

**THE INFLUENCE OF OTHER PAY INCENTIVES ON PERFORMANCE OF ACADEMIC STAFF
MEMBERS IN SELECTED PRIVATE SECONDARY SCHOOLS IN KAMWENG DISTRICT.
A CROSS-SECTIONAL STUDY.**

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Abstract

Background

An incentive is a specific type of payment designed to attain a particular behavioral change. Incentives take various forms and can be either non-financial or financial. Employers use financial incentives to retain the best brains and compensate them for excellent performance through financial forms. This study aimed to assess the influence of other pay incentives on the performance of academic staff members in selected private secondary schools in Kamwenge district.

Methodology

The descriptive cross-sectional study design, using both qualitative and quantitative techniques, was used to collect the data. Data collection was done using self-administered questionnaires and interviews. Descriptive statistics (frequencies and percentages) were used to determine the distribution of the respondents on personal information and the questions under each of the variables. Inferential statistics (correlation coefficient of determination and regression) were used to test the hypotheses. Qualitative data was analyzed using content analysis.

Results

Only 14(18%) of the participants had worked for seven years or more, and 32(41%) of the participants were females. There was a strong positive correlation ($\rho = .622$) between pay incentives and employee performance. The coefficient of determination ($\rho^2 = .401$) shows that pay incentives accounted for 40.1% variance in employee performance. ANOVA tests indicated that the significance (Sig F=0.000) of the Fisher's ratio (F= 10.808) was below the significance level of 0.05, which showed a significant effect on employee performance.

Conclusion

Monetary incentives have a great effect on employee performance. Therefore, pay incentives such as allowances, bonuses, and wages lead to improved employee performance.

Recommendations

Allowances and wages that staff members receive for extra hours worked should be increased. This will motivate academic staff members to work for extra hours whenever work is available.

Keywords: *Pay incentives, Academic staff performance, Private secondary schools, Kamwenge district*

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Background

Incentives refer to specific forms of compensation designed to encourage particular behavioral changes. These incentives can be categorized as financial or non-financial. Employers frequently utilize financial incentives to attract and retain top talent, as well as to reward exceptional performance through monetary means. Financial incentives may include allowances, bonuses, overtime pay, and attendance incentives, among others (PATTANAYAK, 2005). Allowances, which are direct monetary payments intended to facilitate employees' job performance, encompass various forms such as medical, transport, lunch, and subsistence allowances. These allowances vary

depending on factors like job grade and responsibilities, and are believed to significantly influence employee performance. Their absence can hinder productivity and lead to poor performance (Natwenda, 2010).

When employees perceive a weak link between performance and rewards, they may set minimal goals to retain their jobs without striving for excellence. However, fair rewards, including allowances that meet basic needs, can boost commitment and job satisfaction. For instance, monetary allowances such as transport, housing, welfare, and medical benefits reduce employee turnover and enhance job commitment. Providing competitive allowances and fringe

benefits can alleviate dissatisfaction, improve social standing, and lead to better performance.

Bonuses, a critical component of remuneration, play a significant role in maintaining competitive pay for high-performing employees (White, 2009). Defined as a reward typically tied to specific criteria such as profitability or length of service, bonuses are often perceived by employees as entitlements rather than discretionary benefits. Armstrong (2007) describes bonuses as payments or rewards tied to achieving organizational profitability or individual performance targets. However, Bhambra (2008) notes that bonuses offer only short-term motivation, with many employees expecting them regardless of their contribution to profitability. A failure to provide expected bonuses can lead to demotivation, frustration, and resentment among employees, turning bonuses into a means of maintaining rather than driving motivation (Amoding, 2010). Pink (2013) also argues that bonuses can demotivate creative employees, making them counterproductive for fostering innovation and excellence.

Furthermore, employers offering competitive wages experience lower employee turnover compared to those with inadequate pay structures. Amoding (2010) asserts that market-aligned wages not only help retain valuable employees but also improve their performance. Conversely, insufficiently rewarding high performers can lead to diminished productivity. Griffeth (2007) supports this, emphasizing that adequate compensation increases the likelihood of employee retention and enhances overall performance. This study assessed the influence of other pay incentives on the performance of academic staff members in selected private secondary schools in Kamwenge district.

