

**MOTIVATIONAL PRACTICES AND PERFORMANCE OF LECTURERS IN
TERTIARY INSTITUTIONS IN ARUA DISTRICT**

BY

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**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL
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DECLARATION

I Aliwaru Daisy, declare that the research dissertation titled “**Motivational Practices and Performance of Lecturers in Tertiary Institutions in Arua District**” is my original piece of work and has not been published or submitted to any University or Institution for the award of any academic qualification.

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APPROVAL

This is to certify that this research dissertation under the topic: “**Motivational Practices and Performance of Lecturers in Tertiary Institutions in Arua District**” has been done by ALIWARU DAISY (14/U/12857/GMOP/PE) under our supervision. It is now submitted for examination with our approval.

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DEDICATION

I dedicate this research dissertation to my family especially My Mother Mrs. Penina Drebo, my sister Filda Anicia and daughters: Freda Asianduru, Jijoda Dreleru, Sinithia and Gertrude Silaraya for supporting and encouraging me throughout my studies at the various levels.

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LIST OF ACRONYMS AND ABBREVIATIONS

CVI:	Content Validity Index
DRC:	Democratic Republic of Congo
DSC:	District Service Commission
HRM:	Human Resource Management
ICT:	Information and Communication Technology
ILO	International Labour Organization
IRBID	International Rehabilitation Bank for International Development
IUIU:	Islamic University in Uganda
MUBS:	Makerere University Business School
NTC:	National Teacher's College
SPSS:	Statistical Package for Social Scientists
SUST:	Sudan University of Science & Technology
TANESCO	Tanzania Electric supply Company
TIISA	Teacher Issues in Sub-Saharan Africa
UBOS	Uganda Bureau of Statistics
UCU:	Uganda Christian University
UMU:	Uganda Martyrs University

ABSTRACT

This study sought to examine relationship between motivational practices and performance of Lecturers in Tertiary Institutions in Arua District. The study objectives were to: establish relationship between financial rewards and performance of Lecturers, examine relationship between delegation of responsibilities and performance of Lecturers and to establish the relationship between training and performance of Lecturers in Tertiary Institutions in Arua District. Seven (7) Tertiary Institutions operating in Arua district were involved. A total of 154 people including seven (7) Administrators and 147 Lecturers participated in the study. Questionnaires and Interview guides were used for data collection and a correlational survey design adopted to examine the relationship between motivational factors and employee performance. Findings revealed that the overall performance of Lecturers was not good. Financial rewards provided included health insurance, housing and transport allowances. Results further showed that provision of financial rewards as a motivation practice is positively related ($r = .419, p < .05$) with lecturers' performance, while delegation of responsibilities and performance of Lecturers in Tertiary Institutions are also positively related at ($r = .672, p < .05$). The study also found out that there is a positive correlation ($r = .744, p < .05$) between training and performance of Lecturers in Tertiary Institutions. Generally, motivational practices predict 60% of Lecturers' performance in Tertiary Institutions in Arua District. Hence, it was concluded that financial rewards, delegation and training as motivational practices positively relate with the level and scope of performance of lecturers in Tertiary Institutions in Arua District. Therefore, it was recommended that: more financial rewards be introduced in Tertiary Institutions, Scholarship opportunities be provided to Lecturers and increased delegation practices be done for all Lecturers at all levels of management. More so, non-monetary financial rewards such as certificate of recognition and employee award of the year be introduced. Job rotation and compulsory training of lecturers as part of professional development were also to be prioritized. The influence of motivational practices and performance of Lecturers in other districts in West Nile region; impact of motivational practices and performance of non-teaching staff and role of other motivational practices apart from Financial rewards, Delegation and training) on performance of Lecturers in Tertiary Institutions were identified for further study.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study sought to examine relationship between motivational practices and performance of Lecturers in Tertiary Institutions in Arua District. This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, hypotheses of the study, conceptual framework, study significance and the scope of the study.

1.1 Background to the study

The background presents the historical, theoretical, conceptual, and contexts of the study.

1.1.1 Historical Perspective

There is a growing concern about poor performance in many organizations in Uganda within the context of rewarding employees (Edabu & Ijeoma, 2014). In Universities, there has been sporadic poor performance characterized by high brain drain, strikes and these depict a general decline in commitment of lecturers to perform better. Though this trend may vary from Universities, it is common for institutions in hard-to-reach/serve in zones like Northern Uganda. Focus on better performance of lecturers has been an issue of concern among educationists for time immemorial The concern for better performance of lecturers in higher institutions of learning dates far back as early 1950s (Adeke, 2016). This has evolved overtime, given managerial efforts such as rewards, promotions, token and recognition to support it in some institutions.

Most lecturers have been observed exhibiting poor performance at Universities reflected in their irregular attendance, failure to meet deadlines, and failing to do full day's work (Edabu & Ijeoma, 2014). The above scenario seems to be the same among tertiary

institutions in Arua District, Northern Uganda. It also draws reflections on the aspects of motivational practices emphasized in these universities.

Human beings, over centuries have been studied over time. As early as scientific management theory, and other behaviorist theories, motivation has been a core area of research. Earlier studies on motivation can be traced as far back as 4th century (Wilkson, 2018). These studies have evolved overtime to the present times. Globally, motivation is a practice with its roots from the industrial revolution. Motivational practices are traced from countries like United States, Japan, Greece, Mexico, Sweden and Netherlands (Nairuba, 2011). It has evolved where social needs are recognized as basis for good performance and equal treatment of workers (Nairuba, 2011). Employee motivation has remained fundamental in Human Resource management due to its influence on employee performance (Kwezi & Lumala, 2016). The global concern for motivation practices has its backing in the International Labour Organization (ILO) activities since 1919. Employers as part of the regulations are encouraged to focus on employee motivation.

Different employee motivation practices are used by different employers, owing to the available resources in the organisation, a tool to create decent economic and working conditions. Owing from ILO guidelines, countries have enriched employee motivational practices in human resource management terms of work (Olusadum & Anulika (2018). These terms are either mandatory or specific. Long term concern has been on motivators like defining working hours, labour supply, wages, job security, workplace safety and protection of employees' interests (Mwende, 2015).

Motivation has been found over the years to be one of the policies the organizations can adopt to increase their workers performance in Africa (Kitui, 2017). Presently, employers motivate their workers to most outstanding workers or exceptional performing workers but who need additional training for better efficiency at work (Muogbo, 2013).

Motivation has been indeed an African Virtue since ages. Organisational motivation which evolved with the expansion of industrialization, and post-colonial times, has seen many firms cherish motivational practices as key performance accelerators. In order to have exceptional performance, firms invest in motivation practices. It can be noted that performance of their employees goes a long way in determining success of the organization. On the other hand, performance of employees in an organization is vital not only for growth of an organization but also for the growth of individual employees. Modern employers have in addition to salary been cognizant of value of nonmonetary motivators, such as allowances, recognition, travels and trainings to their employees (Gusty, 2012).

The motivators in the 21st century are diverse with increasing diversity of workers' needs. Consequently, the firm has to focus on one or more of these motivational practices. In East Africa, employee motivation is the key to success for organizations. Employee motivation practices and theory is a difficult subject, touching on several disciplines. In Tanzania, strategies for employee motivation include treating people fairly, satisfying employee's needs, setting work related goals, restricting jobs and base rewards on job performance (Rutachururwa, 2013). These are also evident in Kenya, and Uganda (Mwende, 2015). Despite these motivating outcomes, East Africa, and Uganda in particular still has poor performing firms and a high rate of labour turnover to US, UK and Middle East.

1.1.2 Theoretical Perspective

This study was guided by Herzberg's Two-Factor Hygiene Theory. Psychologist Frederick Herzberg (1966) investigated the question “what do people want from their jobs?” Through this question Herzberg identified the factors that lead to extreme satisfaction (motivators) and extreme dissatisfaction (hygiene). Factors leading to satisfaction are: achievement, recognition, responsibility, work itself, advancement and growth. These are intrinsic factors. On the other hand, factors leading to dissatisfaction are company policy and administration, supervision, interpersonal relations and working conditions. These are also known as extrinsic factors. Herzberg argued that there are two distinct human needs portrayed, namely physiological needs that can be fulfilled by money and psychological need to achieve and grow. This need is fulfilled by activities that cause one to grow (Omollo, 2015).

In reflection to the Herzberg's Two-Factor Hygiene Theory, salary is not only enough but ought to be supported with motivating factors such as allowances, free tokens, recognition so that employees can feel motivated. Consequently, these actions constitute motivational practices that managers incorporate in their Human resources management manual. The Herzberg theory pins a lot to the fact that employees may derive their motive to perform better basing on the provision of the motivation factors as contrary to the hygiene factors. Lecturers for instance may not do extra supervision of students, marking and assessment just because their heads of departments have increased their supervision on them but when they get short term-allowances for that. Supervision of Lecturers is hygiene factor, but allowances are motivating factor. The lecturers increase their performance with increase in motivational factors emphasized by Herzberg's theory. This makes the Herzberg's Two-Factor Hygiene Theory relevant to this current study

because the researcher considered satisfaction as a driver and determinant of lecturers' performance induced by financial rewards, delegation of authority and training.

1.1.3 Conceptual Perspective

Motivation means a reason for somebody's action; to cause somebody to act in a particular way and to stimulate the interest of somebody; to cause somebody to want to do something (Olusadum & Anulika, 2018). Motivation is a set of forces that lead people to behave in particular ways, leading employees to be dedicated, reinforcement (stimuli) and a boost to better performance of an individual in the environment (organization) will depend deeply on stimuli he felt (Olusadum & Anulika, 2018). Motivational practices enrich the ordinarily nature of working conditions, as peculiar undertakings considered appropriate to encourage employers improve their productivity (Kitui, 2017).

Several studies have focused on motivation and employee motivational factors (Chetty, 2011; Kwame, Ushuima & Omontala, 2018). These explore motivational factors as a compelling set of extrinsic factors that boost the intrinsic morale of employees. In most instances, such factors like scholarships for further trainings, enhanced salary, increased allowances, recognition at workplace, granting of awards and promotions serve the purpose better (Kwame *et al.*, 2018). However, this study focuses on the most commonly used in higher institutions of learning- trainings, financial rewards and delegation.

In many instances, financial rewards have been widely used. These are monetary incentives that an employee earns as a result of good performance (Mckinney, 2018). Exceptional performance levels is rewarded by giving bonuses, allowances, rewards, tokens to employee who meet targets, as desired by the organisation. All financial rewards are extrinsic motivational factors, and these tend to dominate. Additionally, senior officers delegate their duties to lecturers which is a motivation of recognition.

Delegation is the process where managers transfer formal authority from one position to another within an organization. It may be for a given duration, or activity (Reginald, 2012). From Reginald's perspective, delegation becomes a prescriptive framework for Managers, rather than a common place denotation, and as such is likely to cause changes in employee performance. According to Chetty (2011) trainings are designed to improve human performance on the job which an employee is presently doing or is being hired to do. Training is the process of imparting new skills and improving the existing skills in the employee so he can perform his work better. It is a learning experience that seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job (Chetty, 2011). All these efforts including delegation, financial rewards, trainings, are done in Universities for purposes of attaining better performance among employees.

The concept of performance has been widely explored in notions such as productivity, efficiency, effectiveness, economy, earning capacity, profitability and competitiveness (Iuliana & Criveanu, 2016). Employee performance specifically focuses on possible outcome parameters in terms of service, quality, commitment, dedication, and meeting targets. Proper assessment of employee performance is core for evaluating the success of a given activity. Learning in institutions of learning is evident when students excel, syllabi are completed, and there is day-to-day learning. In the view of Mwangi (2012) higher education has been faced with diverse human resource challenges that are hard to quantify its outcomes in most East African countries. The link between motivational factors and employee performance in higher institutions of learning remain less explored in the context of rural-based institutions. Focus, where it has been done has encompassed

the overall institutions, at the expense of regional campuses. In this context, focus was on tertiary institutions in Arua District, Northern Uganda.

