career growth and work engagement, the intermediary role of organizational identification and the moderating effect of person- organization value fit. The study findings revealed that: 1) Employee career growth has a significant positive impact on organizational identification and work engagement; 2) Organizational identification plays a partial mediating role between career growth and work

engagement; 3) Person-organization value fit positively regulates the relationship between career growth and organizational identification.

2.2 Theoretical Framework review

The study was informed by the Vroom’s Expectancy theory (Vroom, 1964 cited in Hoy & Miskel, 1991) and the Two Factor Theory by Herzberg 1987.

2.2.1 Vroom’s Expectancy Theory



Source: Cole (1996) Management Theory and practice Page

Figure 2.1: Vroom’s Expectancy Theory.

According to the theory, the ability of a person to perform an action is determined by interaction of the person’s expectancy that his act will be followed by a particular outcome, and the valence of that outcome (Vroom, 1964). From the above figure, Instrumentality is about the workers’ awareness that performing the work effectively will be awarded. Valence is belief that rewards for effective performance is available (Vroom, 1964).

The researcher chose this theory basing on its strengths which explains that, employee expectations are boosted by rewards and incentives, with proper goals set, this may trigger a motivational process that improves performance.

Secondly, when management has a solid grasp of Expectancy theory principles, they can employ the concepts to assemble more effective work teams to accomplish their business goals. They will better understand exactly what they need to offer to motivate their employees, look for any gaps in skills that needs training and commit to delivering a reward.

The theory can be applied to the current study in the way that employees at CAA would be expected to perform adequately since the organization offers those non-monetary benefits for them. This is not however the case with the employees at CAA who have been reported to perform below the expected standards and hence calls for a study to be conducted to in order to fill the gap.

2.2.2 Herzberg's two-factor theory

Two-factor Theory or Motivator-Hygiene Theory (Herzberg, 1987) explains the motivations of workers. The basic hypotheses of this theory are that there are two types of motivators, one type which results in satisfaction with the job, and the other which merely prevents dissatisfaction. The two types are quite separate and distinct from one another. Factors that result in job satisfaction are termed motivators and those that simply prevent dissatisfaction are termed hygiene-dissatisfiers.

Accordingly, the factors that lead to job satisfaction (the motivators-sometimes called motivational factors) are; advancement and promotions, recognition, interesting work, responsibility and a sense of achievement, and these for the current study directly falls under non-financial rewards. On the hand, the factors which may prevent dissatisfaction (the hygiene-sometimes called maintenance factors) are; pay levels, fringe benefits, job security, working conditions, company policy and administration, supervision, interpersonal relations, money and status. For example, Grobler et al. (2011) maintain that motivators are intrinsic in nature and

reflect the content of the job, something which each employee controls and administers personally. Herzberg argued that for an individual to be fully motivated, his/her job has to be enriched with opportunities for achievement and advancement.

Herzberg's two-factor theory was used for this study because it clearly depicts the variables of the study. The theory attempts to unveil those factors that can motivate employees through the identification and satisfaction of their personal needs and desires as well as aims that are pursued to satisfy those desires (Ball, 2003).

2.3 Empirical Literature Survey

The literature was reviewed under the subtitles corresponding to the objectives of the study showing the relationships between the variables of the study depicted in the conceptual frame work.

2.3.1 Fringe Benefits and Employee Performance

According to Kamau (2013), fringe benefits are forms of indirect compensation given to an employee or group of employees as a part of organizational membership. Bratton and Gold (2009) define them as that part of the total reward package provided to employees in addition to base or performance pay. Fringe benefits come in a variety of forms, ranging from paid holidays and time off work to the provision of occupational pensions, occupational sick pay, health insurance, free flu jabs, support for childcare, gym membership, free canteens or meals, company cars and travel allowances and bus or rail season tickets (Kyosabira, 2018). Employee benefits also include discretionary 'gifts', in the form of retail or entertainment vouchers and free staff parties or attendance at sporting events, the definition of 'benefits' also extending to staff recognition schemes (such as 'employee of the month' awards, which may include a prize) and 'dress-down days'.

Fringe benefits focus on maintaining (or improving) the quality of life for employees and providing a level of protection and financial security for workers and for their family members. Like base pay plans, the major objective for most organizational fringe compensation programs is to attract, retain and motivate qualified, competent employees (Bernardin, 2007). Kamau (2013) continues to state that an employer that provides a more attractive benefits package often enjoys an advantage over other employers in hiring and retaining qualified employees when the competing firms offered similar base pay. In fact, such benefits may create “golden handcuffs,” making employees more reticent to move to other employers.

Worlds at Work (2008) indicated that benefits include packages an employer practices to supplement the cash compensation that employees receive. It comprises of health, income protection, savings and retirement programs which improve security for employees and their families. A specific set of organizational practices, policies and programs, plus a philosophy that actively supports efforts to help employees achieve success at both work and home. Fringe benefits include any variety of programs that provide paid time off, employee services as well as protection programs.

According to Bratton and Gold (2007), fringe benefits refer to the part of the rewards package provided to an employee in addition to the guaranteed basic remuneration. An employee remuneration package includes guaranteed employment benefits such as retirement benefits, medical aid benefits, life and disability insurance, housing benefits, car allowance or cell phone allowance (Mangi et al., 2011). Martocchio (2013) elaborated that fringe benefits can also include prerequisite perks such as relocation payments, flexible start dates, sign-on bonuses, use of company-owned property, health club membership, tuition reimbursement, financial planning and clothing allowances. Mbundu (2011) reported a significant positive estimate for variables as

paid vacation and sick pay but no significance for any of the remaining benefits: Child care, pension, profit sharing, employer provided training/education and health insurance. The categories of fringe benefits mentioned above improve on every employee's quality of life, teachers inclusive.

Fringe benefits are becoming essential portion of the compensation packages that are offered by organizations to their employees. Fringe benefits represent a commitment by the employer to the health and welfare of employees and their families (Peterson, 2013). The types of benefits offered at an organization, are usually chosen based on cost, industry trends, and the culture of the organization. Yavuz (2004) carried out a study on the employees of the Ministry of Culture and Tourism General Directorate of Investment and Establishments and concluded that most employees think that non-monetary incentives are inadequate. It is argued that incentives of this sort are not less important than monetary incentives for employees. Fringe benefits are regarded as one of the factors influential on workers quality of life (Duyan et al., 2013). They lead to low labor turnover rate and high labor supply (Olsen, 2006). Collective provision of fringe benefits enables employees to enjoy the economy of scale. For example, collective purchase of health insurance is more economical. Paying attention to employees and telling them that they perform well are more influential than payments in high quantity. Offering fringe benefits is considered a way of improving the peace of employees and their families and their confidence for the future (Galanaki, 2013).

Allen and Helms (2002) argue that rewarding is a way of recognizing individuals and members of a team for their commendable performance and acknowledge their contributions to the organization's mission. The organization can achieve this if the reward systems are closely aligned to the organization's strategies. Nelson (2004) argues that most employees appreciate

being recognized by their managers in form of receiving fringe benefits when they do good work. This should be sincere praise and given in timely manner. This will encourage the behavior of employees to reach strategic goals. Torrington (2008) agrees with Nelson that teams and individuals need to be recognized and rewarded for their efforts. This will build a sense of identity and confidence with improved performance.

Aswathappa (2003) states that employees' fringe benefits are received as an addition to direct pay although they are not directly related to performance; but as a condition of employment they can still attract and retain competent employees and improve on performance since they represent an increase in earning if they are not passed through the payroll for taxing.

According to Babagana and Dungus (2015) staff remuneration (fringe benefits and staff nature of working conditions) are strong contributors of employee performance in an organization. Fringe benefits offered either to reimburse an officer for the expenses incurred directly or indirectly in the execution of his duties, or to compensate him for services rendered over and above the normal job requirements makes employees give their best in performing a job which ultimately leads to good employee performance within an organization since it is presumed that their personal non-work needs are taken care of (Andrews, 2009).