Methodology

Research design

This study employed a case study design using both qualitative and quantitative approaches. The design is chosen to enable the researcher to cover a desirable, quantifiable behavior of the respondents (Yin, 1994). The Case study design links the experimental data to the initial research questions of the study and its conclusion. Qualitative approaches were used because they encourage a great understanding of both the way and why things are in a particular way. The researcher aims to obtain and describe findings that promote greater understanding of how remuneration affects employee performance. On the other hand, a quantitative approach was used to collect numerical data so as to describe, explain, understand, control, or predict the phenomenon of interest or to investigate the relationship, including the cause-and-effect relationship.

Population of the study

The study population was academic and administrative staff from six private secondary schools in Kamwenge District

for research purposes. A population comprising of 140 respondents from academic staff was considered.

Documentary review

Documentary review method involves the analysis of texts that contain records of events, values, rules, and norms (Sekaran, 2003). A number of documents will be reviewed in line with the study topic. These included human resource manuals, remuneration policy documents, annual

Sample Size and Selection.

From a population of 140 members of the academic and administrative staff, the sampling technique that was used in selecting the respondents for the research purpose was purposive sampling and simple random sampling; the sample size was 103 respondents determined using (Krejcie & Morgan, 1970) table.

Sampling Technique and Procedure

The study employed purposive and simple random sampling techniques to select respondents as further explained below;

Simple random sampling

This technique was employed to select respondents from the Teachers. This is because they have many members, all of whom have equal chances of participating in the study. This was premised on the fact that the simple random technique enables respondents to have an equal chance of participating in the study and giving reliable data, as Amin (2005) emphasizes.

Purposive Sampling

The purposive sampling employed to select key informants, District Education Officer, Inspector of Schools, Head teachers, and Director of Studies, since these are expected to be more knowledgeable about remuneration and employee performance in private secondary schools. The purposive sampling will enable the study to choose participants of the study's interest based on their knowledge and expertise (Mugenda & Mugenda, 1999).

Data Collection Methods

Questionnaire survey method

The questionnaire survey method involved the use of questionnaires to generate quantitative data. A questionnaire was used to investigate motives and feelings on a Likert scale, as suggested by Creswell (2011). It was also used because it is less expensive for data collection (Amin, 2005).

Interview method

This is a purposeful discussion between the researcher and the respondent. Interviews are face-to-face meetings (Mugenda & Mugenda, 1999). The researcher interviewed the District Education Officer, Inspector of Schools, Headteachers, and Director of Studies to obtain in-depth

information on the relationship between remuneration and employee performance among academic staff in private secondary schools.

reports, and other articles with information on remuneration and employee performance. This helped to provide supportive data in order to come up with a comprehensive report.

Data Collection Instruments

Self-Administered Questionnaire

The self-administered questionnaire will be used to capture data on the independent variable. These instruments were used because they are cost-effective in a survey of highly literate persons who are expected to respond clearly as they give their personal opinions. This tool was designed to be used in both closed and open-ended questionnaires. Amin (2005) describes a questionnaire as a self-report instrument used for gathering information about the variables of interest in an investigation. Mugenda & Mugenda (1999) explains that questionnaires are valuable methods of collecting data from a large number of respondents.

Structured Interview Guide

Interview guides were focused on getting responses from the senior persons in the District Education Officer, Inspector of schools, which enabled the researcher to interact more through probing for more detailed information from the respondents. Mugenda & Mugenda (1999) state that interviews are face-to-face encounters and leads to obtaining accurate information because the researchers can seek clarity, which improves the relationship with the respondents.

Documentary Review checklist

Documentary review was used on secondary data collection involving analysis of documents such as reports. Libraries like the Team University library were used to get information. According to (Beavers & Hampson, 2000), documentary analysis is one way of interpreting textual data since it examines it as a medium of expression that reflects a people's culture.