1.1.4 Contextual Perspective

The Teachers' Policy in Uganda (2017) provides for the vision, mission, guiding principles and objectives for teachers in the country. The policy stipulates the expected outcomes and strategies for teacher management, teacher training, teacher standards and qualifications, adoption of ICT in education, gender inclusion and equity considerations, and sustainable development. The policy also provides for implementation arrangements that hinge on a partnership-based approach. Partly these focus on motivation and support to teachers and lecturers in various institutions of learning.

Lecturers in higher institution of learning are key stakeholders. As the agents of change, they require a strong support, motivation and encouragement to cope with the teaching-learning environment in the institutions they teach (Bothale, 2018). Lecturer motivation is a critical issue in the Ugandan education sector as it impacts significantly on lecturer effectiveness and learning outcomes. In addition, to professional development, institutions ought to provide better working conditions, motivational attributes that equip lecturers with commitment to their service, and enhance their performance (Benon *et al.*, 2017). To the contrary, lack of concern on motivational supplement except for salary has been evident in many reports of Lecturers (Nangosya, 2013). Over the 29 Universities in Uganda today, most of lecturers focus on part-time jobs to attain a better pay, and less seem to be committed to serve with minimal recognition and rewards accorded to them (Nangosya, 2013). As a result, instances of dodged lectures, missed or half taught programs, strikes, failure to hand in results are common reported. The challenge seems wider in regional study centres, especially those in far-to reach areas such as Northern

Uganda. Specifically, this study paid attention to University campuses in Arua District, northern Uganda.

Arua District used to be one of best performing areas in service delivery in Tertiary Institutions. For that matter District was a role model from the late 1990s up to around 2004 (Adeke, 2016). In the last ten to 15 years, however, performance of lecturers in Training Institutions in the District started deteriorating despite Arua District Service Commission (DSC)' efforts to recruit new and qualified lecturers for Tertiary Institutions. Arua district has implemented government policy of restructuring reforms but this seems to have not solved challenges of service delivery in Tertiary Institutions (Jagero, 2013). The question of poor performance of lecturers, still remain unexplained, and possibility of being linked with motivational factors remain less research. Therefore, it was against this background that this study sought to examine the relationship between motivational practices and performance of lecturers in Tertiary Institutions in Arua District.

1.2 Problem Statement

Most employees need motivation to feel good about their jobs and perform optimally. Motivational factors for employees are several times done through financial rewards, bonuses, recognition and at times trainings and delegation. Motivated employees are excited about their work place, and tend to do their responsibilities to their best ability (Shoenberger, 2019). There are also efforts by government of Uganda to focus on better working conditions and motivational support such as promotions after a given tenure of service, and recognition of excellent service (Ministry of Education and Sports, 2017). In spite of the efforts to provide good working conditions, many tertiary Institutions in this country, especially those in upcountry towns and rural dwellings still have poor performing Lecturers. There are evidences of absence of Lecturers from work, delayed

marking, withholding of results by Lecturers and some Lecturers leaving their jobs to do business or engage in politics. Several lecturers have been blamed for not performing as to their expectations (Arua District Local Government, 2018). Indeed, lecturers' motivation in Tertiary Institutions in Arua District is inadequate (Angundaru *et al.*, 2016). One of the recent studies done revealed that performance of Lecturers still remains low (Kasule, 2017), although this study did not focus on Tertiary Institutions except Kyambogo University. This presents a contextual gap that has not been explored. It is also probable that lack of a strong motivational platform could be associated with the poor performance of Lecturers in the District, although no recent study has explored this aspect. Owing to this, it was important to undertake a study that could explore relationship between motivational practices and performance of Lecturers in Tertiary Institutions. Therefore, this study was an attempt to cover this gap.

1.3 Purpose of the Study

The study sought to examine relationship between motivational practices and performance of Lecturers in Tertiary Institutions in Arua District.

1.4 Objectives of the Study

The study was guided by the following research objectives:

- i. To establish the relationship between financial rewards and performance of Lecturers in Tertiary Institutions in Arua district.
- ii. To examine the relationship between delegation of responsibilities and performance of Lecturers in Tertiary Institutions in Arua District.
- iii. To establish the relationship between training and performance of Lecturers in Tertiary Institutions in Arua District.

1.5 Study Hypotheses

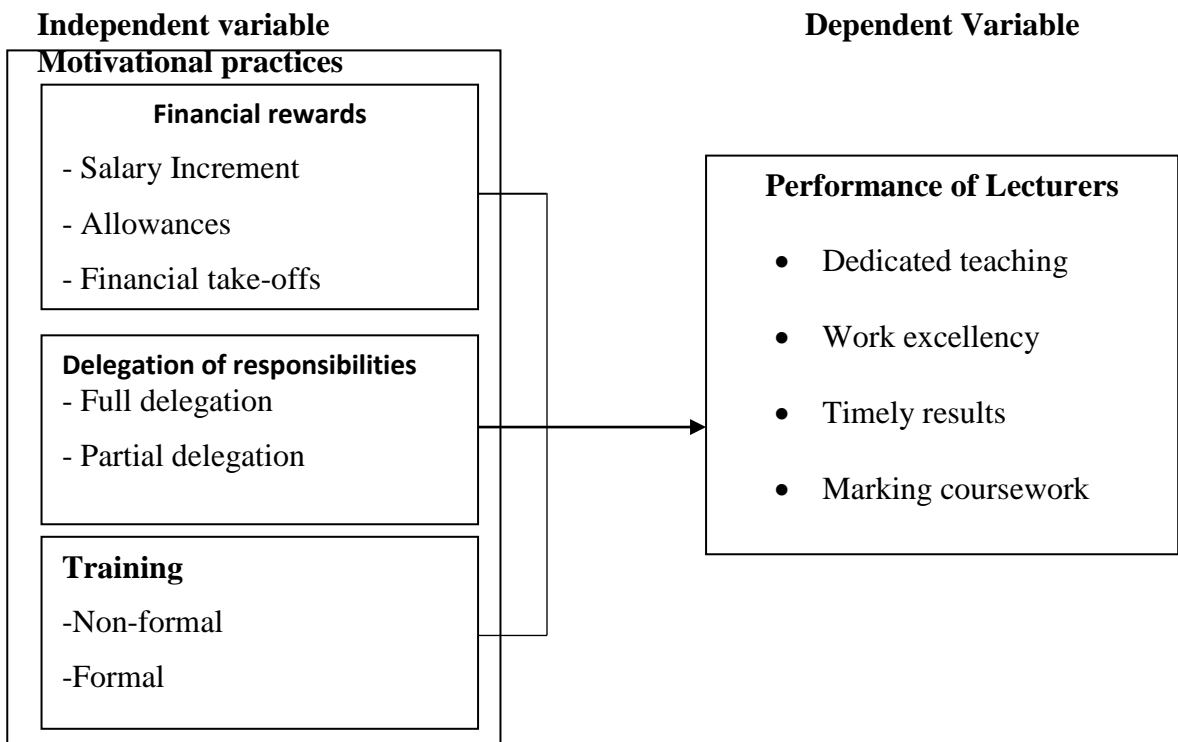
Ha1: There is a significant relationship between financial rewards and performance of lecturers in tertiary institutions in Arua district.

Ha2: There is a significant relationship between delegation of responsibilities and performance of lecturers in tertiary institutions in Arua district.

Ha3: There is a significant relationship between training and performance of lecturers in tertiary institutions in Arua district.

1.6 Conceptual framework

The following conceptual framework presents the relationship between motivation practices and performance of employees.



Source: Adapted from Boamah (2014) and modified by the researcher

Figure 1.1: Conceptual framework for the relationship between Motivational practices and Employee Performance

The above conceptual framework presents the hypothesized relationship between motivational practices and employee performance. As noted in conceptual framework, motivational practices were the independent variable. This was measured on the basis of financial rewards, delegation of responsibilities, and training. These attributes of motivational were also reflected and referred to during the study of Zaraket & Saber (2017). Additionally, the study focused on employee (lecturers) performance as the dependent variable. Employee performance were explored in terms of service delivery indicators such as dedicated teaching, work excellency, Timely marking and presentation of results and supervision of students' activities including research and field (internship) work. The study sought to explore the status of these variables and the extent to which motivational factors and Lecturers' performance are related in the context of University Campuses in Arua District.

1.7 Significance of the study

The study findings serve as a contribution to the body of existing literature related to motivation practices and employee performance. This may serve as a guide to researchers and to provide data upon which further studies could be concluded.

The Government of Uganda may benefit from this study. This is because the study findings present statistics that might help policy makers in the higher education sector to design motivational policies for better lecturing purposes. This may improve the scope of higher education and also the welfare of lecturers.

The findings of this study might benefit both the management and staff of Tertiary Institutions in Arua District to gain a clear understanding on how motivation affects employee performance. The recommendations of the study may provide management

with mitigation measures for any adverse effects that can be attributed to presence of employee benefits.

To other scholars and researchers, the study may constitute a body of up-to date related literature on the concepts of motivation and employee performance. This can be used as literature and reviewed to enriched further study.

1.8 Scope of the Study

The scope of the study includes content scope, geographical and time scope.

1.8.1 Content Scope

The study focused on motivational practices and performance of lecturers in Universities. The dimension for motivational practices focused on financial rewards, delegation of responsibilities and training. Performance was measured in terms of services delivered by the Lecturers in Tertiary Institutions. The study focused on ascertaining the relationship between motivational practices and performance of lecturers in Universities.

1.8.2 Geographical Scope

The study was carried in Tertiary Institutions in Arua District. Arua District is bordered by Yumbe District to the North, Adjumani District to the Northeast, Amuru District to the East, Nebbi District to the Southeast, Zombo District to the Southwest, the Democratic Republic of the Congo (DRC) to the West, and Maracha District to the northwest (UBOS, 2017). The District Headquarters at Arua are located about 425 kilometres (264 miles), by road, Northwest of Kampala capital city of Uganda. Specifically, the study focused on seven (7) tertiary institutions' campuses in Arua District. Arua district was considered because it is one of the districts that has a large number of tertiary institutions of learning, yet in former devastated northern region of Uganda. This provided potential information needed for the study.

1.8.3 Time scope

The study collected information relating to the period of one and a half years that is from January 2018 to July 2019. The period of one and a half years enabled the researcher to collect representative data as it covered a full academic year at these institutions. More so, it was possible to assess motivational practices offered to lecturers and their performance over this period of time.

1.9 Operational terms

In this study, the following concepts were defined as follows

Motivation: The intrinsic and extrinsic factors that influence the conduct and behaviour of an individual. Motivation is a need or desire that energizes behavior and directs it towards a goal. Motivation in this study referred to the encouragements that lecturers may receive in kind, cash and material to boost their performance levels.

Performance: refers to the accomplishment of a given task, as and in the way its desired or planned to be (Wales, 2015). Performance in this study referred on the actual output and outcomes of the activities undertaken by lecturers at the tertiary institution

Lecturer refers to an academic rank held by a person after a series of training and professional experience to teach and guide students at a University, College or any other institution of higher education. He/she, in this study referred to a person full employed to teach and guide research activities in tertiary institution of learning in Uganda.

Tertiary Institution: This is an institution of higher learning, which is chartered, registered and license to teach and award certificate, diplomas and other degrees. In this study it referred to all registered regional campuses of various institutions offering higher education in Arua district.