2.3.2 Career Development Programs and Employee Performance

The 21st century employment relationship has redefined development and career opportunity. Development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees and the organization alike (BappaSalisu, 2016). Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having more skilled employees who are more productive. The availability of employees in terms of skill

development opportunities and career movement is the ‘key attractors’ to organizations. If an organization does not recognize the individual’s need and desire to grow, then ‘development’ becomes a primary reason for resignation. As shown by BappaSalisu (2016), by recognizing and responding to the needs of employees they will get the best out of them. It was suggested that an organization that wants to strengthen its bond with its employees must invest in the development of these employees. By offering career development opportunities, employers can help employees to enhance their employability in both internal and external labor market in addition to helping develop their own personal competitive advantage.

Learning is no longer solely associated with education and is no longer viewed as a pre-career affair. There has been a shift from job security and lifelong employment to lifelong learning, employability, and talent management (Nilsson & Ellström, 2012). Moreover, Riccio (2010) outlines his professional experience which illustrates his passion for employee career development and for institutions to incorporate a holistic talent management initiative for individuals at all level of the organization. This is to ensure the bright opportunities for employees to further grow in future times. Further, the main purposes of employers nowadays in implementing employee career development programs are not only to support the employees in developing career but also use the initiatives to engage and retain their potential employees (Bon & Mustafa, 2011).

Career development is critical for employee performance (Kyosabira, 2018). This relationship resonates with the observations of Nadarajah et al. (2012) that employees need career management skills to navigate the labor market. Employers who have more skillful employees can expect them to navigate their internal labor markets more effectively and for these employees to be more aware of the need to keep their skills relevant (Nadarajah et al., 2012).

Accordingly, Kyosabira (2018) enlists that employees may need encouragement and support in reviewing and re-assessing their goals and activities to be successful in their job performance. For this approach, employees need an opportunity to grow. Therefore, top management support can contribute significantly to employee's career development by supporting career development activities within their organization. Top management support is important for career development not only for individuals but also for the organizations that employ them. Career development is a major tool for attracting, motivating and retaining good quality employees. As well, increases employee motivation and productivity.

On-the-job training opportunities and better training and development practices improve employee commitment (Deery, 2008). These constitute one of the conduits through which career development is realized. HR practices motivate and empower workers which lead to employee's devotion to the business. But HR practices for recruiting and training do not necessarily increase employee's loyalty to the organization. Such HR practices which try to bring skills in house or develop current employees increase turnover (Gardner & Moynihan, 2011). To keep attrition low, managers must provide sufficient training to employees to attain the necessary KSA to perform better, so that older employees in the organization are at the same expertise level as compared to their younger counterparts (Ian & Winterton, 2007).

Training is one avenue of career development, Training and development are defined as the heart of a continuous effort designed to improve employee competency and organizational performance in such a way that employees who are well trained can share their updated knowledge and skills while using their creativity to understand and improve the service in the organization (Nadarajah et al., 2012). The benefits of training and development include improved morale, employee satisfaction, lower turnover, higher retention, improved hiring and

better bottom line. All these benefits can satisfy employees, increase commitment and motivation, thus improve the overall competence and performance of an employee (Nadarajah et al., 2012).

Training improves service accuracy and thereby impacts service performance and employee engagement (Anitha, 2014). When the employees undergo training and learning development programs, their confidence builds up in the training area that motivates them to be more engaged in their job. The career path ladder through training and development needs to be given importance by management which will lead to timely opportunities for growth and development. This improves automatically the level of engagement. Learning is no longer solely associated with education and is no longer viewed as a pre-career affair. There has been a shift from job security and lifelong employment to lifelong learning, employability, and talent management (Nilsson & Ellström, 2012).

Career development is formal approach used by the organization to ensure that people with the proper qualifications and experiences are available when needed. In other words, career development is the ongoing acquisition or process of skills and knowledge, including job mastery and professional development, coupled with career planning activities (Nadarajah et al., 2012). Career development is a major tool for attracting, motivating and retaining good quality employees and by providing career opportunities, management has laid antecedents for achievements of the set goals hence leading to improved organizational performance. Much as the scholars underscore the credibility of training as a key avenue through career development is realized, the relationship between training staff and their consequent performance is not explained. This leaves a gap that will be bridged by the proposed study, which right from the

onset, hypothetically espouses that the provision of training opportunities gives birth to a cadre of competent staff in CAA that are capable of working more effectively and diligently.

2.3.3 Employee Recognition and performance

Studies have shown that if employee recognition is conducted properly, it can increase profitability and customer service levels, and heighten employee engagement and satisfaction (Tessema et al., 2013). Further, it leads to improved communication (employees are more likely to offer solutions and new ideas), better cooperation (employees are more likely to offer to help and go the “extra mile”), and decreased absenteeism and turnover (employees will demonstrate higher job satisfaction and loyalty). Additionally, employee recognition has a multiplier effect on quality and productivity especially when there is increased their daily frequency of contingent positive reinforcement (Tessema et al., 2013).

Employees benefits from positive reinforcement and recognition from peers and/or management. Recognition can motivate, helping to build feelings of confidence and satisfaction and inspire loyalty and commitment, as well as encouraging employees to extend their efforts (Ndungu, 2017). As well, Shonubi et al. (2016) state that one of the most effective morale boosters is praise for a job well done. In principle, regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. Ndungu (2017) and Tessema et al. (2013) unanimously conclude that for many individuals, feelings of self-worth are directly associated with their work.

Social recognition and a sense of accomplishment are dreams that every employee wants to achieve. Recognition is the acknowledgement, appreciation, or approval of the positive accomplishments or behaviors of an individual or team (Caligiuri et al., 2010) Nelson, 2005; University of Iowa, 2009). According to Gostick and Elton (2007), recognition refers to praise or

a personal note acknowledging achievements including small gestures that are important to employees. Batamba (2010) defines recognition as an appreciation or showing staff that they are valued for what they are and what they do. Recognition is constructive, genuine feedback based on acknowledging people as sincere, worth of respect, having needs, and equipped with their own personal expertise (Brun & Dugas, 2002). In this study, recognition is expressed in human relationships practiced on a daily, regular or ad hoc basis, spontaneous daily contact and proper communication between groups.

Njuba (2010) observed that recognition can take various forms: spoken, written, material, or symbolic teacher recognition can promote identity development by putting individuals in a positive light and acting as a catalyst for personal growth. Teacher recognition also helps make work meaningful, giving it a renewed sense of dignity and the ability to be a source of pleasure and satisfaction. More than the completion of tasks for financial reward, work becomes a source of meaning. Recognition helps reinforce staffs' sense of personal skill and self-esteem. A daily expression and gratitude and an appreciation of know how leads employees to see themselves in a positive light and understanding their value within the organization.

Recognition for performance is an important factor to enhance employee morale (Smith & London, 2009). Research showed that enhanced performance recognition motivates teachers to advance their careers (Patton & Parker, 2015). Non-recognition for performance, however, reduces the quality teaching of school children (Hanhela, 2014). Teachers, therefore, should receive regular feedback on their own performance as well as recognition for a job well done (Williams et al., 2012). However, much as the scholarly views above present the rationale of recognition in spurring teachers to higher levels of task performance, there is no effort made in

relating teacher recognition to retention, hence leaving an academic gap that was filled by the proposed study.

According to Applebaum and Kamal (2000), recognition is a source of motivation and satisfaction. When employees believe that they have a well – defined place within the organization and their contribution is fully appreciated, they are more apt to dedicate themselves to their work and feel motivated to do their best. Motivation drives action, in some sense, and determines work behavior. Recognition also fosters a feeling of competency and gives an employee a certain sense of satisfaction. By contributing to employees’ satisfaction and motivation, recognition has a positive impact on company productivity and performance. Much as Applebaum and Kamal provide a vivid illustration of how recognition of employees spurs them to higher levels of task performance, their findings have a subject gap. Their study findings are based on school settings and teacher performance in particular. The proposed study which is based on a non-school or educational setting will fill the gap.

To empower an organization, the people in the organization need to be empowered too. To empower individuals, leaders ought to demonstrate appreciation in ways in which it will maximize the impact for every individual in the organization (Chapman & Paul, 2011). For recognition and appreciation to be effective, they need to be personal and delivered in person (McClelland, 1989; Frodi et al., 1985). Thus, an employee with an honest performance can predict that their vital contributions are going to be completed and be valued by the organization’s management (Bowen, 2000). Consecutively, recognition and appreciation include a strong-willed and positive influence on worker performance. However, these findings lack specificity. A study on CAA is important in order to provide specific analogies to bridge the above gaps that equally, are from foreign contexts, not Uganda.