Validity and Reliability

Validity

This refers to the degree to which a data collection instrument measures the intended item to be measured (Gay, 1992). Validity is designed to measure and pre-test the instrument, to ensure clarity and accuracy of the instrument so that the data collected provides meaningful, reliable results representing variables in the study (Mugenda and Mugenda, 2003). Mark (1995) recommends that before a

survey is used to collect meaningful data, it has to be tested to ensure its accuracy

and avoid random error (unpredictable error) and measurement error. To ensure the validity of the instrument, the validity was measured using expert judgment. The questionnaire was given to two experts in the field of human resource management, who were requested to rate the relevance of its question items one by one. After expert judgment, the content validity index was computed by adding up all items rated relevant by each expert and dividing them by the total number of questions in the questionnaire.

Reliability

Mugenda and Mugenda (1999) contend that reliability is the measure of the extent to which a research instrument is able to yield consistent data or results after several trials. To ensure consistent measurement and reliability of the instrument, every participant in the sample was asked a similar set of questions presented in the same way, such that differences in responses were based on variations in respondents' views, and not stimuli. In order to control variations in stimuli, the researcher followed particular directions to ensure consistent question wording and meaning in a simplified language for respondents for easier understanding and response. The instrument was pretested on 10 respondents to establish its reliability, and relevant corrections were made. The degree of reliability was established by using the Cronbach Alpha, a formula that was developed by Kuder Richardson, Amin (2005) to estimate rational equivalence reliability. Reliability of the research instrument was then tested using the Cronbach alpha coefficient, computed using SPSS.

Data Analysis

Quantitative Data Analysis

The researcher carried out a careful scrutiny of the data captured to ensure consistency, accuracy, and completeness of the questionnaire. Analysis was done according to the objectives of the study. The quantitative data was edited with the view of checking the completeness and accuracy during data collection, where incomplete data sheets were omitted before it is entered into the computer using Statistical Package for Social Scientists (SPSS) (Forster, 1998). The researcher used frequencies and Spearman correlation coefficient to statistically determine the relationships, in the form of tables, where interpretations were made.

Results

Background characteristics

Figure 1: Gender of teachers

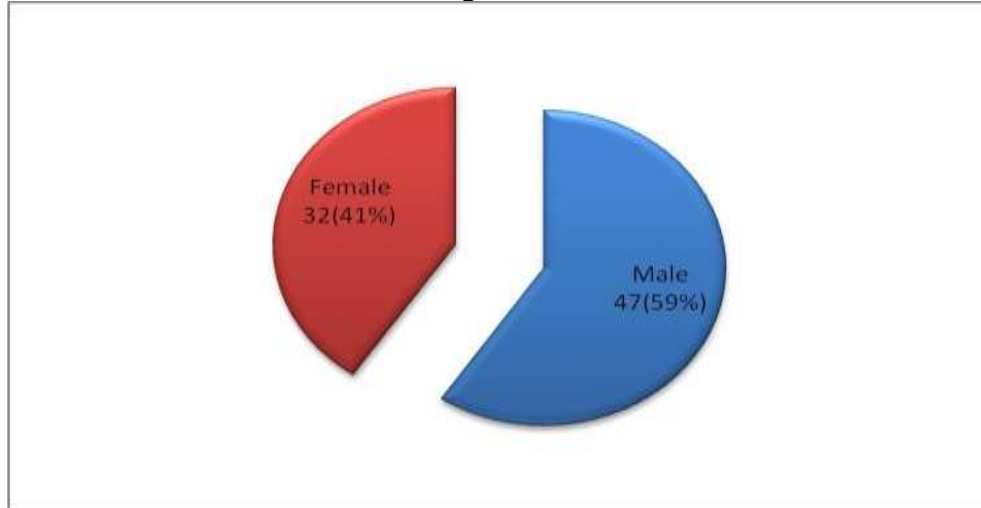


Figure 1 shows that the majority, 47(59%) of the respondents were males, while 32 (41%) were females. This indicates that data was obtained from a gender balanced sample size without bias, therefore appropriate for the study.

