THE EFFECT OF INCENTIVES ON EMPLOYEE PERFORMANCE IN THE PUBLIC SECTOR: A CASE STUDY OF UGANDA CIVIL AVIATION AUTHORITY (CAA)

BY

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OCTOBER 2018
DECLARATION

I, Byamugisha Chris Bindeeba, hereby declare that this report titled, “The Effect of Incentives on Employee Performance in the Public Sector: a case study of Uganda Civil Aviation Authority (CAA)” is my original piece of work, and has never been submitted to this University or any other institution of higher learning for any award of a degree.

Signature: [Signature]

Date: 28/09/2018

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(STUDENT)
APPROVAL

This is to certify that this work titled, “The Effect of Incentives on Employee Performance in the Public Sector: a case study of Uganda Civil Aviation Authority (CAA)” has been done under my supervision and submitted for examination with my approval.

Signature: …………… Date: 28/9/2018

DR. ASIIMWE SOLOMON MUCHWA
(SUPERVISOR)
DEDICATION

This work is dedicated with great love and gratitude to my daughter, sons, brothers, sisters, friends, peace loving and hardworking Ugandans who wish to see a better Uganda for all of us. I pray that the Almighty blesses each of you abundantly.
ACKNOWLEDGEMENTS

A number of people have made great contribution to this research. I would like to acknowledge the following; I wish to thank my supervisor Dr. AsiimweSolomon Muchwa for his ideas and professional advice accorded throughout the research period. The quality and integrity of this report is a result of his guidance. May the Lord reward him abundantly.

Special thanks go to Mr. George MugishaBarenzi and all my lecturers whose efforts, continuous critic and guidance have enabled me to come up with this report. May the lord bless you all.

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<td>CAA</td>
<td>Civil Aviation Authority</td>
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<tr>
<td>CBA</td>
<td>Collective Bargaining Agreement</td>
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<tr>
<td>DAAS</td>
<td>Directorate of Air and Aviation Security</td>
</tr>
<tr>
<td>DANS</td>
<td>Directorate of Air Navigation Services</td>
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<tr>
<td>DCA</td>
<td>Directorate of Corporate Affairs</td>
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<td>DF</td>
<td>Directorate of Finance</td>
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<td>DHRA:</td>
<td>Directorate of Human Resources &amp; Administration</td>
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<td>DSEER</td>
<td>Directorate of Safety, Security &amp; Economic Regulation</td>
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ABSTRACT

This study focused on establishing the effect of incentives on employee performance in CAA with the objectives of identifying the types of incentives offered to CAA employees, examining the relationship between incentives and employee performance in CAA, and examining other factors that have an effect on employee performance in CAA. Both secondary and primary data were used. The analysis was carried out using tables and frequencies. The researcher was guided by the following data collection methods; a self-administered questionnaire, interview guide, review of secondary data and focus group discussion.

The results on the types of incentives available to employees of CAA indicated that there are mainly seven types of incentives offered to CAA employees. These incentives include: salary, housing, overtime, transport, mileage, paid annual leave and study leave. Furthermore, results on the relationship between employee performance and incentives indicated that there is consensus amongst technical staff, technicians and support staff on all issues concerning incentives and performance. Results revealed that there are other factors that have an effect on employee performance other than incentives and these include job satisfaction, loss of control over work, no clear goals from management, assigned creativity goals, supervisory support and job characteristics.

The conclusion of the study was that in CAA, the types of incentives offered to employees are seven. There is a positive relationship between incentives and employee performance. Job satisfaction, loss of control over work, no clear goals from management, assigned creativity goals, supervisory support and job characteristics were other factors affecting employee performance other than incentives. The study recommended that employees should be accorded all incentives that are provided for in the Collective Bargaining Agreement, there is need for continuous and regular provision of incentives to improve performance and productivity for all categories of staff, and that other factors such as job satisfaction, loss of control over work, no clear goals from management, assigned creativity goals, supervisory support and job characteristics need to be taken into consideration for enhanced employee performance in CAA.
CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter covers the background, statement of the problem, main objective and specific objectives, research questions, scope, and significance of the study.

1.1 Background to the study

Incentives have historically been used traditionally at higher levels in organizations, but during the last decades different forms of programs with the purpose of raising motivation among regular front line workers have spread (Banker, Lee and Potter 1996). Business leaders have embraced different theories of motivation and principal-agent relationships realizing that motivation and performance can be created given that proper control tools are used (Merchant and van der Steede 2008).