1.10 Conclusion

This chapter presented an introduction to this study. It explored not only the historical and conceptual, but also the theoretical and contextual perspectives that underpin motivational practices and performance of lecturers in Tertiary Institutions. The chapter presents the Statement of the problem, study objectives, research questions, hypotheses, and scope of the study. The study conceptual framework describing the inter-relationship between the variables is also well spelt in this chapter. The chapter further describes the significance of the study and definition of operational terms, which opens up the literature review, presented in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature regarding this study. The review is presented in regard to motivation theories and study objectives. The conceptual review focuses mainly on the relationship between financial rewards and performance of employees in institutions. More so, the review has explored relationship between delegation of responsibilities and performance of employees in institutions, and relationship between Training and performance of employees in institutions. This chapter further presents the literature gap.

2.1 Theoretical review

The study was guided by the Herzberg's Two (2) Factor Hygiene theory and Expectancy theory.

2.1.1 Herzberg's Two-Factor Theory

The study adopts Herzberg's Two-Factor Theory. According to Herzberg's Two-Factor Theory, Psychologist Frederick Herzberg (1966) investigated the question “what do people want from their jobs?” Through this question Herzberg identified the factors that lead to extreme satisfaction (motivators) and extreme dissatisfaction (hygiene). Factors leading to satisfaction such as achievement, recognition, responsibility, work itself, advancement and growth are also called intrinsic factors, whereas those leading to dissatisfaction, when not present, such as company policy and administration, supervision, interpersonal relations, and working conditions are called extrinsic factors. Herzberg argued that there are two distinct human needs portrayed, namely as physiological needs that can be fulfilled by money, for example, to purchase food and

shelter, and the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow (Omollo, 2015).

Hackman and Oldham (2018) noted that the Herzberg's Two-Factor Theory does not allow for individual differences, such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors. Mullins (2012) agrees that the motivation-hygiene theory by Herzberg has extended Maslow's hierarchy of need theory and is more directly applicable to the work situation. The focus on motivation of employees may not necessarily describe the status of employee performance [specifically lecturers' performance] without defining and exploring the expected outcomes of their activities. Hence the Herzberg theory may not exclusively explain the level of employee performance without describing the expectations of the lecturers. This is further described in the Expectancy theory.

2.1.2 Expectancy theory

Vroom (1969) came out with expectancy theory which states that an employee was motivated to exert a high level of effort when he/she believes that effort will lead to a good performance appraisal, and followed by organization rewards such as, bonus, salary increment or promotion which later satisfy personal goals. Simply, it means that people are motivated by calculating how much they can get from something, how likely their actions will cause them to get it and how much others in similar circumstances have received (Ott, 1989). The theory is based on three concepts and is also known as valence-instrumentality-expectancy theory (Huczynski & Buchanan, 2015).

The expectancy approach focuses on three relationships. Effort-performance Linkage is the probability perceived by an individual that exerting a given amount of effort would lead to performance. Performance-reward linkage is the degree to which the individual

believes that increase in performance will lead to a certain outcome. Valence is the importance that an individual place on the potential outcome or reward that can be achieved on the job. This considers the goals and needs of the individual, for example, people will always perceive that recognition and reward offered by bosses are more valuable and better (Boamah, 2014). The two theories describe the aspects of motivation practices as well as the expected performance outcomes of Lecturers. The two (2) factor theory of Herzberg describe the factors that could be enriched to act as motivational practices in Tertairy institutions including giving financial rewards, training and delegation. More so, the Expectancy theory explores what is expected as a result of implementing these practices as a means of ensuring performance of lecturers. These two (2) theories describe and relate to the study concepts that were explored in this study.

2.2 Empirical Literature Review

This area presents literature review on relationship between financial rewards and performance of employees in institutions, relationship between delegation of responsibilities and performance of employees in institutions, and the relationship between Training and performance of employees in institutions.

2.2.1 Relationship between Financial Rewards and Performance of Lecturers in Institutions of Higher Learning

“How to improve the employees’ performance” is the main concern of all organisations and focus point for research in many studies. Many approaches have been developed and adopted worldwide to improve employee’s performance including goal setting approach, measurement and feedback approach, involvement of employees in decision approach, organization’s culture approach, organisations expectation approach, job design

approach, rewards and recognition approach (Howes, 2010). However, this section points out empirical studies conducted in conjunction with financial rewards and performance of employees.

Financial rewards include pay, bonuses, transportation facility, health insurance, and pensions. Therefore, employees receive financial payments from their employers in the form of salary or commissions (Zaraket & Saber, 2017). Basically, there are different types of financial rewards. A bonus can be defined as an additional compensation given to an employee as a motivator or a reward for his/her hard work. It is given to workers majorly due to their performance. These performances might include: creating more deals, increasing sales, or inspiring new production line. Therefore, managers use bonuses to motivate their subordinates toward specific goals. Employees who do their best want reasonable pay that satisfies their needs.

Money is major means for creating motivation because they need money to satisfy their basic needs of life. Fringe benefits classified as a benefit that employee is given in addition to pay. Fringe benefits create an optimistic and motivating work environment and increase output and sales. It plays a significant role in motivating employees as it compels employees to put extra efforts (Zaraket & Saber, 2017).

According to Boamah (2014), monetary incentives encourage compliance rather than risk-taking because most rewards are based only on performance. As a result, employees are discouraged from being creative in the workplace. Another argument by Boamah (2014) is that monetary incentives may be used to circumvent problems in the workplace. Incentives to boost sales can be used to compensate for poor management. Employers also may use monetary incentives as an extrinsic rather than an intrinsic motivator.

In other words, employees are driven to do things just for the monetary reward versus doing something because it is the right thing to do. This can disrupt or terminate good relationships between employees because they are transformed from co-workers to competitors, which can quickly disrupt the workplace environment (Boamah, 2014). It is noted from the author above that financial rewards encourages compliance rather than risk-taking which consequently discourages employees from being creative in the workplace. However, the study did not talk about the direction and significance of the relationship. Hence this study covered this gap using tertiary institutions in Arua district.

Edirisooriya (2014) in his study demonstrated that there is a very strong relationship between pay rise and employee performance. The study proved that most of the employees in ElectriCo where the study was conducted highly preferred monetary rewards irrespective of their position (Edirisooriya, 2014). Money is a measurement of employees' accomplishments. The researcher believed that money is important to employees because it satisfies a number of their most important needs and a highly tangible way of recognizing employee contribution and their worth (Edirisooriya, 2014). It is observed from the above scholar that pay rise is strongly related with employee performance. Meanwhile, the scholar did establish whether the strong relationship was significant or not. Therefore, this study examined whether pay rise is positively and significantly related with performance of lecturers in tertiary institutions in Arua district.

A study by Zaraket and Saber (2017) found out that there is a significant relationship between financial rewards as independent variable with job satisfaction. Thus, financial rewards have an impact on job satisfaction, especially for Blue Collar employees. When high salaries or bonuses are given to employees, it is clearly shown that most of them are well satisfied with their jobs which affect the job performance directly. This satisfaction

could be because of their needs or life difficulties which urge them to perform well in return for the financial rewards which are offered to them. Therefore, this study focused on establishing whether financial rewards are significantly related with performance of lecturers in tertiary institutions in Arua district.

According to a study by Simanjorang & Tumbuan (2016), there was a significant effect of performance allowance on employee performance in KPKNL Manado. The finding had similar result with Paluhulawa (2013) which revealed that performance allowance has significant effect on employee performance. Based on the result of the questionnaire, the respondents who were all employees in KPKNL Manado agreed that achieving the target, attendance and innovation affect the quality of employee performance. This result happens because the employees work according to the rules that have been made by the company so that employees strive to meet a target to achieve company goals and obtain the performance allowance in accordance with the quality of their work. This makes employees more disciplined in work so that what they are targeting can be achieved. This study assessed whether tertiary institutions in Arua district provide performance allowance to lecturers. The researcher assessed their influence on lecturers' performance.

According to Oyebanju (2009) motivation, which is the result of employee's encouragement by cash or other things such as bonuses (car loan and payment increase), will lead to employees' productivity and better performance. Therefore, it is important to recognize which rewarding strategies lead to higher employee productivity and to enhance their performance. Considering results of the study, Oyebanju (2009) determined that different motivating elements like promotion, bonuses, and suitable payment compensation have significant connection with higher performance.

According to Mishra and Dixit (2013), financial and non-financial rewards and benefits are highly correlated with employee's performance in an education rewards system. Because of positive relationship between rewards and performance, it also increases the job satisfaction of workers. Job satisfaction leads to success and feelings of achievement during the job. Also linked increase productivity, increase worker's efforts on job and leads to happiness enthusiasm, feeling of fulfillment. Rewards promote happiness and job satisfaction investigated in his research study by (Mishra & Dixit, 2013). The study investigated whether financial rewards increase happiness and job satisfaction of lecturers at Tertiary Institutions in Arua district. Drawing from this context, the researcher also investigated how financial rewards could be a source of happiness and job satisfaction are related with the performance of Lecturers at Tertiary Institutions in Arua district.

2.2.2 Relationship between Delegation and Employee Performance

Delegation is a process which includes assigning tasks to subordinates, giving responsibility to the subordinates for formal decisions made by the manager, and raising the amount of allowed job-related discretion to subordinates, involving the authority in making decisions without looking for prior manager's approval (Gohari *et al.*, 2015).

According to Khasawneh (2015), delegation of authority is one of modern trends practiced by managers. Its function stands out contributing and increasing the level of motivation of employees and achieving positive returns for (an organization with a manager) and (an employee with a customer) both. On the level of an organization, it achieves competitive advantage, knowledge inventory, increases the level of productivity and speed in finalizing tasks effectively. On the level of manager, it alleviates functional burdens, gains employees' satisfaction and builds cooperation and trust between manager

and employees giving a chance for manager to have full-time for realization more important work. So, it reduces physical and intellectual efforts exerted by manager and other employees. On level of an employee, it works on achieving functional empowerment, constructing alternative and administrative leadership, making employees feel self-confidence and motivation for excellence in performance (Khasawneh, 2015).

AL-Matouh (2016) studied the role of delegation of authority in achieving the objectives of organizing. The study reached a conclusion that delegation of authority has played a basic role in achieving business fast. It raises the morale among workers. It allows the chance for building employees and enables them to alternative leadership and ability to manage organizations. This study established whether delegation of authority to lecturers has raised their morale of working. The researcher also assessed how the morale has influenced the performance of Lecturers in Tertiary Institutions in Arua.

Wadi (2009) conducted a study on the impact of authority delegation on managerial performance. The study aimed at identifying the impact of authority delegation on workers performance of Sudan University of Science & Technology (SUST). Sample of the study was consisted of (60) workers and they were randomly selected. The study found out that delegation of authority strengthens human relations among members of the organization; enhance self confidence among workers and increase level of achievement in tasks and work assigned for workers and speed of implementation (Wadi, 2009). This study also assessed if delegation of authority to lecturers in tertiary institutions has strengthened human relations and enhanced self-confidence.

According to Al-Jammal *et al.* (2015), delegation of authority has impact on an organization, on the manager and on employees. They opined the impact of delegation of authority on organization helps in achieving competitive advantage, increase in production as well as effectiveness in task completion. In the same vein, they stated that delegation of authority has lessen the functional burdens of the manager and it has built cooperation and trust between the manager and the employees which led to employee satisfaction. Thus, it reduces physical and intellectual efforts exerted by manager and other employees on level of an employee, they stated that delegation of authority works on achieving functional empowerment, constructing alternative and administrative leadership, making employees feel self-confidence and motivation for excellence in performance.

On the level of customer, delegation of authority meets the needs of customers rapidly, delivering or providing the service will not be delayed due to delegation authority. It is noted from Al-Jammal *et al.*, (2015) that delegation of authority meets the needs of customers rapidly without delaying, therefore this study also explored on the aspect whether delegation of authority has enabled students to meet the intended needs from lecturers without delaying.