Aacha (2010) states that non-financial rewards assumes greater significance in the present tight economic scenario characterized by limited budgets for performance bonuses and incentives, since they meet the employees' internal needs such as recognition, self-esteem and fulfillment, thereby influencing employee motivation. Wayne (2006) argues that performance is where goals are set, measured and assessed which in turn helps the employees to know what is expected of them. He further argues that there should be a conducive work environment, capital resources and material resources, skilled and competent human resource. He stresses the idea that employees can be motivated if they are allowed to participate in setting measuring and assessing goals.

Odden (2000) argues that employees who are not motivated by financial rewards, can be encouraged with non-financial rewards. These include recognition, learning new skills and personal growth. He further states that, through such forms of rewards, employees will be compelled to perform better on their jobs. According to Allis (2008), not all employee motivation and productivity problems are solved by pay raises and promotions. It isn't necessary to make pay adjustments beyond a fair industry-wide (market place) level.

The tailoring of benefits to satisfy specific needs is part of the quality of work life technique. It is a way to maximize the amount of labor costs going to the employee and to maximize your return on these costs without increasing across-the-board expenses. By making a special effort to satisfy individual employee needs, you reinforce the motivational value of the flexible benefit. A growing number of organizations offer awards to employees for extended service, work-related achievements and suggestions for improving organizational effectiveness. Awards are often in the form of gifts and travel rather than cash. Suggestion systems offer incentives to employees

who submit ideas that result in greater efficiency or profitability for the company (Bernardin, 2007).

2.4 Non –Monetary Rewards and Employee performance

Non-Monetary rewards are a form of incentives that take other forms other than salary benefits to an individual employee. Non-monetary rewards are regarded as cost effective ways to compensate employees, thereby, attracting, motivating and retaining employees. They remain part of the wellness of job environment regardless of the economic situation (Abdullah & Wan, 2013). Non-monetary rewards play a significant role in the perception of the employees regarding the reward climate in the workplace (Khan et al., 2013). When organizations pay attention to non-monetary tools such as opportunity of increasing holiday and family benefits, an employee may perceive the organization as a supporting and caring organization. Aktar et al. (2012) contend that non-monetary incentives which are represented by recognition, learning opportunities, challenging work and career advancement, have been found to be an effective tool in motivating workers and consequently increase their performance. This incentive is highly appreciated probably due the opportunity it offers in terms of skill development of the workers which in the long run could be translated to higher monetary reward.

Rewards can be used to improve performance by setting targets in relation to the work given e.g. surpassing some sales targets. When the employee surpasses their target, he or she can be given an additional reward to salary; this will make them strive to achieve more (Maund, 2001). Research has proven that when human being are appreciated and praised they tend to improve their performance. This is another way an organization can apply as a reward so as to improve performance. Praise could be shown in the organization newsletter or in meetings. When

managers take time to meet and recognize employees who have performed well, it plays a big role in enhancing employees' performance (Torrington & Hall, 2006).

Organizations should reward employees more often. This greatly improves performance compared to having the rewards maybe only once a year. This is because frequent rewards are easily linked to the performance (Thomson & Rampton, 2003). Another way through which organizations can use reward systems to increase output is by personalizing the reward. When rewards tend to be so general, employees do not value them. Organizations can use rewards to improve employee performance by incorporating appraisal or promotion for employees who have a good record of performance. Managers should be on the lookout for employees who perform well.

2.5 Summary of identified research gaps

Various researchers have studied about employee rewards among them including, Ali and Alhmed (2009) who carried out a research on the impact of reward and recognition programs on employee motivation and satisfaction; Duberg and Mollen (2010) who undertook a study on reward systems within the health and geriatric care sector; Axelsson and Bokedal (2009) who did a study on rewards – motivating different generations at Volvo Car Corporation; Turinawe (2011) who studied reward systems, job satisfaction, organizational commitment and employee performance in public higher institutions of learning in Uganda; Natukunda, (2016) who researched on employee performance management and control in Africa; Napitupulu et al (2017) who examined the influence of career development on employee performance in public sector, mediated by perceived organizational support, work motivation, and affective commitment; Bai and Liu (2018) conducted a study about relationship between career growth and work

engagement, the intermediary role of organizational identification and the moderating effect of person- organization value fit.

From the foregoing literature, it has been clear that no study or little has been conducted to assess the relationship between non-monetary rewards and employee performance in government parastatals in Uganda although a few studies were conducted in other sectors in Uganda. Most of the studies in the literature were conducted outside Uganda. The fact that there is scanty literature in this area, specifically regarding the relationship between non – monetary rewards and employee performance in Uganda, shows a big gap in most of the studies reviewed. It is against this background that the current researcher finds it suitable to investigate the relationship between non – monetary rewards and employee performance in government parastatals in Uganda using a case study of CAA. The current researcher aims to bridge the gaps identified in these studies by putting more emphasis non – monetary rewards and employee performance.

2.5 Chapter Summary

This chapter reviewed the literature related to the study, presented the theoretical and conceptual review and also highlighted the gaps in the literature. The next chapter covered the research methodology adopted for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used to conduct the research. It constitutes the research design, population of study sample size and selection, data methods and instruments, reliability and validity of instrument, data management and analysis.

3.1 Research Design

According to Kumar (2005), a research design refers to a plan, structure or strategy of investigation, or the arrangement of conditions as well as analysis of data. A case study design was preferred because it enables an in-depth investigation of a particular unit or event under study for purposes of generalization (Kothari, 2008). It is applicable when the researcher wants to narrow down a broader field of research into one easily researchable topic. Since the study sought to examine the relationship between variables, a simple bivariate correlation design was adopted to determine the relationship between Non – Monetary Rewards and employee performance as observed by Sekaran (2003). The study employed both qualitative and quantitative research approaches. The combination of the two approaches helped the researcher in overcoming the deficiencies of employing a single approach.

3.2 Area of Study

The study was carried out at CAA Headquarters in Entebbe Municipality. Entebbe is a major town in Central Uganda. Entebbe sits on the northern shores of Lake Victoria, Africa's largest lake. The municipality is located on a peninsula into Lake Victoria, covering a total area of 56.2 square kilometres (21.7 sq mi), out of which 20 km² (7.7 sq mi) is water (Google, 2018).

It was once the seat of the Government for the Protectorate of Uganda prior to independence, in 1962. Entebbe is the location of Entebbe International Airport. The town is situated in Wakiso District, approximately 37 kilometres (23 mi) southwest of Kampala, Uganda's capital and largest city (Globefeed, 2018).

3.3 Study Population

Population refers to the group of people, events or things or elements of interest that researcher wishes to investigate (Denscombe, 2003). Amin (2005) looks at population as a complete collection or the universe of all the members or units of a group that is of interest in a particular study. The study targeted a total population of 1100 employees of CAA consisting of 22 top management staff and 1078 operational staff. This population was selected because it was presumed to have the information required for the study.

3.4 Sample Size Selection

The study targeted a sample size of 285 respondents comprising of 6 from the top management and 279 from the operational staff. The sample size was arrived at using Krejcie and Morgan 1970 table as cited in Amin (2005) (see Appendix D). Krejcie and Morgan table suggests a corresponding simple size from a given population

Table 3.1: Sample Size and selection Per Category

Category	Population (N)	Sample Size (n)	Sampling Technique
Staff	1078	279	Simple random sampling
Top Management	22	6	Purposive sampling
Total	1100	285	

Source: Adopted and modified from CAA HR Records (2018).

3.5 Sampling Techniques

For purposes of this research, both probability and non-probability sampling techniques were used to select the actual respondents to take part in the study. These techniques included simple random sampling and purposive sampling for probability and non-probability respectively. Non probability sampling technique was applied to find out how a small group, or a representative group, is doing for purposes of illustration or explanation. These was ideal because for most groups to be studied especially the top management depends on their availability and willingness to participate in the study. Besides, they possess vital information relevant for the study.