Figure 2: Teachers' level of education

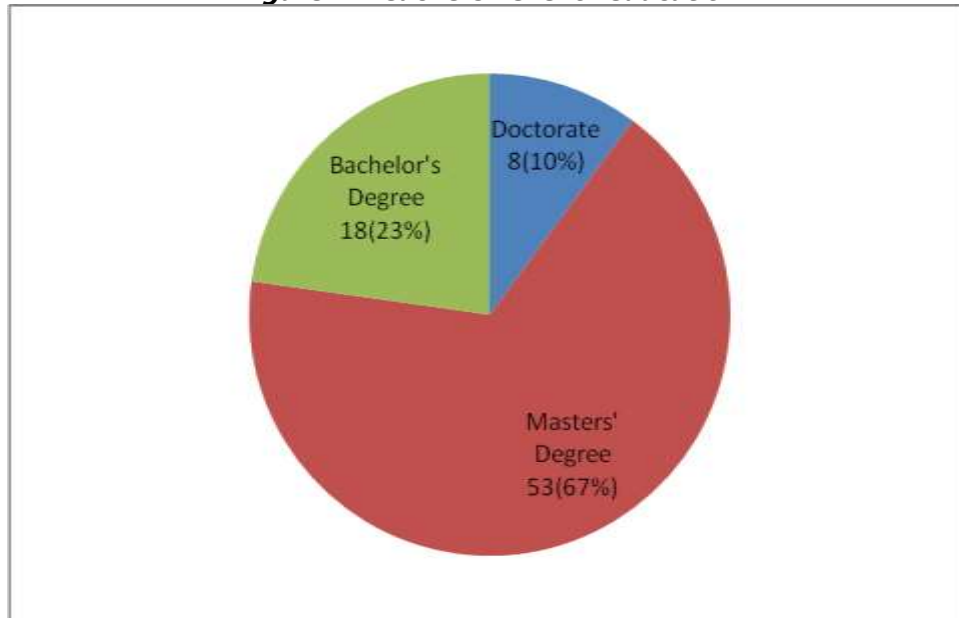


Figure 2 shows that the majority, 53(67%) of the respondents had a Master's degree. Those with a Bachelor's Degree were 18(23%), while respondents who had a PhD constituted 8(10%). This shows that all the respondents

were educated and able to understand and interpret research questions to provide reliable data. The reliable and authentic data enabled the researcher to prepare a comprehensive report.

Table 1: Teachers' length of service

Length of service	Frequency	Percentage
1-3 Years	24	30%
4-6 Years	41	52%
7 Years and above	14	18%
Total	79	100

Source: Primary data (2024)

Table 1 shows that the majority, 41(52%) of the respondents had worked at KIU for a period between 4 and 6 years. Those who had worked for a period between 1-3 years constituted 24(30%), while those for seven years and above were 14(18%). The above statistics show that most

respondents had worked in private secondary schools for a long period and were more knowledgeable about remuneration and employee performance. Therefore, they were in a position to provide reliable data for the study.

Descriptive statistics about employee performance

Table 2: Descriptive statistics from 79 teachers showing performance of academic Staff

Statement	SD	D	NS	A	SA	Total
1 I produce work of good quality	3 (4%)	17 (21%)	0	44 (56%)	15 (19%)	79 (100%)
2 Quality Assurance department in the school has greatly improved my performance	20 (25%)	9 (11%)	2 (3%)	20 (25%)	28 (35%)	79 (100%)
3 I produce my work when it is error free	13 (17%)	12 (15%)	0	35 (44%)	19 (24%)	79 (100%)
4 I usually complete targets set for me to achieve	15 (19%)	27 (34%)	0	12 (15%)	25 (32%)	79 (100%)
5 Performance gaps do not exist in the school	18 (23%)	23 (29%)	9 (11%)	21 (27%)	8 (10%)	79 (100%)
6 I follow school policy of ensuring full time attendance to my duties	4 (5%)	8 (10%)	0	46 (58%)	21 (27%)	79 (100%)
7 I do my work in conformity with school regulations	3 (4%)	8 (10%)	8 (10%)	46 (58%)	14 (18%)	79 (100%)