Kombo *et al.*, (2014) have demonstrated that application of delegation of authority will help employee effectiveness to be enhanced; managers will be able to maintain their job position and preserve the process of facilitating business affairs, employees' loyalty, and achieving performance efficiency. It serves as a way to help manager in alleviating the burden of running the affairs of the business. Kombo *et al.* (2014) also established that greater delegation will result in to the following factors: Competence of the employee, sharing of managers' task objectives by employee, longstanding and positive relationship

of the manager with the employee, and status of the lower-level persons. This study also investigated whether delegation of authority has increased competence among lecturers and longstanding relationship between lecturers and management of Tertiary Institutions.

According to Angst & Borowiecki (2013), delegation of authority played primary role in achieving business fast, by raising morale among workers. It provides opportunity for building employees and enables them to better leadership and ability to manage organizations. As duties for HRM are delegated to other employees, central HRM body has a role to focus more on forming minimum standards and formulating policy, instead of implementing duties (Angst & Borowiecki, 2013). Nevertheless, delegation of HRM functions has its risks. Equally staff delegation of authority makes staffs deeply involved in the decision-making process and employees will open the way to growth. The researcher found out whether delegation of authority to lecturers has increased their morale of working.

2.2.3 Relationship between Training and Employee Performance

Human capital is one of the major assets for any organization; hence the role they play towards an organization's success cannot be underestimated. As a result, equipping this unique asset through effective training becomes imperative in order to maximize the job performance (Nassazi, 2013). The main objective of every organization is to improve its performance, but it can never be possible without the efficient performance of employees (Imran & Tanveer, 2015).

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and or behavior. Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most

importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviors that can be transferred back to the workplace (Sandamali *et al.*, 2017).

Uwineza & Muturi (2017) found out that there was a significant relationship between training opportunity and employee performance. The findings implied that availing adequate training opportunity to the employees would result into increased employee performance. Simanjorang & Tumbuan (2016) established that there was no significant effect of employee development on employee performance in KPKNL Manado. The findings hence revealed that a significant positive relationship exists between employee training and development and the employee performance.

According to Dabale *et al.* (2014), the effect of training on employee`s performance can often encourage growth within the worker and organisation itself. He found out that training of city council employees led to self-fulfilling prophecy of enhanced output by employers, employee development equals decreased in operational costs, led to greater loyalty to the organisation and as well enhanced job satisfaction. He further says that the effects of training on employee performance include meeting and exceeding expectations, cross training of staff, preparing employees for promotion, maintaining a safe environment and reduction of errors (Dabale *et al.*, 2014).

Training generates benefits for the employee knowledge, skills, ability, competencies and behaviour (Benedicta, 2016). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the

top. This means that, there is a significant difference between the organizations that train their employees and those organisations that do not (Becker *et al*, 2011).

Kasau (2014) argued that employee training should be done to upgrade the staff knowledge and skills constantly to enable him/ her remain competitive and productive in the organization. For any organization to achieve a competitive advantage, each staff in every department must perform excellently. Training can be sold as key influence to improving the performance of individuals. The aim of training is to enable employees to match the organization's future needs at expert and management levels so as to achieve the organization's objectives (Kasau, 2014). The researcher assessed whether the training of lecturers conducted at Tertiary Institutions in Arua is aimed at upgrading staff knowledge and skills and this was a focus for this study.

In Nigeria, importance of training is more obvious given the growing complexity of the work environment, rapid change in organisations and advancement technology, among other things (Stahl, 2014). City councils have come to recognize that training offers a way of developing skills, enhancing productivity and quality of work and building the loyalty to the firm. Jones and George (2015) concurred that training in city councils help improve quality, customer satisfaction, productivity, morale, management succession and business development. This study explored whether training given to lecturers has improved quality, customer satisfaction, morale, and management succession.

Safferstone (2012) added that training improves employee performance in the human resource as well as the organisation. If employees are whole heartedly involved in training issues which are directly related to their job, then they try to take initiatives to remove many problems (Safferstone, 2012). Involvement in the official tasks directly

influences the employee performance. Training helps to reconcile gap between what should happen and what is happening and desired targets or standards and actual levels of work performance (Armstrong, 2015).

2.3 Literature gap

The review of the available literature showed that the relationship between, financial rewards, delegation, training and employee performance is widely covered in literature. The study cited literature shows that several studies have been done but their context has largely been done outside the scope of Arua District. More so, the context expressed in the cited literature did not specifically focus on institutions that provide education services in Arua District. Therefore, there is a contextual gap for most of the cited studies. Therefore, there was need to investigate effect of motivation practices (financial rewards, training, and delegation) on performance of lecturers in tertiary institutions in Arua district.

2.4 Conclusion

The chapter has extensively explored related literature to this study. The chapter includes a review of related theories that underpin motivational practices and performance of lecturers. The review covers publish articles and reports that were related with the relationship effect of motivation practices (financial rewards, training, and delegation) on performance of lecturers in tertiary institutions. This opened room for undertaking an investigation in Arua District, which was undertaken basing on the methodology in next chapter.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used in the study. It describes the research design, study area, study population, sample size determination, sampling procedure, data collection instruments and methods, validity and reliability of instruments, data collection procedure, analysis, measurement of variables, ethical considerations and limitation of the study.

3.1 Research Design

This study adopted a descriptive research design. A descriptive research explores the given phenomena in detail and in a natural setting, providing an extensive coverage of opinions on the study objectives. This descriptive study utilised also a correlation as mechanism of examining the association between motivational factors and employee performance. Correlation is useful in ascertaining associations and relationships (Oso & Onen, 2010). Therefore, it was relevant for this study.

In order to obtain a comprehensive data, and minimize weaknesses in each of the approaches, study utilised both qualitative and quantitative approaches of data collection and analysis. Qualitative data focused on obtaining relevant opinions, and narrations about the study variables. On the other hand, statistical data and evidence was obtained through a quantitative approach. The mixed approach was highly utilized in most recent studies (Creswell, 2015) especially there was need to examine on ground facts to explain the study variables.

3.2 Area of Study

The study was carried out in seven (7) Tertiary Institutions in Arua district. According to Arua District Education report (2018), the seven Tertiary Institutions are regional campuses of Muni University, Makerere University Business School (MUBS), Islamic University in Uganda (IUIU), Uganda Christian University (UCU), Bugema University, National Teacher’s College (NTC) and Uganda Martyrs University. These have been in Arua for the period of at least one (1) year especially for Muni University.

3.3 Target Population

Target population is a group of individuals or objects to which researcher was interested in generalizing the conclusions (Hanlon & Larget, 2011). The study targeted Lecturers and Top Administrators of selected Tertiary Institutions. The Top Administrators were only involved those in the Human Resource Department at the Tertiary Institutions. The total population per selected institution was as shown in Table 3.1 below

Table 3.1: Target Population for the Study

Category of Respondent	Institutions selected							Overall Total
	1	2	3	4	5	6	7	
Directors/Principals of Institutions in Arua	1	1	1	1	1	1	1	07
Lecturers	55	47	35	37	40	48	42	304
Total	56	48	36	38	41	49	43	311

Source: Researcher based on the Human Resource Department records for MU- Muni University, MUBS-Arua Campus, IUIU, UCU, UCU, UMU, Bugema University campuses and NTC.

3.4 Sample Size determination

Sample size is the number of observations constituted in the study sample (Hanlon & Larget, 2011). A total of 175 respondents were selected as a study sample size. This sample size was reached basing on the formula of Yamane. Yamane's (1967) Formula is

$$n = \frac{N}{1 + Ne^2}$$

Where n is sample size, N =Population and e is the level of precision or the error term at 5% ($e= 0.05$)

$$n=311/(1 + 311 ((0.05))^2)$$

$$n = \frac{311}{1.7775}$$

$$n= 174.9648382559775$$

$n= 175$ respondents.

The sample constituted of Seven (7) Top administrators and 168 lecturers in institutions selected as distributed in Table 3.2.

Table 3.2: Sample size distribution

Category of Respondent	Institutions								Overall Sample	Sampling Technique
	Population	Sample selected per Institution								
		1	2	3	4	5	6	7		
Directors/ Principals of Institutions in Arua	07	1	1	1	1	1	1	1	07	Census
Lecturers	304	31	26	19	20	22	27	23	168	Simple Random
Total	311	32	27	20	21	23	28	24	175	

Source: Researcher based on HRM records for Selected Tertiary Institutions, Arua District Records, 2019 and Yamane (1967).

Despite the above sample selection, not all the identified participants fully engaged in the study. Out of the 175, only 154 fully participated, and these included all the seven (7) Administrators and 147 Lecturers. This provides 89 percent response rate, which was considered appropriate to give reliable and detailed findings.

3.5 Sampling Techniques

Sampling is the process of selecting units from a population of interest so that by studying the sample (Trochim, 2006). The study utilised both simple random sampling and census to select the study participants.

Census is used when all employees in an organisation by that specific category qualify to be part of the study. The census was used because each of the selected institution was headed by one administrator, who was core in providing information about the motivational practices offered by the institution and the performance of lecturers in Arua District. The University Administrator chosen was either the Principal/ or Director/ Rector. These were selected purposively, given their special roles in management of the organisation. Simple random sampling method was preferred because it gave equal chances to all the units in the population involved in the study. This method was used to select the Lecturers.

3.6 Data collection methods

3.6.1 Survey method

The study used questionnaire method to collect data from Lecturers of Tertiary Institutions. Questionnaire is widely used because of its ability to attract high response rate, being convenient and saves time (Amin, 2005). Questionnaires were appropriate for purposes of obtaining information on motivational factors and performance of lecturers, as they were busy participants. To effect this method, a structured questionnaire was

designed to capture quantitative data from Lecturers in Tertiary Institutions in Arua district.

3.6.2 Interviewing method

The study employed interview method in order to obtain more in-depth information about the effect of motivation practices on performance of lecturers. Interviewing is a face to face or on-line communication between two persons- one being an interviewer and the other interviewee (Leedy & Ormrod, 2015). Interviewing was used to obtain detail opinions of respondents about motivational practices and lecturers' performance. The interviews were held with the head of the institution (principal/ Rector/ Director) of the tertiary institution. An interview guide was designed to facilitate the interview session.

3.7 Data Collection Instruments

3.7.1 Questionnaire

A questionnaire is a set of questions mostly printed to be answered by selected study participant (Kombo & Tromp, 2010). This study used structured questionnaire as a tool for collecting quantitative data. Structured questionnaires save time, and are convenient (Amin, 2005). The questionnaire was administered on Lecturers. It had close ended questions with sections (B, C, D and E) arranged according to linkert scale. Section A covered five (5) questions on demographic characteristics of the respondents, section B, C, and D each had eight (8) items focusing on motivational practices and E focused on performance of lecturers. The choice of these question type based on their ability to be coded for analysis, convenience and time saving for the respondents (Sekaran, 2003).

3.7.2 Interview Guide

A semi-structured interview guide was prepared and used as a tool for collecting in depth information from the key informants. The interview guide consisted of semi-structured questions with three (3) per objective. Intermittent questions arising from probing, and

responses were considered. Interview guide was administered on the Directors/Rectors and Principals. The interview guide was widely used for descriptive data which could not be obtained by questionnaires (Mugenda & Mugenda, 2005).