Incentives are considered one of the most important factors that encourage workers to put forth great efforts and work more efficiently. It is because incentives direct workers’ capabilities into more efficiency in their work in an attempt to achieve the institution's goals (Gana and Bababe, 2011). In addition, the absence of the suitable incentives may negatively affect the hardworking employees’ performance; it may also weaken their productivity at work which decreases the chances of attaining the promising goals of the institution (Palmer, 2012). Being a major element in organizations, it is necessary for organizations to provide incentives to motivate their employees. Such incentives are a significant factor in encouraging employees and increasing their enthusiasm at work which results in improving the general performance and increasing productivity.
Incentives propel and influence employees’ attitudes in the work place and as well stimulate understanding between the employer and the employee which will consequently cumulate into unprecedented performance for both the employees and the organization (Barbara et al. 2003; Heneman 1992).

Incentive measures, such as salaries, secondary benefits, and intangible rewards, recognition or sanctions have traditionally been used to motivate employees to increase performance. Motivators may be positive and/or negative. Reducing dis-incentives or perverse incentives that favor non-conducive behavior can often be more important than inventing new incentives. Incentive systems reside within organizations, their structure, rules, human resource management, opportunities, internal benefits, rewards and sanctions, etc. Whether based on perception or reality organizational incentive systems do have a significant influence on the performance of individuals and thus the organization overall outputs (UNDP Conference Paper #8, 2006).

Incentives can be financial, which come in some form of payment or cash transfers. Some of the financial incentives are direct such as salary, pension, insurance, bonuses, etc. Others are indirect such as subsidized meals, clothes or housing. It is important to make a distinction between a proper level of pay and special incentive pay to reward performance. In the private sector financial incentives are generally associated with better performance although perverse impacts can also be observed. Cash awards are shown to have a higher value where remuneration is low. Conditions in the public sector differ significantly from those in the private sector (UNDP Conference Paper #8, 2006).
According to Milkovich and Newman (2008) incentive schemes (short term and long term) constitute part of the financial components of employee compensation. Incentive schemes tie pay increase to performance and have been used by organizations worldwide with remarkable success. The planning process is one of the primary elements of the total reward system either being financial or nonfinancial incentives. It is the process that impacts performance positively or negatively and provides the basis on which individuals’ results are to be measured. The primary focus of incentive programs is how organizations define their reward schemes and communicate this in a manner that employees clearly understand the link between rewards (incentives) and performance (Fynn, 1998).

Regionally, Ude and Coker (2012) cite Tanzania where a public service incentive scheme tagged “Selected Salary Enhancement Scheme” SACE was instituted to motivate the civil servants. The scheme achieved its aim by adequately motivating the employees and also resulted in maximum impact on productivity. This revealed that incentives have a positive effect on employee performance in the public sector. Furthermore, the impact of non-material incentives on the Rwanda Revenue Authority with the introduction of incentives like agency autonomy, corporate values and reputation effective human resource management found that through this, the Agency was able to increase the impact of Rwanda Revenue Agency in the nation’s GDP from 9% - 13% which revealed that incentives have a positive effect on employee performance in the public sector.

Incentive programs are put in place by various organizations in the public sector to compensate and reward performance of employees who perform more than expectation (Schiller 1996).
Incentive packages are financial or non-financial rewards offered to employees to compel them to exert more effort into any giving task (National Commission on Productivity and Work Quality 1975). Incentives is a force that causes employees to behave in certain ways and on any given day, they may choose to work as hard as possible at a job, to work just hard enough to avoid a reprimand, or to do as little as possible (Griffin, 2002).

Deadrick and Gardner's (1997) noted that, employee performance could be defined as the record of outcomes achieved for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved, and performance could be measured by using a variety of parameters which describe an employee's pattern of performance over time. Macky and Johnson also pointed that improved individual employee performance could improve organizational performance as well.

In today's world, people influence important aspects of organizational performance in a multitude of ways. People conceive and implement the organizational strategy while the mix of people and systems mostly determine an organization's capabilities in terms of performance. Competencies are required to execute the strategy, and these competencies are primarily a function of the skills and knowledge of an organization's human capital. Therefore, if an organization is to treat its employees as its most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential (Lawler, 2003). Employees are responsible for converting inputs to productive outputs. Since they are the key to the productive outputs, they ought to be effectively and adequately compensated for their labor.
According to Manjunath and Rajesh (2012), in order to achieve organizational strategic goals, the human resource managers should endeavor to provide motivation mechanisms that can drive employees' potential to perform to optimum levels possible. Actually, individuals have the potential, skills and the required expertise to drive performance to higher levels, but need to be triggered for this to be realized possibly through employee recognition (Ferguson & Reio, 2010).

In many advanced economies, such as those of the Anglo-Saxon countries, Scandinavia and the Netherlands public services have come under increasing pressure to improve their efficiency and effectiveness, reduce their demands on taxpayers, but maintain the volume and quality of services supplied to the public (Brignall and Modell, 2000). In the English public sector, an important innovation in the performance management regime centres around public service agreements, explicit agreements, targets and indicators established between the treasury and individual government departments, which are subsequently cascaded throughout the entire public sector in an effort to ensure delivery alignment. The empirical findings are examined in the light of three theoretical perspectives – new institutional theory, resource dependence theory and agency theory.