3.5.1 Purposive sampling

This is a non – probabilistic sampling that is selected based on characteristics of a population and the objective of the study. It is also called judgmental or selective sampling. In this sampling method, the researcher purposely targeted a group of people believed to be reliable for the study. Samples were selected based on the role they play (Kombo & Tromp, 2006). Purposive sampling was used to select respondents from the top management of CAA. This technique was used because it allows the researcher to use respondents who possess the required information hence inexpensive and quick (Sekaran, 2003).

3.4.1 Simple Random Sampling

Simple random sampling is where the researcher selects a sample without bias from the target/accessible population to ensure that each member of the target population has an equal and independent chance of being included in the sample (Oso & Onen, 2008). Simple random sampling was used because it allocates equal chances for each respondent during the selection process. This was used to select staff from all the departments of CAA. Paper tags marked Y and N were put in a box and joggled in each of the departments that took part in the study. The staff

that picked papers tagged Y were selected for the study while those who picked those tagged N were left out. This method was used because it helps to eliminate bias and thus gives the respondents equal chances of participating in the study.

3.6 Data Sources

3.6.1 Primary Data

According to Katebire (2007), primary data is that kind of data that has been gathered for the first time, it has never been reported anywhere. This data was collected from the respondents that were selected through the use of Self-administered questionnaire and key informant interviews.

3.6.2 Secondary data

Katebire (2007) defines secondary data as that kind of data that is available, already recorded in the organization books and reports. Secondary data included human resource policy documents and abstracts of the various scholars relating to the topic of discussion in question. Secondary data for this study was got from sources like clock-in records for time management, disciplinary committee record books, records for awards, and Executive Summaries. This is because data was readily available and easier to comprehend, as it comprises of extensively researched work.

3.7 Data Collection Methods

The researcher used the following methods to collect data for the study;

3.7.1 Questionnaire survey Method

Amin, (2005) defined a questionnaire as a form consisting of interrelated questions prepared by the researcher about the research problem under investigation, based on the objectives of the study. Questionnaires were administered to the selected staff. Questionnaire survey was used because it facilitated collection of relevant information from the respondents as they are given time to think before giving their opinion. Furthermore, it is a less costly method (Sekaran, 1992).

3.7.2 Interview Method

Odiya (2009) defines an interview as a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal response from one or more respondents. He calls it a conversation in which the roles of the interviewer and respondent change continually. Katebire (2007) defines it as a face to face conversation between an interviewer and a respondent for purposes of obtaining information. The researcher administered interviews using an interview guide in order to gather information from the top management officials. This method was used because it enables researchers to get in-depth information about the study in question. In addition, it is flexible and therefore allows the researcher to adjust the questions so as to tap the required information from the respondents.

3.7.3 Document review Method

Oso and Onen (2005) define document analysis as a critical examination of public or private recorded information related to the issue under investigation. It is used to obtain unobtrusive information at pleasure of the researcher and without interrupting the researched. Official documents such as personnel records and other relevant information was utilized. This method was used because it enables a researcher to come up with more data that is used to corroborate findings obtained through primary means.

3.8 Data Collection Instruments

The researcher used interview guides, questionnaires and Document review guide for collecting data.

3.8.1 Questionnaire Guide

The researcher designed a set of questions and produce questionnaires basing on the objectives of the study and research questions in chapter one. The questions were both close and Open

ended. Close ended questions were included in order to increase on response rate while the open-ended questions were included in order to allow the respondents make some clarifications on some issues related to the questionnaire items. Section A covered background information of the respondents; Section B covered independent variable (Non – monetary Rewards) while section C covered the independent variable (Employee Performance). The five-point Likert scale ranging from strongly agree (5) to strongly disagree (1) was used because it is the most common and above all it assesses the strength of respondents' feelings or attitude towards a subject. The questionnaire was selected as the main data collection tool because it is cheap to administer and covers a wide geographical area; it provides a hard copy that was filed for reference purposes.

3.8.2 Interview Guide

This was used to obtain information from the top management of CAA. The purpose of preparing and using an interview guide was to enable the researcher to capture data on the key questions that the study is set to address. According to Amin (2005), failure to have a formal interview guide leaves gaps in the data collection process as the researcher is liable to forgetting key questions that ought to have been asked to the respondents.

3.8.3 Document Review Checklist

The researcher prepared a document review checklist that was followed when reviewing the already existing information in the organization about non-monetary rewards management and employee performance such as the performance appraisal reports.

3.9 Data Collection Procedure

Creswell (2014) defines research as a process that embeds standardized procedures. Basing on these definitions, the researcher followed a stated procedure. After the proposal defense, the researcher got an introduction letter from Uganda Martyrs University introducing her to CAA

and allowing her to proceed to collect data and prepare the report thereafter. The researcher presented this letter to the management of CAA where the study was conducted for permission. Reliable and validated questionnaires were administered to the respondents by the researcher assisted by her research assistants. With regards to face-to-face interviews, the researcher contacted the key informants and provided them with a snap-shot of what the study was about and thereafter requested for their consent to participate in the study.

3.10 Data Quality Control

Reliability and validity of the data collection instruments were ensured (Odiya, 2009).

3.10.1 Validity

According to Katebire (2007), validity refers to the extent to which data collection instrument collects data that have the characteristic or attribute the researcher wants to measure. Odiya (2009) defined validity of an instrument as the ability of the instrument to collect justifiable and truthful data; that is, measuring what it is developed to measure. Three judges were consulted about the content of instruments and their relevancy. The validity of the instrument was established using the Content Validity Index (CVI). This was derived from the expression:

$$CVI = \frac{\text{Items rated relevant}}{\text{Total number of items in the instrument}}$$

Judge 1:			
CVI	=	$\frac{29}{34}$	=0.853
Judge 2:			
CVI	=	$\frac{31}{34}$	=0.912
Judge 3:			
CVI	=	$\frac{27}{34}$	=0.794

Therefore, Average of content validity index was

$$CVI = \frac{2.559}{3} = 0.853$$

The obtained CVI was 0.853 greater than 0.7 thus accepted as valid for the study as suggested by Odiya (2009).

3.10.2 Reliability

Amin (2005) defined reliability as the consistency of the instrument in measuring whatever it is intended to measure. The questionnaire was piloted on a group of 15 respondents from Uganda Revenue Authority Airport Branch. Simple random sampling was used to select these respondents and they were selected based on the characteristics they had similar to respondents from where the final study was done. The questionnaire was later modified putting in consideration the responses from the piloted respondents. Cronbach's Alpha coefficient was also performed where the responses were entered into SPSS and analysis performed as shown in table 3.2

Table 3.2: Reliability test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.862	34

Source: *Primary Data (2019)*

From table 3.2, a Cronbach's Alpha value of 0.862 was obtained which was greater than 0.7 thus, it was rendered reliable as suggested by George and Malley (2003).

3.11 Measurement of Variables

All the variables in the research were measured at nominal scale. Responses to a five point -likert scale were used to measure data for non-monetary rewards and employee performance. The five

point-likert scale was used because it is the most common and above all assesses the strength of respondents' feelings or attitude towards a subject. It ranged from strongly disagree (1) to strongly agree (5).

3.12 Data Analysis

Both quantitative and qualitative data analysis methods were used. According to Amin (2005), choice of only one of these approaches (qualitative or quantitative) often presents a myopic view of things.

3.12.1 Quantitative Data Analysis

Quantitative data from questionnaires was edited, cleaned and coded. It was entered in Statistical Package for Social Sciences (SPSS), version 16.0 where it was analyzed to produce percentages, mean and standard deviation. To establish the relationship of each aspect of non-monetary rewards and employee performance, Pearson correlation coefficient was computed. Regression analysis was also used to determine the magnitude of the relationship between the study variables.

3.12.2 Qualitative Data Analysis

Qualitative data collected from interviews and documents review was sorted and grouped into themes. The researcher analyzed the adequacy of information in answering the research questions through identifying categories and parameters that emerged in response to the study variables (Mugenda & Mugenda, 1999). While analyzing qualitative data, summaries were made on how different themes/variables were related. Narrative statements were used in presenting the data obtained from interviews and document review concerning non-monetary rewards and employee performance. Where appropriate, the researcher made use of verbatim quotations from

the respondents. The narrative statements were substantiated and illustrated by the researcher in order to merge them with the quantitative findings.