3.8 Validity and Reliability of Instruments

3.8.1 Validity of Instruments

Validity is the ability of an instrument in measuring whatever it is intended to measure (Polit & Beck, 2008). Validity is an important for making conclusions of the research (Yilmaz, 2013). In current study, content validity of the instruments was ascertained. The pre-tested instruments had nine (9) questions on financial rewards, 10 questions on Delegation, 11 questions on Training and 12 questions on Performance of Lecturers. These questions in the Instruments were subjected to scrutiny of the supervisors. Their recommendations were used to finally formulate questionnaires to collect the required data. A Content Validity Index (CVI) was computed basing on the formula;

$$CVI = \frac{\text{No of items relevant to the study}}{\text{Total number of items in the questionnaire}}$$

The CVI was obtained as shown in Table 3.3 below

Table 3.3: Validity of the Tools

Variable	Total Items	Valid Items	CVI
Financial Rewards	9	8	.89
Delegation	10	8	.80
Training	11	9	.82
Performance of Lecturers	12	11	.92
Average CVI			.86

The test obtained a content validity index (CVI) of 0.86 which was above 0.7 for all the variables in the tools hence deemed valid for use in the study.

3.8.2 Reliability of the Research Instruments

Reliability is the degree to which the research instrument yields consistent results or data after repeated trials (Mugenda, & Mugenda, 2005). To gather evidence on reliability of the study instrument, the researcher carried out a pilot study to a small convenience sample of lecturers at Kyambogo University. The results of the pilot study were entered in the Statistical Package for Social Scientists (SPSS) and then subjected to reliability analysis from which a Cronbach's alpha coefficient. The results of the Cronbach Alpha Test are shown in Table 3.4.

Table 3.4: Testing for Reliability

Variable	Cronbach's Alpha
Financial Rewards	.735
Delegation	.817
Training	.831
Performance of Lecturers	.857
Average alpha	.810

Results in Table 3.3 show the average alpha, 0.810 was achieved for the reliability test, an indicator that the tools were reliable as they were above 0.7, minimum limit for the tool to be reliable for the study (Amin, 2005).

3.9 Data Collection Procedure

The introduction letter was obtained from Kyambogo University after the proposal was accepted. Two (2) research assistants were trained and briefed on their work to assist in distribution and collection of questionnaires. The researcher booked appointment with the respondents for actual data collection. All the respondents were asked to give in their formal consent to be part of the study. After a formal consent, the questionnaires were distributed to the randomly selected Lecturers from the tertiary institutions. In the due

course, interviews were also held with Key Interview Informants (KIIs) purposively selected at each institution. The key informant interviews lasted 30 minutes and were held at place of appointment convenient for the respondent. All collected data was summarized and kept under key and lock until the report findings are disseminated.

3.10 Data Analysis

This section presents how the data was analyzed and presented.

3.10.1 Quantitative data analysis

Quantitative data collected through questionnaires were coded and summarized. Summarized data was entered into SPSS version 23 for analysis. The package was chosen because of its advantage for automatic performance of several tasks such as running Univariate and bivariate analysis. Univariate analysis focused on demographic characteristics of respondents, and presented findings in percentages. Bivariate analysis was used to find out if there is a relationship between variables (Arppe, 2008).

Pearson Correlation Coefficient were run to test the relationship between independent variable components and dependent variable. A regression analysis was used to ascertain the extent to which the hypothesis can be accepted or rejected. The study defined the multiple regression Analysis basing on the Model. Specifically the regression model used in this study was;

$$LP = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$$

Where,

LP – Performance of Lecturers in Tertiary Institutions in Arua District

β_0 - Constant

X1 – Financial Rewards

X2 – Delegation

X3 – Training

$\beta_1 - \beta_3$ = Measure of sensitivity of variable X to changes in LP

ϵ = Error term

from the model, the coefficients, the adjusted R square and sig. values were used to describe the relationship between the dependent variable (performance of lecturers-LP), and the independent variable constructs (X1-X3). The researcher concluded by accepting or rejecting the hypothesis depended on the significance level. The findings were presented in tables.

3.10.2 Qualitative data analysis

Raw qualitative information from interviews was transcribed and written as narratives. The researcher largely utilised thematic analysis to explore the findings from interview guides and integrated them in the findings. The results were presented as direct quotations or paraphrased statements in line with the study objectives.

3.11 Measurement of Variables

Data on the respondent's views and opinions about the effect of Motivational Practices and Performance of Lecturers was obtained using the questionnaire. A five (5) point-Likert scale of 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree was used to tap respondents' perception on the study variables.

The motivational practices specifically focused on statements that define the types, and ways in which the institution offers financial rewards, supports delegation and offers staff on-job training. This was in relation to earlier studies on motivation (Boamah, 2014).

Lecturers' performance was explored basing on Lecturers' output such as commitment in lecturing, marking and presentation of results, participation in research at the University. This was in regard to earlier studies on employee performance (Becker *et al.*, 2011).

3.12 Ethical Considerations

This study observed four critical ethical norms which included amongst others: Confidentiality, which required protection of confidential information from respondents. Consent which requires voluntary participation of respondents in the study; Honesty which required honest reporting of data, results, methods and procedures and avoidance of fabrication, falsification, or misrepresentation of data. Respect for intellectual property, which requires proper acknowledgement, through referencing and citations, for all contributions to research by other researchers. The researcher also obtained an introduction letter from the University introducing her and the study.

3.13 Limitation of the study

The study was limited by time and therefore the researcher employed research assistants to ensure that expected scope is covered in the given time limit. The logistics may also be a hindrance to the researcher.

In addition, there is a likelihood some of the respondents may refuse to given in their free consent to take part of the study. Others may ask for facilitation to be part of the study. The researcher ensured to seek formal consent, and establish rapport among respondents.

3.14 Conclusion

This chapter presents the methodology that was adopted to explore the effect of Motivational practices and performance of Lecturers in Tertairy Institutions in Arua District. The chapter explores that research design, study area, target population, sample

size and appropriate sampling techniques to arrive at the top administrators and lecturers in the selected institutions. The data collection methods, instruments, validity and reliability of tools, data processing, analysis and presentation approaches were adopted. In the chapter are methodological concerns that were considered in the study, from which findings in the next chapter were established.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.0 Introduction

This chapter presents findings on the relationship between motivational practices and performance of Lecturers in Tertiary Institutions in Arua District. It describes the background of respondents, descriptive statistics on independent and dependent variable and the detailed findings on research objectives. The findings are presented, analyzed as per the set questions per study objectives. Descriptive statistics are used to explain the status of constructs in variables and inferential statistics to establish the relationship between the variables.

4.1 Demographic Characteristics of Respondents

Biodata information is useful in exploring the extent to which respondents can provide information needed in the study, depending on their knowledge about Motivational Practices and performance of Lecturers in Tertiary Institutions. The respondent's vital demographic factors included gender, marital status, age group, education level and business characteristics as presented in Table 4.1.

Table 4.1: Demographic characteristics of the respondents

Demographic variable	Description	Frequency (n= 154)	Percent (%)
Gender	Male	54	35.1
	Female	100	64.9
Marital Status	Married	105	68.2
	Single	25	16.2
	Divorced	7	4.5
	Widow/er	3	1.9
	Separated	14	9.1
Age (years)	20-29	43	27.9
	30-39	56	36.4
	40 and above	55	35.7
Level of Education	Master Degree	20	13.0
	Post graduate	24	15.6
	Bachelors Degree	99	64.3
	Diploma	11	7.1
Duration spent in Institutions (years)	1-4	91	59.1
	5 and above	63	40.9

Source: Primary data (2019)

Results in Table 4.1 indicate that females (64.9%) dominated the staff in the Tertiary Institutions in Arua District, and men accounted for 35.1%. This is an indication that while all gender was involved and employed, females dominates and was more interested in study than men. This could also be a reflection that men desired other job opportunities and seem to have been less motivated for lecturing work in Tertiary Institutions.

More so, results reveal that 68.2% of the respondents were married and only 16.2% were single (not cohabiting and having never married). Others however were widows/ers, divorcees or had separated with their spouses. This indicates that the education service profession was inclusive as regards marital status, although it was key by policy for

Lecturers to be married. Marital status could also explain their performance levels at the institution.

Besides, 36.4% of the respondents were 30-39 years of age, with 35.7% already 40 years and above of age. Only a few were below 30 years. This was a reflection of the time lecturers take studying, and the time they get employment, which can influence not only their motivation but also their performance. Indeed, most of the time before work was spent in school, and majority (64.3%) had a bachelors degree, and the remaining, except 7.1% (diploma holders) were having post graduate diploma or Master Degree. For quality education at higher institution of learning, good qualifications of the Lecturers is essential for their performance. Hence pre-job and on-job training are key and complementary for better lecturing profession.

As regards experience from the time spent in service, majority of the participants (59.1%) had spent at least 1 year at the institution, and over 40% with a 5-year or more experience regarding activities of the institution. This helped provide detailed and factual response in regard to motivational practices used at the institutions of study and the performance output of lecturers – key for this study.

Generally, the biodata findings, formed a basis upon which the study explored opinions, provided on motivational practices and performance of Lecturers in Tertiary Institutions within Arua District. The personal factors were hence core in informing the study regarding motivational and performance of Lecturers in Tertiary Institutions of learning.

4.2 Descriptive findings on Motivational Practices and Lecturers' Performance Attributes

The descriptive findings were useful in describing the status of study variables as considered by the respondents. This provided the researcher background information upon which to examine study objectives and in hypotheses through inferential statistics. The descriptive statistics explore the narrative opinions established from the respondents, basing on the study variables.

4.2.1 Descriptive findings on Motivational Practices

Motivational Practices constituted the independent variable. This variable was explored basing on attributes: Financial rewards, Delegation and Training as carried out in Tertiary Institutions in Arua District. Respondents ranked questions on a Likert scale of 1-5, and their responses were extracted using descriptive statistics. Presentation of Findings on these attributes is in Tables 4.2- 4.4.

Table 4.2: Descriptive statistics on Financial Rewards Attribute of Motivational Practices

Descriptive Statement	N	Mean	Std. Deviation
Institutions provides lecturers with bonuses and transport allowances	154	4.20	.223
The institution compensates for the extra time spent in lectures	154	2.16	1.393
The salary enhancement of lecturers is done basing on their performance	154	2.90	1.284
The lecturers are provided with performance allowance for exemplary performance	154	3.03	1.497
The institution provides salary advance whenever it is needed by lecturers	154	2.11	.621
The institution provides health insurance to lecturers and their family members	154	4.49	.470
Lecturers are given housing allowance monthly	154	4.05	.448
Our institution gives financial rewards to only a few staff	154	3.09	.393
Valid N (listwise)	154		

Table 4.2 shows that most business owners/managers strongly agreed (Mean = 4.49, S.D= .470) that they received financial rewards to meet their health insurance and their family members, institution provides lecturers with bonuses and transport allowances (Mean = 4.20, S.D= .223) and also financial rewards were extended through provision of housing allowances monthly (Mean= 4.05, SD= .448). To other lecturers contacted, majority of the respondents stated that their institution did not provide salary advance whenever it is needed by lecturers (Mean = .221, and SD.= .621), and it was pointed out that the institution offered financial rewards to only a few staff (Mean= 3.09, S.D= 1.393).

On the contrary, most lecturers revealed they were not compensated for extra time spent in lectures or their salaries which was revealed by mean score (mean = 2.16, S.D= .393), and salary enhancement of lecturers was not done basing on their performance (mean = 2.90, S.D= 1.284). These results were consistent with exception of a few opinions which were not consistently pointed on the aspect of compensation of extra time spent, salary enhancement and allowances and exemplary performance, with a standard deviation above 1.

Findings from the interviews with different heads of Tertiary Institutions, it was further recognised most often the Lecturers are either working on contract, or government payroll (for those servicing in public institutions), and there are standard allowances provided as financial rewards. These allowances are sometimes converted to real items such as provision of Institutional house, car, among others.

In response to the different financial rewards provided, one of the principals said;

“indeed, we consider our Lecturers as key people in the running of this institution. Lecturers are given allowances, but most of these allowances are converted into kind.

Another Principal said:

“At this College, we give Lecturers houses and medical allowances. Financial rewards are not common, and this is one of our challenges... here at this University. All in all, financial rewards contribute to morale of every person.”