Source: Primary data (2024)

8 The school encourages innovations and attributes it to performance	2 (3%)	8 (9%)	13 (16%)	38 (47%)	18 (22%)	79 (100%)
9 Providing academic funds have improved innovation among staff members.	3 (4%)	7 (9%)	17 (22%)	36 (46%)	16 (20%)	79 (100%)

Table 2 shows that most teachers concurred with all 9 items about the performance of academic staff. The respondents who concurred were between 85% and 37%. On the other hand, respondents who were not sure were between 0% and 22% while those opposed ranged between 11% and 53%. Therefore, results indicate that the majority of teachers held the opinion that they produced work of good quality, the quality assurance department in the school has greatly

improved their performance, and they produce work when it is error-free. However, they do not complete the targets set for them to achieve on time, an indicator of poor employee performance, which is attributed to inadequate remuneration at the school. This was verified with findings from a documentary review of the quality assurance report (2016) on staff performance, which indicated that a total of 69 teachers did not submit results of the second semester, year one students for the academic year 2015/2016 in time.

Findings from interviews

When key informants were asked whether staff members work in conformity with school regulations, KI_3 noted: Academic staff members work in conformity with the school regulations. For example, the school requires that teachers give coursework and tests at the end of each course unit, something they have observed each term. Providing academic funds have improved innovation among staff members because teachers are supported to pursue further studies and advance their teaching career. Key Informant KI_5 reported: Providing academic funding has improved innovation among staff members because members who are sponsored for further studies can acquire more knowledge and skills applied at the school, which leads to improved output.

Although the findings show that teachers concurred with the items on performance of academic staff and results from key informant interviews showing that there are attempts to ensure improved performance at the school, it can be noted that teachers do not complete targets set for them to achieve on time as verified through the review of existing documents. This explains why teachers noted that performance gaps exist in the school.

Pay incentives and employee performance

In relation to pay incentives, respondents were asked a set of questions in order to establish their opinions on incentives and the extent to which they contribute to employee performance.

Table 3: Descriptive results on pay incentives and employee performance

Items about pay incentives	SD	D	NS	A	SA	TOTAL
Items about allowances						
1 I receive monetary incentives in form of allowances	11 (13%)	15 (19%)	0 (0%)	44 (56%)	9 (12%)	79 (100%)
2 I am satisfied with the allowances that I receive from the School	25 (32%)	35 (44%)	0 (0%)	14 (18%)	5 (6%)	79 (100%)
3 The allowance I receive motivate me to improve performance	10 (13%)	37 (47%)	2 (3%)	18 (23%)	12 (15%)	79 (100%)
Items about bonuses						
4 The School offers me bonus payment for the extra performance	6 (8%)	12 (15%)	1 (1%)	22 (27%)	38 (48%)	79 (100%)
5 Bonuses are offered in a fair and transparent manner	25 (32%)	35 (44%)	0 (0%)	6 (8%)	13 (16%)	79 (100%)
6 Bonuses motivate me to improve my performance	42 (53%)	24 (30%)	8 (10%)	3 (4%)	2 (3%)	79 (100%)
Items about wages						

7 I am always paid for wages for the time I work	6 (7%)	24 (30%)	0 (0%)	39 (49%)	10 (13%)	79 100%
8 The wages I receive from the School are commensurate with the work that I do	30 (38%)	31 (39%)	0 (0%)	11 (14%)	7 (9%)	79 (100%)
9 Wages motivate me to improve my performance	1 (1%)	6 (8%)	13 (16%)	43 (54%)	16 (20%)	79 (100%)

Source: Primary data (2024).

Items about allowances

Table 3 shows that most teachers disagreed with all the items on allowances (items 1 to 3) in comparison with those who were not sure and those who agreed. The percentage of teachers who opposed ranged from 32% to 76% while those not sure were between 0% and 2% yet those who supported the items were between 24% and 68%. Therefore, the

findings indicate that academic staff members in secondary schools in Kamwenge receive incentives in the form of allowances. However, they are not satisfied with the allowances they receive; hence, the allowances they receive do not motivate them to improve performance.