3.13 Ethical considerations

According to Neuman (2006), ethics define what is or is not legitimate to do, or what moral research procedure involves. The researcher got permission from University of Kisubi. The letter was presented to CAA seeking for permission to carry out the study in the departments. Informed consent was sought from the respondents. The researcher accomplished this step by including opening and introductory remarks on the questionnaire. The respondents were requested to read the information before they fully participate in the study.

The privacy of the respondents was ensured. The researcher promised to provide management of CAA with a preliminary copy of any publications from the research. The confidentiality of the data obtained was also ensured. For example, the questionnaire did not include the name of any respondent. In analyzing and presenting the interview responses, pseudonyms was used.

3.14 Limitations of the Study

The study intended to review secondary data contained in the records kept by the institution. This was needed to corroborate the findings obtained from primary means. The researcher in the pursuit of this goal was hampered by the bureaucratic procedures of requesting for and accessing the documents. This affected the comprehensiveness of the findings where the researcher failed to access all the documents listed in the document review guide.

The researcher also faced a challenge of information concealment where some of the respondents were not willing to provide information. However, the researcher tried to explain to the

respondents that the information provided was only for academic purpose and not for any other use.

3.15 Chapter Summary

This chapter presented the research design, study population, sample size selection, sampling techniques, data sources, methods and procedures of data, data analysis, ethical considerations and study limitations. The next chapter presented results of the study findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The study investigated the relationship between non-monetary rewards and employee performance at Civil Aviation Authority (CAA). This chapter presents and discusses the findings of the study. The chapter also presents the analysis and interpretation of results. The presentations are done according to the specific objectives. The first section presents the response rates. The second section presents the background information of the respondents. The third section presents descriptive and inferential statistical results along the three study objectives namely: to establish the relationship between fringe benefits and employee performance in CAA; to examine the relationship between career development programs and employee performance in CAA; to ascertain the relationship between employee recognition and employee performance in CAA.

4.1 Analysis of Response Rate

The study targeted a sample of 285 respondents. A total of 279 questionnaires were printed and distributed to the sample. A total of 6 key informants (top management) were purposively selected for the interviews. Presented in Table 4.1 is the response rate of the study.

Table 4.1: Response Rate

	Frequency	Percentage (%)
Total number of Questionnaires distributed	279	100
Questionnaires returned fully completed	181	64.9

Source: Primary data, 2019

As seen in table 4.1, out of 279 questionnaires distributed, a total of 181 questionnaires were returned fully completed giving a response rate of 64.9%. This response rate was sufficient and

representative for the study population because according to Mugenda & Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a 60% response rate is good whereas 70% and over is excellent.

4.2 Demographic Characteristics of the Respondents

This section provides results of the demographic characteristics of the respondents. It was important that the researcher collects this information to gain some background knowledge about the respondents.

4.2.1 Gender of the Respondents

Respondents were asked to select their gender. The distribution of the responses on gender is shown in table 4.2.

Table 4.2: Distribution of Respondents by Gender

	Frequency	Percent
Male	109	60.2
Female	72	39.8
Total	181	100.0

Source: *Primary Data (2019)*

From table 4.3, 60.2% (109) of the respondents were male and 39.8% (72) were female. This implied that the gender among CAA employees is skewed towards male than females.

4.2.2 Respondents by Age category

Respondents were required to select their age group. The distribution of the age groups of the respondents is shown in table 4.3

Table 4.3: Age group of the respondents

	Frequency	Percent
25-34	57	31.5
35-44	63	34.8
45-54	38	21
55-64	12	6.6
Above 64	11	6.1
Total	181	100.0

Source: Primary Data (2019)

From table 4.3, 31.5% of the respondents were between the age of 25 – 34, 34.8% were between the age of 35 – 44, 21% were between 45 – 54, 6.6% were between 55 – 64, 6.1% of the respondents were above the age of 64. The biggest number of the respondents was of the age bracket 35 – 44 followed by 25 - 34. This implied that majority of the respondents were in their useful age.

4.2.3 Respondents by Highest level of Education Attained

The results on the respondents who participated in the study by the highest level of education are summarized in table 4.4.

Table 4.4: Distribution of Respondents According to Highest Level of Education Attained

	Frequency	Percent
A - Level	26	14.4
Diploma	34	18.8
Bachelor's degree	95	52.5
Post graduate degree	18	9.9
Others	11	6.1
Total	181	100.0

Source: Primary Data (2019)

Respondents were asked about the highest level of education attained. Majority accounting to 52.5% were bachelor’s degree holders, followed by 18.8% with diploma, 14.4% had A – level qualification, 9.9% had post graduate degree and 6.1 had other qualifications. Since a big number of the respondents were degree holders and high school education was the lowest qualification by the respondents, it implied that most of the respondents had the required knowledge to understand and answer the questions that were being asked to them.

4.2.4 Respondents by duration at work

Respondents were asked for how long they had been at CAA, results are summarized in table 4.5.

Table 4.5: Duration at work

	Frequency	Percent
Less than one year	13	7.1
1-3 years	26	14.4
4-6 years	64	35.4
7 years and above	78	43.1
Total	181	100.0

Source: *Primary Data (2019)*

From table 4.5, majority of the respondents 43.1% had been at CAA for 7 years and above, followed by 35.4% who have been at CAA for the period of 4 – 6 years. 14.4% had been at CAA for the period between 1 – 3 years and only 7.1% for the period of less than one year. This implied that majority of the respondents had good experience since they had worked at CAA for many years.

4.3 Presentation of Study findings

In this section, descriptive statistics were presented before testing hypotheses. The descriptive statistics used were mean and standard deviation. They are presented on the basis of the study objectives as laid out in chapter one.

4.3.1 Fringe benefits and employee performance at CAA

To establish the relationship between fringe benefits and employee performance in CAA, the researcher presented a number of questions which required the respondents to do a self-rating on a likert scale ranging from strongly agree, agree, neutral, disagree, strongly disagree. The results are presented in table 4.6.

Table 4.6: Fringe benefits and employee performance at CAA

	Mean	Std. Deviation
CAA provides accommodation to all its staff	1.79	.709
Festive days are always honored by giving packages to staff	2.31	.596
CAA grants additional leave to studying employees	1.40	.951
The organization provides lunch to all its staff	1.77	.868
CAA gives sick leave to all its employees	4.06	.535
All employees at CAA are entitled to annual leave	4.48	.592
Aggregate Mean and Standard Deviation	2.635	0.709

N=181

Source: *Primary Data (2019)*

As indicated in table 4.6, the study findings show that fringe benefits are moderately positive towards employee performance (aggregate mean of 2.635). According to table 4.6, respondents were asked to state CAA provides accommodation to all its staff and few of the respondents

agreed to the statement (mean = 1.79 and standard deviation = 0.709). This implied that CAA does not provide accommodation to its entire staff.

This finding was supported by an interviewee who said that:

“CAA does not provide accommodation to its staff except a few at the top management, but, it provides transport to its staff to avoid issues of late coming and absenteeism that would come due to lack of transport. A few employees with personal cars are also given fuel however, they have no gazetted parking and as such, they have to pay for their own parking at the work premises” (Top Manager at CAA)

Regarding whether festive days are always honored by giving packages to staff, a few number of respondents agreed to the statement (mean = 2.31 and Standard Deviation = 0.596). Likewise few respondents agreed that CAA grants additional leave to studying employees and that the organization provides lunch to all staff with (Mean = 1.40, Standard deviation = 0.951) and (mean = 1.77, Standard deviation = 0.868) respectively. This implied that CAA does not grant additional leave to studying employees neither provide lunch to its entire staff.

One of the key informants when interviewed whether CAA allows all staff to rest on gazetted days, this is all she had to say:

“All employees at CAA cannot go for festive days. Given the nature of the work at CAA which requires a 24/7 presence of employees, it is not possible to observe all public holidays. But the advantage employees at CAA have is that they work in shifts.” (Top Manager at CAA)

Respondents were asked whether CAA gives sick leave to all its employees, majority of the respondents agreed to the statement (Mean = 4.06 and standard deviation = 0.535). This implied that CAA gives sick leave to all its employees. Likewise regarding whether all employees at CAA are entitled to annual leave, majority of the respondents agreed to the statement (mean = 4.48 and standard deviation = 0.592). This implied that employees at CAA are entitled to annual leave.