Additionally, one of the registrars in the Tertiary institution;

“We pay strong attention to our staff’s financial needs because they need this support..... Most lecturers still think on financial rewards....

“Better financial rewards I agree motivates employees, but they are not necessarily motivators but necessities... What they need to pay attention to is better service, professional growth opportunities and service delivery”
said one of the Rector for the University in Arua.

In regard to the above views, it was evident that all administrators also agreed that financial rewards are key and part of the expectations of Lecturers in Tertiary Institutions. The extent to which these financial rewards contributed to Lecturers’ performance was found to be high and relevant in Tertiary Institutions in Arua District.

Table 4.3 shows the findings on the delegation attribute as a motivational practice in Tertiary Institutions.

Table 4.3: Descriptive statistics on Delegation Attribute of Motivational Practices

Descriptive Statement	N	Mean	Std. Deviation
Top administration most often delegate duties to lecturers at this institution	154	1.46	.264
Only Heads of Departments are delegated to by top Administrators	154	3.82	.049
My morale to work increases when I am delegated to a task by my Head of Department	154	4.01	.063
Lecturers accomplish faster the tasks they have been delegated to do than ordinally day-to-day work	154	3.95	1.071
The workplace depression reduces among lecturers who have been delegated tasks	154	3.19	.277
The level of Lecturers' competence has increased at this institution due to delegation	154	3.80	1.075
Lecturers' productivity and speed in finalizing tasks increases when delegated to tasks	154	1.84	.200
Lectures become more responsible, and cooperative when delegated to work in any office in this institution	154	4.20	.228
Valid N (listwise)	154		

Table 4.3 shows that most Lecturers were more responsible, and cooperative when delegated to work in any office in this institution (Mean= 4.20, S.D= .228) and this increased work output especially when delegated by Head of Department. More so, most respondents agreed that morale to work increases when a lecturer is delegated to a task by the Head of Department (Mean= 4.01, S.D=.063), Lecturers accomplish faster the tasks they have been delegated to do than ordinally day-to-day work (Mean= 3.95, S.D= 1.071), and though only Heads of Departments were being delegated to by top

Administrators (Mean= 3.82, S.D= .49). The findings show that on average, the level of Lecturers' competence increased due to delegation (Mean= 3.8, S.D= 1.075). This indicated that the level of delegation done motivated staff on task accomplishment and as well as on being co-operative, being responsible and doing day-to-day activities with greater perfection. Further results show that due to being delegated to, a few staff who was received delegation tasks experienced reduction on workplace stress. The study noted that workplace depression reduces among lecturers who have been delegated tasks (Mean= 3.19, S.D= .277).

On the other hand, the study found out that for majority lecturers, delegation as not commonly done. The study findings show that Top administration does not most often delegate duties to lecturers at this institution (Mean= 1.46, S.D = .264), and as a result a few lecturer's productivity and speed in finalizing tasks increased when delegated to tasks (Mean = 1.84, SD= .200). These findings show that the scope and level of delegation was still low for low level managers, and staff. All opinions were consistence with exception of the fact that lecturers' competence increased and accomplishment of tasks than ordinary with delegation whose findings had a S.D above 1.

It was noted that with better delegation practice, there was increased performance, commitment and co-operation, at workplace due to delegation, although this was mainly between top administrators and Head of Departments, not Lecturers. Related findings from interviews also revealed that not all lecturers are prone for delegation. Several times, delegation is accorded to persons who are close in line of responsibility and often senior lecturers and HoDs.

In their opinions, respondents said:

“Delegation is one of the norms and practices in our institution..... We can hardly do without delegation..... You Well understand that you will not always be available and ready for all activities.... Or else you break down”

“We usually allow all those officials who have senior staff [those they feel know the operations better] to delegate..... when one is to go away for a workshop... you delegate to the Deputy.... (Said the Principal)

“Ideally, all staff can be delegated to.. depending on their competencies, ... but usually it’s between the top management and head of departments of sections.... Delegation is good... allows practice of what would be at a higher office, effectiveness, makes one a responsible officer” views of an Academic Registrar

As shown from the above excerpts and narratives, delegation is very important not only when there is a heavy work load, but also when there is a time gap. When an officer is to be out of office for a given time, he or she can delegate a lecturer with significant competence to act on his behalf. These delegates however, tend to learn a lot, although delegation is mostly between top administration and senior staff or heads of sections.

The descriptive findings on the level of training attribute as a motivational practice were also established as shown in Table 4.4.

Table 4.4: Descriptive statistics on Training Attribute of Motivational Practices

Descriptive Statement	N	Mean	Std. Deviation
There is Automatic scholarship for further study for Lecturers at this institution	154	2.42	1.533
Training Opportunities are provided for only those who perform well their duties	154	2.94	1.307
I have improved the quality of my work after undergoing training by this institution	154	4.03	.973
Lecturers who get training at this University face a few or no challenges at their workplace	154	3.89	1.064
I have become more creative in handling my lecture tasks after regular training at this institution	154	3.97	1.143
My work productivity has improved with the training opportunities I get at this institution	154	3.97	.193
Lecturers who undergo training at this institution serve better after the training than they were before the training	154	3.62	.216
I gained more knowledge, skills, and their ability to work with trainings offered at this institution	154	4.25	1.093
I had to undertake a regular training before promotion	154	3.59	.408
Valid N (listwise)	154		

Table 4.4 shows that majority of the lecturers agreed that training when offered was key to improve on knowledge, skills and abilities to work better facilitating improvement in quality (Mean= 4.25, S.D= 1.093), training improved the quality of lecturers' work at the institution (Mean= 4.03, S.D= .973). In other findings, it was established that Lecturers who get training at this University face a few or no challenges at their workplace (Mean = 3.89, S.D= 1.064), and as a result become more creative in handling their lecture tasks after regular training (Mean= 3.97, S.D= 1.143).

Further findings show that arising out of training, the lecturers who attained the training improved their work productivity (Mean= 3.97, S.D= .193), and served better after training than they were before the training (Mean= 3.62, S.D= .216). All these are reflections that better training provided to staff (lecturers) as motivational practices had key benefits towards their overall productivity and performance in short and long run.

In most instances, lecturers also believed that training if undertaken could improve productivity, creativity in handling lecture tasks, but a few of the lecturers get training opportunities. Open opportunities for training to all staff was not highly provided in the visited institutions (Mean= 2.42, S.D= 1.533), and the training opportunities were open to all staff, regardless of whether on performed well his/her duties well or not (mean = 2.94, S.D= 1.307), and this did not motivate lecturers to work hard.

In regard to responses from the Interviews, findings showed that training was a core area of professional development emphasized by Policy in Tertiary Institutions. However, coupled with financial constraints, a few opportunities were granted by the Tertiary Institutions regarding training and scholarships.

Lecturers who could afford to provide half bursary/scholarship requirements for a masters or PhD programme were supported for training. Interview opinions regarding the relevancy of training offered by these institutions in improving performance of lecturers were cited;

“We expect that each of the Lecturers is trained up to a minimum of a Diploma (College level) and a bachelors (University level)....

Other on-job trainings are seldomly provided...” (Rector and Principal)

“Training is indispensable for an academician. It is advisable that a Lecturer remains a student all-life..... (Academic Registrar)”

“We at times encourage lecturers to plan their study programmes.... And when they get the placement..... we allow them to go for further training...” (Administrator, University)

“Training is useful in boosting and enriching knowledge, skills and one who attains further training has many chances of doing better, and performing as to the requirements...” (Academic registrar, University)

As shown in the above interview opinions, it can be recognised that administrators like lecturers agreed with the perception that training is vital and key for a lecturer. However, provision of these as part of the Tertiary Institution was consider costly and several times, not done by most of the Tertiary Institutions in Arua District.

4.2.2 Performance of Lecturers’ attributes in Tertiary Institutions

In this study, performance of lecturers was the dependent variable. Key attributes were considered and explored to explain and describe the performance of lecturers in Tertiary Institutions in Arua District. Respondents ranked their opinions basing on assertion question statements arranged on a Likert scale of 1-5. Their responses were extracted using descriptive statistics as presented in Table 4.5.

Table 4.5: Descriptive statistics on Performance of Lecturers' attributes in Tertiary Institutions

Descriptive Statements	N	Mean	Std. Deviation
Lecturers to put extra efforts in their work at this institution	154	2.63	.308
Financial rewards encourage lecturers to comply with working policies	154	3.84	.150
Lecturers at this institution mark and submit students' results in time, even if there is no financial reward	154	3.50	1.236
I am satisfied and motivated with way; I am paid here	154	2.11	1.321
I have increased on my lecture contact hours after being delegated office duties	154	1.68	.171
Lecturers at this institution are more effective and keep time for lectures	154	1.58	.175
Some lecturers left for other employment opportunities elsewhere after failing to get on-job training at this institution	154	2.95	1.399
I am better placed and competent with the regular trainings I attended at this institution	154	3.72	.207
I regularly undertake supervision of students' research and fieldwork whenever told to do so	154	3.90	.139
I continue to teach/ give my lectures even when there is no salary increment	154	2.82	1.319
I am always available at the Institution for my lectures and to give guidance to students	154	2.77	.374
Valid N (listwise)	154		

Table 4.5 results show that the level of performance was still low, indicated by no scores in the strongly agree and a few opinions closer to agreement. Most respondents revealed that if financial rewards were provided better, they would encourage lecturers to comply with working policies (Mean= 3.84, SD= .150). Indeed, it was also noted that lecturers focused on their role to mark and submit students' results in time, even if there is no

financial reward, but strongly believe they would be better placed, if they had training and delegation opportunities (Mean= 3.50, SD= 1.236). Additionally, some lecturers were motivated to be available at the Institution beyond their lecture times (Mean= 2.63, SD= .308), and could continue teaching with no salary increment (Mean- 2.82, SD= 1.319).

Further findings show that performance of lecturers was characterized of dissatisfaction with the mode of payment, and thus a number of lecturers did not keep time nor increased their contact hours even after being delegate work (Mean= 1.58, SD= .175). It was further pointed out that a few teachers who received regular training by their institutions were better placed and competent (Mean= 3.72, SD= .207). and so took regular supervision of students' research and fieldwork whenever told to do so, which was an indication of motivation (Mean= 3.90, SD= .139). Lecturers revealed that they were not always available at the institution due to little motivation, to render their lectures and guide students (Mean= 2.77, SD= .374).

More so, findings show that a few teachers were satisfied and motivate din relation to how they were paid (Mean= 2.11. SD= 1.321), and could not increase on their lecture contact hours even after being delegated office duties for some time (Mean= 1.68, SD= .171). In some worst instances, some lecturers left for other employment opportunities elsewhere after failing to get on-job training at this institution (Mean= 2.95, SD= 1.399).

Overall it was revealed that there were inconsistence results regarding performance even if there is no financial reward (SD= 1.236), were not satisfied with pay (SD= 1.321), left for other employment opportunities elsewhere after failing to get on-job training at this institution (SD=1.399), and could hardly continue to teach/ give my lectures even when

there is no salary increment (SD= 1.319), as their standard deviation scores were above 1. Generally, the level of Lecturers' performance was not good as desired.

In addition to the above views, opinions from interviews with heads of institutions did provided mixed opinions. To the majority, the performance was considered adequate with a few shortfalls. Performance attributes however were characteristic of irregular lecturers' industrial actions due to delayed pays and allowances.

4.3 Correlation Analysis.

The study aimed at examining relationship between Financial Rewards and Performance of Lecturers in Tertiary Institutions in Arua district. Correlational analysis using Pearson rank (r) correlation was used to ascertain this relationship as presented in Table 4.6.

Table 4.6: Correlation results on the relationship between Financial Rewards, Delegation, Training and Performance of Lecturers in Tertiary Institutions in Arua district.