Bonuses

Most teachers were opposed to the three items about bonuses (items 4 to 6) in comparison with teachers who consented, as well as those who were not sure. The percentage of teachers who were against the items ranged between 23% and 83%, those not sure were between 0% and 8% while those in support of the items were between 7% and 75%. Thus, findings revealed that the School offers bonus payments to academic staff members for extra performance.

Wages

Study findings indicated that the majority of teachers did not support three items on wages (items 7 to 9) in comparison with respondents who agreed and those who were not sure. The percentage of teachers who were against the items ranged between 9% and 77% while those not sure were between 0% and 13% and those in support of the items ranged between 23% and 74%. Hence, findings revealed that teachers are paid for wages for the time they work. On the contrary, most teachers held the idea that the wages they receive from the School are commensurate with the work that they do, which explains why most of them reported that the wages do not motivate them to improve performance. The above findings point to the fact that while teachers are paid wages, they are not equivalent to the work they do, which affects their performance.

Interview findings

To support findings from questionnaires, Key Informant interviews we held with staff members Key Informant KI_18 had this to say: “Staff members who work for extra hours or who teach additional classes mainly in the Study Centers and weekend programmes are paid an allowance.” (Interview with key informant KI_18, 11th March 2024) Results from Key Informants further revealed that academic staff members are paid equal allowances for the extra work done, which is regarded unfair for staff members with higher academic qualifications as noted by a key informant who noted: “We are paid equally for extra workload regardless of whether you hold a bachelor degree or not. There is need for management to revise the structure and increase the allowances we receive.” (Interview with key informant, 2nd march 2024). From the above results, it can be noted that while staff members are paid incentives, most staff members are not satisfied with the incentives they receive in the form of allowances, bonuses, and wages, which affects the performance of academic staff members.

Testing the second hypothesis

The second alternative hypothesis stated: There is a positive significant relationship between pay incentives and the performance of academic staff of Private secondary schools. The researcher used Spearman rank rank-order coefficient (ρ) to test the hypothesis.

Table 4: Correlation matrix for pay incentives and employee performance

	Pay incentives
Employee performance	$\rho = .622^{**}$ $\rho^2 = .401$ $p = .000$ $n = 79$

Source: Primary data (2024)

Table 4 shows a strong positive correlation ($\rho = .622$) between pay incentives and employee performance. The coefficient of determination ($\rho^2 = .401$) shows that pay incentives accounted for 40.1% variance in employee performance. The findings were further tested to establish the significance (p), which was 0.000, below the 0.05 level of significance. From all the results obtained, the hypothesis that there is a positive significant relationship between pay incentives and the performance of academic staff was

accepted. The strong correlation means that an improvement in pay incentives was related to a big change in employee performance. Since the nature of the correlation was positive, it means that pay incentives moved in a similar direction, in that an increase in pay incentives was related to improved employee performance, while poor pay incentives were related to poor employee performance. Regression analysis was further carried out to establish the effect of pay incentives on employee performance.

Table 5: Regression analysis for pay incentives and employee performance

Regression statistics					
Multiple R	.549				
R Square	.302				
Adjusted R Square	.274				
Standard Error	.53362	Observations			
79					
ANOVA					
	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	9.233	3	3.078	10.808	.000
Residual	21.356	75	.285		
Total	30.589	78			
	<u>Coefficients</u>	<u>Standard Error</u>	<u>t Stat</u>	<u>P-Value</u>	
Intercept	1.406	.369	3.806	.000	
Allowances	.029	.087	.337	.000	
Bonuses	.231	.096	2.403	.019	
Wages	.292	.097	2.998	.004	

Source: Primary data (2024)

Table 5 shows a moderate linear relationship (Multiple R = .549) between the combination of dimensions of pay incentives (allowances, bonuses, and wages) and employee

performance. Based on the Adjusted R Square, it can be noted that pay incentives account for 27.4% variance in employee performance. Results from ANOVA tests indicated that the significance (Sig F=0.000) of the Fisher's

ratio ($F = 10.808$) was below the significance level of 0.05, which showed a significant effect on employee performance. The coefficients further indicated that allowances' p-value (p-value = .000) and wages (p-value = .004) had a significant effect on employee performance.