In complement to this finding, an interviewee said that:

“Annual leave is entitled to all permanent employees except those in temporary and casual work. Leaves are given in groups from different sections/departments, for example there is a group that goes for January leave for a period of between 30 to 45 days, and after another group goes and the process continues.”(Top Manager at CAA)

4.3.2 Career development and employee performance at CAA

To examine the Relationship between Career development and employee performance at CAA, the researcher presented a number of questions which required the respondents to do a self-rating on a likert scale ranging from strongly agree, agree, neutral, disagree, strongly disagree. The results are presented in table 4.7.

Table 4.7: Career development and employee performance in CAA

	Mean	Std. Deviation
CAA invests in training and development of its workers	4.38	.486
There are formal training programs at CAA	4.35	.553
There are good career prospects at CAA	4.42	.538
CAA imparts new skills to me periodically	4.25	.651
The training received from CAA is relevant to my work	4.24	.678
There are opportunities for promotions at CAA	4.03	.532
Aggregate Mean and Standard Deviation	4.278	0.573

N=181

Source: *Primary Data (2019)*

As indicated in table 4.7, the study findings show that Career development is highly positive towards employee performance at CAA with (aggregate mean of 4.278), implying that, Career development is a determinant factor of employee performance at CAA.

Statement one required respondents to state whether CAA invests in training and development of its workers, a big number of respondents agreed to the statement (Mean = 4.38 and Standard Deviation = 0.486). Statement two required respondents to state whether there are formal training programs at CAA, majority of the respondents agreed to the statement (mean = 4.35 and standard deviation = 0.553). Likewise regarding whether trainings received from CAA are relevant to employees' work, majority of the respondents agreed (Mean = 4.24 and standard deviation = 0.678). This implied that CAA invests in formal trainings which are relevant to the development of its workers.

In supplement to this finding, one of key informants during interviews asserted that:

“CAA organizes trainings and refresher courses in line with the work to be performed such as trainings in firefighting mechanisms, security awareness and customer care.”(Top Manager at CAA)

Another key informant during the interviews purported that:

“CAA selects employees based on the positions they occupy and offer them trainings in accordance with their positions for example, trainings in quality management, leadership, equipment maintenance, human resource management trainings, all aimed at boosting the performance of the employees while on duty as well as developing their career prospects.”(Top Manager at CAA)

The statement requiring respondents to state whether there are good career prospects at CAA was responded to in agreement (Mean = 4.42 and standard deviation = 0.538). To the statement that CAA imparts new skills to employees periodically, majority of the respondents agreed (mean = 4.25). This implied that employees acquire new skills from CAA.

The last statement required respondents to state whether there are opportunities for promotions at CAA, a big number of respondents agreed to this statement (Mean = 4.03). This implied that promotions are done at CAA.

However, during the interviews held, a key informant opined that;

“Promotions are done after appraising the staff and much consideration is being put on academic qualifications and performance, thus, it does not favour employees who have worked in the company but their academic qualifications is very low regardless of the experience they possess.”(Top Manager at CAA)

4.3.3 Recognition and Employee Performance at CAA

To ascertain the relationship between recognition and employee performance at CAA, the researcher presented a number of questions which required the respondents to do a self-rating on

a likert scale ranging from strongly agree, agree, neutral, disagree, strongly disagree. The results are presented in table 4.8.

Table 4.8: Recognition and Employee Performance at CAA

	Mean	Std. Deviation
A word of encouragement from the bosses motivate employees at CAA	3.10	.926
Hard work is encouraged by CAA management	3.19	.881
Good performance is awarded handsomely at CAA	2.57	.895
Most of workers at CAA are involved in deciding on some issues	3.26	.741
Management at CAA is considerate to employees social problems	3.78	.551
Best performing employees are given certificates of good work done	1.78	.984
Aggregate mean and Standard deviation	2.947	0.830

N=181

Source: *Primary Data (2019)*

As indicated in table 4.8, the study findings show that employee recognition is moderately positive towards employee performance with (aggregate mean of 2.947) implying that employee recognition contributes to employee performance in that, an increase in employee recognition leads to an improvement in employee performance.

Respondents moderately agreed to the statement that a word of encouragement from the bosses motivates them (Mean = 3.10 and standard deviation = 0.926). Likewise respondents moderately agreed to the statement that hard work is encouraged by CAA management (mean = 3.19 and standard deviation = 0.881). Respondents also agreed that good performance is awarded at CAA (mean = 2.57 and standard deviation = 0.895). This implied that respondents at CAA are encouraged by their bosses to work hard since good performance is awarded at CAA.

One of the interviewees when asked during the interviews whether CAA rewards hard work, this is what he had to say:

*“CAA recognizes the employees’ contributions for example, upon retirement, a retiring male employee is given a bicycle and blanket and their female counterparts are given a tailoring machine and a blanket as a reward for their contributions during their term of service at CAA.”*He went on to say that: *“however, the kind of retirement package given is not sufficient for employees. For example, an employee who has been in a management position, driving a company vehicle during their term of office may not appreciate a bicycle and blanket given to them as a retirement package.”*(Top Manager at CAA)

To the question requiring respondents to state whether most workers at CAA are involved in deciding on some issues, respondents agreed with mean of 3.26 and standard deviation of 0.741. This implied that employees are involved in decision making concerning particular issues.

In supplement to the above finding, a key informant during the interviews said that:

“Decision making at CAA is from centralized. However, through Collective Bargaining Agreement (CBA), the staffs are being involved in decision making at CAA through their unions.”(Top Manager at CAA)

Regarding whether management at CAA is considerate of employees’ social problems, a moderate number of respondents agreed to the statement (mean = 3.78 and standard deviation = 0.551).This implied that CAA management puts into consideration the social aspects of its employees.

This finding was supported by an interviewee who opined that:

“CAA is considerate of the social aspect of the its workers, for example, it provides transport facilitation in form of fuel or vehicle in cases where a staff has for instance lost a beloved and for other social functions such as weddings.”(Top Manager at CAA)

The statement requiring respondents to state whether best performing employees are given certificates of good work done, only a few respondents agreed (Mean = 1.78 and standard deviation = 0.984). This implied that CAA does not consider giving certificates of good performance to best employees yet is so important.

4.4 Correlation Analysis

To quantify the relationship between Non – monetary Rewards and Employee Performance, the researcher carried out a correlation analysis using the Statistical Package for Social Scientists (SPSS) version 16.0. The results of this test are presented in Table 4.9.

Table 4.9: Pearson’s correlation coefficient

Non – Monetary Rewards (Independent Variables)	Pearson Correlation	Employee Performance (Dependent Variable)
Fringe Benefits	Pearson Correlation	.135**
	Sig. (2-tailed)	.000
	N	181
Career Development	Pearson Correlation	.390**
	Sig. (2-tailed)	.000
	N	181
Employee Recognition	Pearson Correlation	.262**
	Sig. (2-tailed)	.000
	N	181

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

Table 4.9 shows the matrix of Pearson's correlation coefficient for the two variables of Non – Monetary Rewards and Employee Performance at CAA. A correlation coefficient greater than 0.5, indicates that the relationship between the two variables is strong. The relationship is significant with a significance value of 0.000 which is less than the alpha $\alpha = 0.001$ ($P < 0.01$).

From table 4.9, the study tested the relationship between Career development and Employee Performance, the correlation coefficient ($r = 0.390$) shows that there is a significant positive relationship between the two variables. The implication of the correlation coefficient is that with an increase in career development, Employee performance at CAA is said to increase.

The study tested the relationship between Recognition and Employee Performance. The findings from the study revealed a weak positive relationship between the variables since $p = 0.00 < 0.05$ at ($r = 0.262$). This meant that Recognition positively affects Employee performance at CAA to a smaller extent, implying that increase in employee recognition leads to an increase in employee performance at CAA.

Finally, the study findings revealed a weak positive relationship between fringe benefits and employee performance at Pearson's Correlation Coefficient ($r = 0.135$). This implied that fringe benefits are said to improve employee productivity at CAA. It further implied that fringe benefits affect employee performance to a smaller extent.