Variables	FR	D	T	POL
Financial Rewards (FR)	1			
Delegation (D)	.090*	1		
Training (T)	.213*	.191*	.1	
Performance of Lecturers (POL)	.419**	.672**	.744**	1

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

The study's first objective was to establish the relationship between financial rewards and performance of Lecturers in Tertiary Institutions in Arua district. The study results show that there is a significant association between financial rewards and performance of Lecturers as shown by ($r = .419, p < .05$). This specifically indicates that the hypothesis

(Ha1): There is a significant relationship between financial rewards and performance of lecturers in tertiary institutions in Arua district was accepted.

The study aimed at examining the relationship between Delegation of responsibilities and Performance of Lecturers in Tertiary Institutions in Arua district. More so, Table 4.6 show positive correlation ($r = .672, p < .05$) between delegation of responsibilities and performance of Lecturers in Tertiary Institutions. This implies that improvement in the performance of Lecturers in Tertiary Institutions is associated with delegation opportunities they receive. Therefore, the hypothesis **(Ha2):** There is a significant relationship between delegation of responsibilities and performance of lecturers in tertiary institutions in Arua district was accepted.

The study also sought to examine relationship between training and performance of Lecturers in Tertiary Institutions in Arua District. Results in Table 4.6 show that there is a positive correlation ($r = .744, p < .05$) between training and performance of Lecturers in Tertiary Institutions. This implies that providing Training to lecturers and their performance in Tertiary Institutions are highly associated. Therefore, the hypothesis **(Ha3):** There is a significant relationship between training and performance of lecturers in tertiary institutions in Arua district was accepted.

4.4 Regression Analysis

Regression analysis was used to determine the magnitude to which various constructs of motivational practices as the independent variable altogether related with Lecturers' performance in Tertiary Institution of Learning. A Multiple regression analysis was undertaken and the results are presented below.

4.4.1 Model Summary

Results from the regression analysis of the model summary are presented in Table 4.7 below.

Table 4.7: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780 ^a	.608	.600	.509

a. Predictors: (Constant), Training , Financial Rewards , Delegation

In order to explain the percentage of variation in the dependent variable performance of lecturers as explained by the independent variables, the researcher established that the independent variables (Financial Rewards, Training and Delegation) contributed to 60.0% of the variation in the performance of Lecturers as explained by adjusted R² of 0.600 which shows that the model is a good prediction.

4.4.2 Analysis of Variance

The study conducted an Analysis of Variance (ANOVA), in order to test the effect of the relationship between motivational practices and performance of lecturers in selected Tertiary institutions in Arua District. The findings were as shown below:

Table 4.8: Anova Table

Model	Sum of		Mean Square	F	Sig.
	Squares	df			
Regression	60.154	3	20.051	77.539	.000 ^b
Residual	38.790	150	.259		
Total	98.944	153			

a. Dependent Variable: Performance of Lecturers

b. Predictors: (Constant), Training , Financial Rewards , Delegation

The results of the findings above revealed that the level of significance was .000(b) which was less than .05. This implies that the regression model is significant in predicting the relationship between motivational practices and performance of lecturers.

4.4.3 Test for Coefficients

Table 4.9: Coefficient Tests

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error		
1	(Constant)	.387	.079		.079
	Financial Rewards	.058	.180	.078	.180
	Delegation	.311	.000	.296	.000
	Training	.510	.000	.506	.000

a. Dependent Variable: Performance of Lecturers

From the regression model;

$$LP = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$$

Where, LP – Performance of Lecturers in Tertiary Institutions in Arua District

β_0 – Constant, X_1 – Financial Rewards, X_2 – Delegation , X_3 – Training , $\beta_1 - \beta_3 =$

Measure of sensitivity of variable X to changes in LP and $\epsilon =$ Error term, the new model

after regression obtained was:

$$LP = .387 + .078X1 + .296X2 + .506X3 + e$$

Table 4.9 results show that other factors constant, the independent variable constructs (training, financial rewards, delegation) predict the dependent variable (Performance of Lecturers). More so, with exception of financial rewards ($p = .180 > .01$), the probability values of delegation and Training ($= .000$) are less than 0.05 the significance value. This is an indication that financial rewards do account less ($\beta = .078$) towards motivating performance of Lecturers, compared to Delegation of Responsibilities ($\beta = .296$), and training ($\beta = .506$) shown in Table 4.9 above.

Overall, the motivational practices predict 60% of the Lecturers' performance in tertiary Institutions as statistically shown (Adjusted $R^2 = .600$). This implies that other factors constant, performance levels of Lecturers in tertiary Institutions in Arua District depended on the level of motivational factors by 60 percent, and hence answering the purpose for undertaking this study.

4.5 Conclusion

In conclusion, the study established findings regarding the state of Motivational Practices and performance of lecturers in Tertiary Institutions in Arua District. The study observed that the Motivational practices were positively associated with the level of performance of lecturers, and they exhibited a strong positive relationship. Basing on these findings hypotheses set were tested and accepted. It was on the basis of these findings, that the researcher further concluded and made recommendations about motivational practices and performance of lectures, as presented in the next chapter.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the discussion of the findings obtained regarding the relationship between Motivational Practices and performance of Lecturers in Tertiary Institutions in Arua District. It also includes the conclusion and recommendations about the study. The study findings were drawn from 154 respondents who were Lecturers and Administrators in selected Tertiary Institutions in Arua District. Results in Table 4.1 show a description of their biodata, upon which the discussion of the results was based as shown below.

5.1 Discussion of the findings

The study examined motivational practices (financial rewards, delegation and training) and Performance of Lecturers in Tertiary Institutions in Arua District. The study explored these in line with the study objectives as described below.

5.1.1 Relationship between Financial Rewards and Performance of Lecturers in Tertiary Institutions in Arua district

The study examined the concept of financial rewards as an attribute that can be used as a motivational practice. Results of the study (Table 4.2) shows that financial rewards could be provided as bonuses, transport allowances, housing allowances and salary enhancements. However, it was established that for many tertiary institutions, transport, housing and health insurance were provided. In other institutions, only health and transport allowance was provided, depending on working terms and conditions of the employee. Generally, provision of these was seen as a motivating factor to those who received, and this finding agrees with Chetty (2011) who revealed that financial rewards have been widely used, but vary in use depending on the financial capacity of the

institution. More so, Kwame *et al.*, (2018) recounts that as part of boosting employees, firms focus on finance and money as a motivating factor. This is an extrinsic factor that may not arouse intrinsic morale of employees. Therefore, depending on financial rewards may not provide wholesome motivation especially for high level /top level positions in an organisation.

In the light of the financial rewards, it was also revealed that most of the institutions provided only salary, and only offered bonuses for exemplary task accomplishments. This implicitly mean that after a given special task, one would get a bonus as a motivator, and this was also pointed out by Mckinney (2018) who reported that use of monetary incentives that an employee earns as a result of good performance. It is not only a tool to arouse workforce, but also to reward exemplary performance of employees, in this case lecturers who commit more time and energy to institutions' activities.

To the contrary, bonuses, financial rewards were not necessarily accorded in line with performance of employees, as only a few were recognised with financial rewards. Part-time lecturers for instance did not benefit from financial rewards, only a few staff especially those on middle level management. Allocation of financial reward was not guaranteed for any extra time spent in Lecturers, or research, and this was contrary to Howes (2010) who revealed that rewards and recognition through financial rewards is key for extra productivity of an employee.

Results of the study shows that there was a moderately weak relationship between financial rewards and performance of Lecturers in Tertiary Institutions in Arua district and this accounted for about 41.9 percent of the respondents. The findings show that when there are financial rewards, employees are encouraged to work hard, improve on quality on service delivery and this finding agrees with earlier study Boamah (2014) who

revealed that monetary incentives encourage compliance to work even when there are risk-taking ventures, and this can improve on ones performance at the work station.

An overview of the findings as regard the extent to which financial rewards predicted the level of Lecturer's productivity, results (Table 4.9) revealed that financial rewards do account less in motivating employees in Tertiary Institutions to improve their performance levels. Financial rewards as provided in Tertiary Institutions in Arua District predicted a lesser extent regarding the performance of Lecturers (beta= .780). This indicates that financial rewards were less used by Management to Motivate staff, and where they were provided, their influence was minimal.

5.1.2 Relationship between Delegation and Performance of Lecturers in Tertiary Institutions in Arua District

The study explored the aspect of motivational practices basing on delegation. Delegation was explored basing on duties and responsibility transfers to lower level managers by executives. Results (Table 4.3) show that in most Universities and other institutions visited in Arua district, delegation was not done to all lecturers, expect from top administrators to heads of departments or senior staff. This confers with Khasawneh (2015), who also described delegation of authority as one of the modern trends practiced by manager. It is usually done in line of responsibility and as per designated offices. A few lecturers were delegated to, and where this was so, it was not for core activities, but on instances of representation in various functions.

Results further indicate that delegation was vital for ensuring responsibility by the delegatee, accuracy, transparency, hard work, and exemplary service. This agrees with Gohari *et al.*, (2015) who stated that as part of involving other stakeholders to be

responsible and make decisions, managers focus on delegation in their organisations. However, majority of the lecturers and staff noted that delegation was not necessarily a motivating factor as it mainly increased the workload, and increased time one has to be at work station. In many instances, it may lower the performance of an individual at his own placement in tertiary Institution. This contradicts with Mishra and Dixit (2013) who re-affirmed that delegation surpasses other mechanisms of hard work and productivity.

Complementarily results showed that moral to work tend to increase when one is delegated to work, and hence they tend to be faster than ordinarily to do daily tasks, and this may increase workplace depression. This finding relates closely with Al-Matouh (2016) who reported that delegation is key for better performance but is yet to contradict, Wadi (2009)' s view that delegation reduces depression among junior workers. In a related perspective finding (Table 4.3) the level of Lecturer's competence was prone to be supported with delegation, as they were exposed to new areas of management during the course of delegation.

In addition to the above, results show that there was a significant positive relationship between delegation of responsibilities and performance of lecturers in tertiary institutions and this was evident in its ability to motivate employees to hard work, responsibility, exposure to new tasks and willingness to take on duties ahead of one's job responsibility. In case an employee was delegated to, his performance levels were presumed to increase by ($r = .672$), and delegation predicated lecturers' performance trend positively ($\beta = .296$) when considered as a motivating practice. These findings generally show that better delegation was a key motivating practice, and the results agree with Al-Jammal *et al.*, (2015) who cited that delegation of authority has an impact on the organisation for both

the managers and employees. In this instance, proper delegation does not only improve performance of Lecturers but also the management of the Tertiary institution.

5.1.3 Relationship between Training and Performance of Lecturers in Tertiary Institutions in Arua District.

Training is a core human resource attribute, and its explored always before, on induction and all over the employee's work span while at the organisation. In this study, training was explored as a motivational practice, and was considered vital opportunity, a tertiary institution could provide to its Lecturers. Results of this study (Table 4.4) show different training attributes as evident in Higher Institutions of learning. The study found out that training, though not automatic privilege in the institutions visited was provided once in a while especially before one assumed a promotion to a given higher office. The study expounded on the fact that through Training, Lecturers would be empowered to offer quality services, become more creative in handling lectures and to be role model for students. These attributes were also in agreement with Nassazi (2013) who revealed that effective training is imperative for better job performance and in-service sector firms like lecturing for competence and job satisfaction.

In relation to the training opportunities as a boost for hard work, results indicate that training was not provided on basis of who performed well or not, but was a routine done after two (2) years of services at the institution. It was also examined that after training, Lecturers were able to improve on problem-solving, and their productivity improved both in knowledge, skills and abilities at work. These aspects were key for all Lecturers, making training a fundamental motivational practice. This study agrees to Benedicta (2016) who recounted that training plays an important role in the development of the

organisation. Trained employees contribute a lot to the organisation and competitiveness of employees by enriching their knowledge and skills.