Discussion of results

The influence of other pay incentives on employee performance

The study focused on the relationship between pay incentives and employee performance. Pay incentives were categorized into allowances, bonuses, and wages, while performance was conceptualized in terms of the quality of reports made, compliance with academic standards, and innovations in academic output. During the study, it was established that most staff members at Kamwenge receive allowances. Allowances are most often given to staff members who carry out additional activities other than their initial assignments. Staff members who work for extra hours or who teach additional classes/hours are paid an allowance based on each hour they work. This is supported by Natwenda (2010), who opines that allowances have a great impact on employees.

Although they receive allowances, most staff members reported that they were not satisfied with the allowances they received. This has a negative influence on employee performance. For employees to be satisfied with the allowances they receive, the School has to increase the amount of money they pay to staff members in the form of allowances. This is in agreement with (Birdi et al., 2008) who stated that when fair rewards such as allowances are adjusted to employees and their basic needs are met, their levels of commitment will rise and they will be content to continue working with an organization.

Similarly, very few respondents agreed that the allowance they receive motivates them to improve performance. This has a negative effect on employee performance because they are less motivated to work hard. Thus, the school needs to offer high allowances to motivate staff members to improve their performance. This is corroborated by (White, 2009), who stated that offering high allowances and other fringe benefits minimizes discontent among employees, increases their social status, and hence improves performance.

Study findings further revealed that the school offers staff members bonus payments when they exceed set targets. In addition, bonuses motivate them to improve performance. This is in agreement with Bhambra (2008), who asserted that bonuses have a short motivational value. The findings are, on the other hand, contrary to Pink (2013), who revealed that paying creative people bonuses for good performance not only demotivates them but almost guarantees they will fail, and that bonuses are not the best way to motivate staff. The study revealed that the wages staff members receive from the School are not commensurate with the work that

This implies that improvement in allowances and wages significantly influenced employee performance. However, bonuses (p-value = .019) did not significantly affect employee performance because the p-value was above 0.05.

they do, yet wages motivate staff members to improve performance. Hence, increasing the wages staff members receive contributes to an improvement in performance. This is supported by Amoding (2010), who revealed that paying employees a market-related wage may help in retaining valuable employees and improve their performance.

Conclusion

According to study findings, it was concluded that monetary incentives have a great effect on employee performance. Therefore, pay incentives such as allowances, bonuses, and wages lead to improved employee performance. When staff members receive additional payment, they get motivated to work harder and continue working extra hours, hence improving performance.

Recommendation

The study further recommends that the allowances and wages that staff members receive per extra hour worked be increased. This will motivate academic staff members to work for extra hours whenever work is available, which will in turn lead to improved performance of the entire school.

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List of abbreviation

KI:	Key Informants.
ANOVA:	Analysis of Variance.
SPSS:	Statistical Package for Social Sciences.
KIU:	Kampala International University.

Source of funding

There is no source of funding.

Conflict of interest

The authors declare no conflicting interest.

Availability of data

Data used in this study is available upon request from the corresponding author

Author's contribution

VT designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript, and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Ethical approval

Ethical considerations in research concern the dilemmas that arise over the proper way to execute research, more specifically, not to create harmful conditions for the subjects of inquiry, humans, in the research process. The researcher therefore ensured that respondents' informed consent was obtained through a letter that specified what the research was about, including laid down procedures the participants were expected to follow. The researcher will also ensure

objectivity, integrity, anonymity, and confidentiality by withholding the respondent's names.

Informed Consent

Verbal consent was sought from the respondent after an explanation of the study topic to them. The respondents were assured of their right to freely consent. Confidentiality was assured to the respondents and the participants in the study. Code numbers were used instead of patient names as an assurance that no one else would know from whom the information was collected

Author's biography

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