4.5 Regression Analysis

In order to determine the extent to which non – monetary rewards (fringe benefits, career development and recognition) affects employee performance at CAA, a regression analysis was conducted. The results are summarized in Table 4.9.

Table 4.10: Regression Analysis

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.275	.391		3.256	.001
	Fringe Benefits	.116	.094	.132	2.228	.019
	Career Development	.350	.107	.327	3.276	.002
	Employee Recognition	.192	.108	.218	3.788	.037

a. Dependent Variable: Employee Performance

The table above shows that fringe benefits significantly explains variations in employee performance at beta = 0.132, p-value = 0.019; Career Development significantly explains variations at beta = 0.327, p-value = 0.002; while Employee recognition significantly explains variations at beta = 0.218, p-value = 0.037. This implied that fringe benefits, career development and employee recognition are significant predictors of employee performance given that their beta coefficients are not different from zero since $p < 0.05$. The result further showed that Career development is the biggest contributor to employee performance followed by recognition and lastly fringe benefits as per this study.

4.6 Results of the Hypothesis

To determine the extent to which non – monetary rewards influence employee performance, regression analysis was conducted. The narratives were tested using the P – value. Fringe benefit on employee performance was found to have a P – value of 0.019, career development = 0.002 and employee recognition = 0.037. The P – values obtained for each independent variable was significant since they were less than 0.05. Thus, the null hypothesis that stated that there is no significant relationship between non – monetary rewards and employee performance at CAA was

rejected and the hypotheses that stated that there is a significant relationship between non – monetary rewards and employee performance at CAA was accepted.

This practically implied that employee performance at CAA improves with a positive non – monetary reward. Thus an increase in the positive application of non – monetary reward, leads to an improvement in employee performance at CAA.

4.7 Chapter Summery

Chapter four presented results of the study findings. The next chapter discussed the study findings, drew conclusions and recommendations and suggested areas for further research.

CHAPTER FIVE
DISCUSSION AND SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.0 Introduction

The primary objective of this research was to examine to the relationship between non-monetary rewards and employee performance at Civil Aviation Authority (CAA). This chapter is divided into four main sections: discussions, conclusions and recommendations drawn from the study objectives, and the suggested areas for further research.

The objectives that guided the study were to establish the relationship between fringe benefits and employee performance in CAA; to examine the relationship between career development programs and employee performance in CAA; to ascertain the relationship between employee recognition and employee performance in CAA.

5.1 Discussion of the Findings

5.1.1 Fringe benefits and employee performance at CAA

The study tested the relationship between fringe benefits and employee performance at CAA. The study findings revealed a weak positive relationship between fringe benefits and employee performance at Pearson's Correlation Coefficient ($r = 0.135$). The study findings also revealed that fringe benefits are moderately positive towards employee performance with (aggregate mean of 2.635) implying that fringe benefits contribute to employee performance at CAA. Fringe benefits focus on maintaining (or improving) the quality of life for employees and providing a level of protection and financial security for workers and for their family members. This motivates employees and encourages them to work hard and improve on their performance. In

agreement to this, Aswathappa (2003) stated that employees' fringe benefits are received as an addition to direct pay although they are not directly related to performance; but as a condition of employment they can still attract and retain competent employees and improve on performance since they represent an increase in earning if they are not passed through the payroll for taxing.

In agreement is also the findings of Andrews (2009) who argued that fringe benefits offered either to reimburse an officer for the expenses incurred directly or indirectly in the execution of his duties, or to compensate him for services rendered over and above the normal job requirements makes employees give their best in performing a job which ultimately leads to good employee performance within an organization since it is presumed that their personal non-work needs are taken care of.

The study findings revealed that CAA gives sick leave to all its employees (Mean = 4.06) and that all employees at CAA are entitled to annual leave (mean = 4.48). An annual leave is a paid time off work granted by employers to employees to be used for whatever the employee wishes. Giving workers the benefit of paid time off can increase employee happiness, moral, motivation, which has an ultimate effect on improving employee performance. Employees who are satisfied with their job and their benefits are less likely to quit, and paid time off is crucial component of overall employee contentment and improved performance. Business Benefits Group (2017) contends that, employees who are offered paid leaves tend to be more productive when they are at work. Being able to take time off work without worrying about the financial aspect of leave allows employees to handle personal issues outside of the work place. The result is fewer distractions while at work, which results in increased productivity.

The study findings however revealed that, CAA does not provide accommodation to all its staff; does not provide lunch to all its staff and does not grant additional leave to studying employees neither provide lunch to its entire staff.

5.1.2 Career development and employee performance at CAA

The study findings revealed a moderate positive relationship between career development and employee performance at Pearson's correlation coefficient $r = 0.390$. The study findings also revealed that Career development is moderately positive towards employee performance at CAA with (aggregate mean of 4.278), implying that, Career development is a determinant factor of employee performance at CAA. Career development benefits not only the individual employee but also the organization. The development of employees for future positions; an organization is assured of qualified committed staff for better performance. In addition, career development enables the organization to develop and place employees in positions compatible with their individual interests, needs and goals. This promotes employee motivation thus improved performance of employees.

The finding is in agreement with that of Hall and Lorgan (2009) purported that there is a relationship between career development and employee performance in organizations. According to them, career development helps to retain and motivate employees through the career development process employees are assisted in setting realistic goals and develop the required skills and abilities they apply in performing tasks. Likewise Napitupulu et al. (2017) argued that career development has positive direct influence on perceived organizational support, motivation, and affective commitment.

The study findings revealed that CAA invests in training and development of its workers (Mean = 4.38); there are formal training programs at CAA (mean = 4); trainings received from CAA are

relevant to employees' work (Mean = 4.24); there are good career prospects at CAA (Mean = 4.42); CAA imparts new skills to employees periodically (mean = 4.25); there are opportunities for promotions at CAA (Mean = 4.03). Employee training and development increases job satisfaction among employees, thus increased efficiency and improved performance. Staff training is also essential to improving staff skills that are required for enhancing performance of the staff as well as productivity of the organization. With the assistance of training, the best can be got from the staff and they are made even more productive. When the staff are trained and highly skilled and efficient, the performance of the organization improves therefore helping the organization to touch new heights of success.

In agreement to this finding, Bappa (2016) argued that in the 21st century, organizations invest in trainings for career development to benefit both the employers and the employees. Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having employees with more skills who are more productive. According to him, an organization that wants to strengthen its bond with its employees must invest in training employees as a mechanism for career development of these employees. The findings also are in agreement with Deery (2008) who contended that, career development is a major tool for attracting, motivating and retaining good quality employees. As well, increases employee motivation and productivity. On-the-job training opportunities and better training and development practices improve employee commitment.

5.1.3 Employee Recognition and employee performance at CAA

The study tested the relationship employee recognition and employee performance. The study findings revealed a weak positive relationship between employee recognition and employee

performance at Pearson correlation coefficient ($r = 0.262$). The findings revealed that employee recognition is positive towards employee performance (aggregate mean of 2.947) implying that employee recognition contributes to employee performance in that, an increase in employee recognition leads to an improvement in employee performance at CAA. This finding is in agreement with the findings of Ali and Alhmed (2009) who found out a positive relationship between recognition and employee performance during their study on the impact of recognition programs on employee motivation, satisfaction and performance.

The findings also agree with Tessema et al. (2013) who argues that employee recognition if conducted properly, it can increase profitability and customer service levels, and heighten employee engagement and satisfaction, leads to improved communication (employees are more likely to offer solutions and new ideas), better cooperation (employees are more likely to offer to help and go the “extra mile”), and decreased absenteeism and turnover (employees will demonstrate higher job satisfaction and loyalty).

The study findings also revealed that, a word of encouragement from the bosses motivates that (Mean = 3.10); hard work is encouraged by CAA management (mean = 3.19); good performance is rewarded at CAA (mean = 2.57); most workers at CAA are involved in deciding on some issues (mean of 3.26); management at CAA is considerate of employees’ social problems (mean = 3.78). The study findings however, revealed that best performing employees are not given certificates of good work done. Employees want to feel they are in control of their careers. Rewarding employees if they achieve more can give them that feeling, which increases job satisfaction and enables them to work harder for better rewards hence improved performance. Recognition in form of giving certificates to best performing employees builds confidence, enhances motivation, creating happy positive employees with I can-do attitude, which in turn

improves the performance of employees. Letting employees participate in deciding on issues pertaining the organization gives each employee the opportunity to voice their opinions. This improves the relationship between the managers and employees, encourages a sense of teamwork which ultimately leads to improved employee performance.