In the findings (Table 4.8), it was established that exposure of Lecturers to regulate Trainings was associated with their performance levels ($r = .74$), and this was key for Lecturers in both Colleges and Universities. Further results as in Table 4.9 revealed that Lecturer's performance while at Institutions of Higher learning, was predicated by motivation they get after being supported in training, whether at campus or off-campus ($\beta = .506$). These findings agree with Dabale *et al.*, (2014) who stated that the effect of training on employee's performance is that it encourages growth on work-related skills, and hence one becomes motivated and committed to serve with the supporting institution to his/her training.

The aspect of lecturers' performance was core, and generally not good for the institutions visited (Table 4.5). The study found out that a number of Lecturers did not mark and submit results in time, and were rather common later comers and dodgers for Lecture hours. In the findings, majority of the Lecturers and Administrators, themselves confined that there was need for financial rewards as a motivating factor, and their absence meant some lecturers putting less effort in their work, while others leaving lecturing for other jobs, and owing to motivational factors, their performance was low, and mainly focused on lecturing with minimal research and modest levels of guidance. Some Lecturers were motivated to teach without salary increment or rewards as part of daily routine but not motivated.

The study hence established that motivational practices (financial rewards, delegation and training) are complementary and key for Lecturers' performance in Tertiary Institution of Learning. Results (Table 4.9) show in tertiary Institutions, performance of lecturers was

highly associated with presence or provision of motivational factors (Adjusted R square =.600, $p < .05$) and this shows, heads of institutions and management of tertiary institutions ought to focus on motivational practices for better lecturers' performance levels. These findings closely agree and relate with Mwendu (2015) who recounted that there has been long term concern on motivators in Human resource Management, and this has outflow effects as well in performance. This study therefore, found that Motivation practices, whether financial rewards and non-financial rewards are fundamental in employee performance, keenly focusing on Lecturers in Tertiary Institutions.

5.2 Conclusion

In light with the above findings, and study objectives, it is hence concluded that:

5.2.1 Financial Rewards and Performance of Lecturers

Financial rewards are key attributed for motivating lecturers in Institutions of Higher learning. Lecturers improved their performance on receiving financial rewards such as allowances, bonuses and salary enhancement. However, the level of financial rewards in Tertiary Institutions was low in Arua District.

5.2.2 Delegation of responsibilities and Performance of Lecturers

It was concluded in the study that delegation was rarely provided, except from top administration to heads of departments, and a few senior lecturers. Delegation had a significant relationship with performance of Lecturers in Tertiary Institutions in Arua District. Delegation improved workplace responsibility, hard work, and creativity all of which enhanced lecturers' performance.

5.2.3 Training and Performance of Lecturers

The study found out that training was rarely provided to Lecturers on-job, and a few who opted for further training either left job or sought study leave. The study opportunities

widened knowledge, experience, creativity, hard work and problem-solving skills, among lecturers. Training when well provided improved overall performance of Lecturers in Tertiary Institutions. Generally, motivational factors accounted for 60% of Lecturers' performance levels in Tertiary Institutions in Arua District. Therefore, there was a significant relationship between Motivational practices and Lecturers' performance levels in Tertiary Institutions in Arua District.

5.3 Recommendations

The study makes the following recommendations.

The government of Uganda, through Ministry of Education and Sports, need to put in place financial supplements to Tertiary Institutions so as to facilitate provision of financial rewards as a motivating factor.

Heads of Tertiary Institutions in liaisons with the other stakeholders especially Ministry of Education and Sports, MoES- for Government aided Institutions and Foundation Bodies/ Council for private Institutions need to focus on increasing financial rewards so as to motivate employees.

There is need to search for Scholarship opportunities for lecturers by Institution Administration, since it was found out that training opportunities when granted to a lecturer, increases his performance levels and motivation.

Delegation need to be regularly done not only from top administrators to heads of Departments but also to individual lecturers. Capability may be improved when lecturers are for instance delegated to take part in some of the head of section or department roles by delegation.

Motivation is not only a monetary factor as observed with minimal contribution of financial rewards as compared to delegation and training. Therefore, the study recommends introduction of non-monetary/financial rewards such as certificate of appreciation, awards for best employee of the year, among others to motivate lecturers enhance their performance levels.

There is also need to put in place a training scheme so that employees are given a chance for further training, and part of career and professional development, but also a motivating factor in all Tertiary institutions.

The study also recommends that Tertiary Institutions need to adopt a rotation programme in allocating positions of administration especially at Operational and tactical levels (Section, department, Faculty and College levels) for all staff. This can motivate staff to train so as to have relevant qualification that befits these positions.

5.4 Areas for further research

The study explored that there was need for further study on:

- (i) The influence of Staff Appraisal on the performance of Lecturers in Tertiary Institutions of Learning
- (ii) The relationship between motivational practices (apart from financial rewards, Delegation and training) on the performance of Lecturers in Tertiary Institutions.
- (iii) The role of motivational practices (financial rewards, delegation and training) on Non-teaching staff in Tertiary Institutions of Learning in Arua District
- (iv) A similar study ought to be done in other districts in West Nile to attain a comparative picture of the effect of motivational factors on performance of lecturers in Higher Institutions of Learning.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR LECTURERS

Dear respondent,

The researcher is a student of Kyambogo University pursuing a master's degree of science in organization and public sector management. The current research is being conducted on the title "Motivational practices and Performance of lecturers in Tertiary Institutions in Arua district".

You have been selected as one of the respondents to provide the necessary data and information for this research. I kindly request you to spare a few minutes and answer attached questionnaire. Information provided will be solely used for academic purposes and treated with high level of confidentiality. Do not write your name anywhere on questionnaire. Please endeavor to fill the questionnaire and return it to the researcher. Thank you in advance.

Instructions: Tick/circle one of the options provided but not all.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

a) What is your gender?

Female Male

b) What is your age bracket?

Less than 20 years 20-29 years
30- 39 years 40 years and above

c) What is your marital status?

Single Married
Divorced Separated
Widowed

c) What is your highest level of Education?

Diploma Bachelor's degree
Postgraduate Master's degree
PHD
Others _____

d) How long have you worked with this institution?

Less than 1 year 1 – 4 years 5 years and above

SECTION B: FINANCIAL REWARDS GIVEN TO LECTURERS OF TERTIARY INSTITUTIONS IN ARUA DISTRICT

To what extent do you agree with these statements about financial rewards in your institution?

Kindly respond to all statements, tick (✓) in one of the assigned numbers in the boxes below.

Use the scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4=Agree (A), 5 = Strongly Agree (SA)

No	Statements	SD	D	NS	A	SA
		1	2	3	4	5
1.	Institution provides lecturers with bonuses and transport allowance					
2.	The institution compensates for the extra time spent in lectures					
3.	The salary enhancement of lecturers is done basing on their performance					
4.	The lecturers are provided with performance allowance for exemplary performance					
5.	The institution provides salary advance whenever it is needed by lecturers					
6.	The institution provides health insurance to lecturers and their family members					
7.	Lecturers are given housing allowance monthly					
8.	Our institution gives financial rewards to only a few members of staff					

SECTION C: DELEGATION OF RESPONSIBILITIES TO LECTURERS OF TERTIARY INSTITUTIONS IN ARUA DISTRICT

To what extent do you agree with these statements about delegation of authority in your institution?

Kindly respond to all statements, tick (✓) in one of the assigned numbers in the boxes below.

Use the scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4=Agree (A), 5 = Strongly Agree (SA)

No	Statements	SD	D	NS	A	SA
		1	2	3	4	5
1.	Top administration most often delegate duties to lecturers at this institution					
2.	Only Heads of Departments are delegated to by top Administrators					
3.	My morale to work increases when I am delegated to a task by my Head of Department					
4.	Lecturers accomplish faster the tasks they have been delegated to do than ordinally day-to-day work					
5.	The workplace depression reduces among lecturers who have been delegated tasks					
6.	The level of Lecturers' competence has increased at this institution due to delegation					
7.	Lecturers' productivity and speed in finalizing tasks increases when delegated to tasks					
8.	Lectures become more responsible, and cooperative when delegated to work in any office in this institution					

**SECTION D: TRAINING OFFERED TO LECTURERS OF TERTIARY INSTITUTIONS
IN ARUA DISTRICT**

To what extent do you agree with these statements about training given to lecturers in your institution?

Kindly respond to all statements, tick (✓) in one of the assigned numbers in the boxes below.

Use the scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4=Agree (A),
5 = Strongly Agree (SA)

No	Statements	SD	D	NS	A	SA
		1	2	3	4	5
1.	There is Automatic scholarship for further study for Lecturers at this institution					
2.	Training Opportunities are provided for only those who perform well their duties					
3.	I have improved the quality of my work after undergoing training by this institution					
4.	Lecturers who get training at this University face a few or no challenges at their workplace					
5.	I have become more creative in handing my lecture tasks after regular training at this institution					
6.	My work productivity has improved with the training opportunities I get at this institution					
7.	Lecturers who undergo training at this institution serve better after the training than they were before the training					
8.	I gained more knowledge, skills, and their ability to work with trainings offered at this institution					
9.	I had to undertake a regular training before promotion					

SECTION E: PERFORMANCE OF LECTURERS IN TERTIARY INSTITUTIONS IN ARUA DISTRICT

To what extent do you agree with these statements about performance of lecturers in your institution?

Kindly respond to all statements, tick (✓) in one of the assigned numbers in the boxes below.

Use the scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4=Agree (A), 5 = Strongly Agree (SA)

No	Statements	SD	D	NS	A	SA
		1	2	3	4	5
1.	Lecturers put extra efforts in their work at this institution					
2.	Financial rewards encourage lecturers to comply with working policies					
3.	Lecturers at this institution mark and submit students’ results in time, even if there is no financial reward					
4.	I am satisfied and motivated with way; I am paid here					
5.	I have increased on my lecture contact hours after being delegated office duties					
6.	Lecturers at this institution are more effective and keep time for lectures					
7.	Some lecturers left for other employment opportunities elsewhere after failing to get on-job training at this institution					
8	Iam better placed and competent with the regular trainings I attended at this institution					
9.	I regularly undertake supervision of students’ research and fieldwork whenever told to do so					
10.	I continue to teach/ give my lectures even when there is no salary increment					
11.	I am always available at the Institution for my lectures and to give guidance to students					

In your opinion, what four (4) recommendations would you give regarding improving motivation and performance of lecturers in this institution?

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APPENDIX II: INTERVIEW GUIDE FOR DIRECTORS/ PRINCIPAL

- Self-introduction of the researcher (Verbal)
- Self- introduction of the Respondent (Verbal)

Before I proceed with the interview, I would like to confirm whether you are willing to participate in the survey.

Are you willing to participate? Can I proceed to ask you some questions? Yes.....No.....

Questions

1. What is mostly used to motivate Lecturers' performance?
2. In your view, how do financial rewards (if used) at this institution motivate the lecturer?
3. Which financial rewards mostly encourage Lecturers to perform better?
4. In which ways would you consider that financial rewards are related with the performance of lecturers at this institution?
5. Do you delegate responsibilities/authority to lecturers in this institution?
6. If yes, in which way do you delegate responsibilities to lecturers?
7. Who most often delegates- top administration or head of departments?
8. In your view, how does the act of being delegated to relate with a lecturer (delegate)'s performance at this institution?
9. Do you provide training opportunities to lecturers in this institution?
10. In which way is the training offered to lecturers related with their performance?
11. What are your recommendations regarding motivation practices and performance of lecturers in this institution?

APPENDIX III: UNIVERSITY RECOMMENDATION LETTER