In line with this is Allen and Helms (2002) who argued that rewarding is a way of recognizing individuals and members of a team for their commendable performance and acknowledge their contributions to the organization's mission. The organization can achieve this if the reward systems are closely aligned to the organization's strategies. This in turn improves the performance of employees in doing their work. Nelson (2004) argues that most employees appreciate being recognized by their managers when they do good work. This should be sincere praise and given in timely manner. This will encourage the behavior of employees to reach strategic goals. Torrington (2008) also agrees with Nelson that teams and individuals need to be recognized and rewarded for their efforts. This will build a sense of identity and confidence with improved performance.

5.2 Conclusion

Based on the findings of the study the following conclusions were drawn;

5.2.1 Fringe benefits and employee performance at CAA

The study findings revealed a weak positive relationship between fringe benefits and employee performance at Pearson's Correlation Coefficient ($r = 0.135$), implying that fringe benefits contribute to employee performance at CAA. The researcher consequently concluded that an improvement in fringe benefits contributes to an improvement in employee performance at CAA.

5.2.2 Career development and employee performance at CAA

The study findings revealed a moderate positive relationship between career development and employee performance at Pearson's correlation coefficient $r = 0.390$. The researcher consequently concluded that career development positively affects employee performance where an improvement in career development leads to an improvement in employee performance at CAA.

5.2.3 Employee Recognition and employee performance at CAA

The study findings revealed a weak positive relationship between employee recognition and employee performance at Pearson correlation coefficient ($r = 0.262$). The researcher concluded that employee recognition positively affects employee performance at CAA in that an improvement in employee recognition leads to an improvement in employee performance.

5.3 Recommendations

Based on the study findings and the conclusions above, the following recommendations were made;

5.3.1 Fringe benefits and employee performance at CAA

The study findings revealed a positive relationship between fringe benefits and employee performance, although, the relationship was weak. The researcher therefore recommended that provision of fringe benefits should be emphasized as this will help improve the performance of employees.

5.3.2 Career development and employee performance at CAA

The study findings revealed a moderate positive relationship between career development and employee performance. The researcher consequently concluded that career development should

be emphasized since a positive change in career development leads to a positive change in employee performance.

5.3.3 Employee Recognition and employee performance at CAA

The study findings revealed a weak positive relationship between employee recognition and employee performance. The researcher recommended that employee recognition should be given positive attention since an improvement in employee recognition directly leads to an improvement in employee performance.

5.4 Areas for further study

This study focused on three dimensions of non-monetary rewards and employee performance.

Therefore future researchers should investigate the influence of other dimensions of non – monetary rewards on the performance of employees for instance, promotion, communication and job security.

5.6 Chapter Summary

Chapter five discussed the study findings, drew conclusions and recommendations and suggested areas for further research.

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APPENDICES

Appendix A: Questionnaire for CAA Staff

Dear respondent,

My name is Moonlight Beatrice Isabel a student of Masters of Business Administration in Management of Uganda Martyrs University Nkozi. I am conducting a study as part of the requirement for the award of a Degree of Masters in Business Administration (Management). The study is on *“Non-monetary rewards and employee performance in parastatal organizations in Uganda: A case of Civil Aviation Authority”*. You have been scientifically selected to participate in this study. The information you give is very valuable and will be treated with maximum confidentiality and will be used for academic purposes only. You are encouraged to participate to the end because we believe the responses you give will be very important in improving job performance. You are requested to provide the most appropriate answer in your opinion. Your responses will be kept confidential and the questionnaire is anonymous.

Thank you

Section A: BACKGROUND INFORMATION

Please classify your responses by giving the following information;

A1 Your Department

.....

A2. Your designation

.....

A3. Gender

Male

Female

A4. Your highest level of education

Diploma Bachelors Postgraduate Any other (Please specify).....

A5. How long have you worked in CAA?

Less than 1 year 1-3 years 4-6 years 7 years and above

For the questions below, tick the number that best indicate your opinion on the question using the following scale.

SCALE	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	agree	Strongly agree

SECTION B: INDEPENDENT VARIABLE (NON-MONETARY REWARDS)

FRINGE BENEFITS

STATEMENT	SD	D	N	A	SA
1. CAA provides accommodation to staff.					
2. Festive days are always honored by giving packages at CAA.					
3. CAA grants additional leave hours to studying employees.					
4. The organization gives provides lunch to all its employees.					
5. CAA gives sick leave to all its employees.					
6. All employees at CAA are entitled to annual leave.					

EMPLOYEE RECOGNITION

STATEMENT	SD	D	N	A	SA
1. A word of encouragement from the bosses motivates employees at CAA.					
2. Hard work is encouraged by CAA management team.					
3. Most CAA workers are involved in deciding on some issues					
4. Good performance is awarded handsomely at CAA.					
5. Management at CAA is considerate to employees social problems					
6. Best performing employees are given certificates of good work done.					

CAREER DEVELOPMENT

STATEMENT	SD	D	N	A	SA
1. CAA invests in the training and development of workers					
2. There are formal training programs in CAA					
3. There are good career prospects at CAA					
4. CAA imparts new skills to me periodically					
5. The training received from CAA is relevant to work					
6. There are opportunities for promotion in CAA					
7. There is promotion based on performance in CAA					

SECTION C: EMPLOYEE PERFORMANCE

STATEMENT	SD	D	N	A	SA
TASK PERFORMANCE					
Employees are ever available at the work place					
Employees performance has continually improved					
The quality of the work has continually improved					
Employees at CAA always ensure that the set goals are achieved					
Workers initiate new ideas to improve the standards of their work place.					
TIME MANAGEMENT					
There is regular attendance to work by employees at CAA					
All employees arrive in time for work everyday					
At CAA deadlines are always met as set by supervisors					
Most employees at CAA work beyond the specified time.					
Employees attend their work with speed and accuracy					
BEHAVIOUR DEMONSTRATION					
Employees are committed to their work at CAA					
Employees execute their tasks in line with the ethics of the organisations					
Workers perform their duties efficiently without complaining					
Employees work in line with the set goals and embracing the core values of CAA					
Workers at CAA are proud of the work they do.					

Thank you for your participation

Appendix B: Interview Guide for Top Management

Section A: General information

1. Please indicate your gender? Use a (√)
Male () Female ()
2. What is your age bracket?
25-34yrs []
35-44yrs []
45-54yrs []
55-64yrs []
Above 64yrs []
3. Your highest qualification
Primary School () Secondary School () College () University ()
4. What is your designation in this organization? Kindly indicate by (√)
Top management
Middle level management
5. For how long have you worked for this position?
Below 1 year []
Between 1-3years []
Between 3-5years []
Between 5-10 years []

Section B: Non-Monetary Rewards and employee performance

1. Does your CAA provide any fringe benefits to its employees?
Yes () No ()
If yes, list them.
If no, why?
2. What made you choose the above benefits?
3. Do you allow all staff to rest on gazzeted days?
If no, why?
4. Do you organize refresher courses and any other identified courses for staffs' career advancement?

If Yes, why

If No, why

5. How do you rate the performance of tasks assigned to employees?

6. Do you involve staff in making decisions affecting them?

If yes, how do you do that?

If no, why?

7. Comment on how the CAA assists employees in case they have social and emotional problem.

8. Have there been any cases of non-performers among staff? If yes, how have you addressed them?

9. What can be done to improve the performance of the staff in CAA?

THANK YOU FOR YOUR COOPERATION

Appendix C: Document Review Guide

The researcher will review data from different documents which are very broad in scope and contain data that is relevant to the study. These documents include;

1. Performance appraisal reports.
2. Employment policies
3. Annual reports

Appendix D: Table for determining Sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

N is the Population Size, S is the Sample Size.

Krejcie, R. V. and Morgan, D.W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement. Vol.30:607-610, 1970.