Employee performance has become one of the significant indicators in determining organizational performance and success (Wall, Michie, Patterson, Wood, Sheehan, Clegg, & West, 2004). However, in Uganda employees for example in higher public institutions of learning continue to exhibit levels of poor performance such as withholding students’ results, strikes, absenteeism, turnover, disregard for managers and late submission of students’ results (Terry, 2002). From interaction with lecturers and administrative staff in Makerere University
business school, it was noted that over the years, the university has lost a large number of talented employees to other universities and other organizations due to poor reward packages compared to other universities. They also cited late payment of salaries and lack of benefits as some of the problems they are facing (Report of Exit interviews, 2008, Makerere University Business School (MUBS) HRM records, 2009). Academic staffs are not committed to these institutions; they use the excuse of leave of absence, study leave, and sabbatical leave as exit routes (Bragg, 2005).

The Uganda Civil Aviation Authority (CAA) is one of the corporate bodies in the public sector of Uganda. It was established by an Act of Parliament, “The Civil Aviation Authority Act, Cap 354”, of 1991 (Civil Aviation Regulations, 1991). The CAA is the government agency responsible for licensing, monitoring, and regulating civil aviation matters in Uganda and it is administered by the Ministry of Works and Transport. The mandate of the CAA is to coordinate and oversee Uganda's aviation industry, including licensing, regulation, air search and rescue, air traffic control, ownership of airports and aerodromes, and Ugandan and international aviation law. It also represents Uganda in an international capacity within the aviation community and in all other aviation matters.

The CAA works with an administrative and operational structure of six directorates: Directorate of Airports and Aviation Security (DAAS); Directorate of Air Navigation Services (DANS); Directorate of Safety, Security & Economic Regulation (DSEER); Directorate of Finance, (DF); Directorate of Human Resources & Administration (DHRA) as well as the Directorate of Corporate Affairs (DCA).
The Revised Collective Bargaining Agreement (CBA) of the Uganda CAA was designed to provide a framework for managing the amalgamated transport and general workers’ union. The CBA stipulates guidelines for managing employee performance, distribution of incentives to employees and other matters related to CAA management (CBA, August 2013).

However, there are lots of other factors other than incentives that may enhance or lower the performance of employees in the public sector. There are certain factors that individually and collectively effect on the performance of employees (Rashid Saeed et al... 2013). Due to these factors, public sector organizations have therefore instituted different policies and strategies to be able to retain the right quality of employees and in turn achieve organizational success.

1.2 Problem statement

The Collective Bargaining Agreement of the Uganda Civil Aviation Authority clearly stipulates the incentives that its employees are entitled to under the Authority. However, despite the clear stipulation of the incentives to the employees, the Authority does not adequately adhere to the agreement set in the CBA which makes the employees especially those from the directorates of Airports and Aviation Security (DAAS) and Air Navigation Services (DANS) feel cheated and unappreciated. This has negatively affected their performance which in turn affects the overall Authority’s output.

1.3 Main objective of the study

The main objective of the study was to establish the effect of incentives on employee performance in CAA.
1.4 Specific objectives

The specific objectives were to:

1. To identify the types of incentives offered to CAA employees
2. Examine the relationship between incentives and employee performance in CAA
3. Examine other factors that have an effect on employee performance in CAA

1.5 Research Questions

1. What types of incentives are offered by Uganda CAA?
2. What is the relationship between incentives and employee performance in Uganda CAA?
3. What other factors that have an effect on employee performance?

1.7 Significance of the study

The study is expected to contribute in guiding management of CAA and other public sector organizations in Uganda in formulating suitable types of incentives that will in future motivate employees to enhance their performance and productivity.

This study is expected to create awareness for the value of incentives to employees in the performance of their duties in the public sector especially the CAA. The study was also relevant in that it will be a future point of reference for other researchers on related research topics.
1.8 Scope of the study

1.8.1 Content scope

This study was based on the effect of incentives on employee performance in CAA. It was guided by the objectives of identifying the types of incentives available to CAA employees, examining the relationship between incentives and employee performance; and examining other factors that have an effect on employee performance in CAA.

1.8.2 Geographical scope

The study was carried out at Civil Aviation Authority, Entebbe. The Authority's head offices are located at Entebbe International Airport, approximately 40 kms by road, south of Kampala.
CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review on the concept of incentives, types of incentives, importance of incentives to employees, employee performance, performance and performance management issues connected to the study topic, other factors that have an effect on employee performance and the study gaps.

2.1 The concept of incentives

By definition, incentives are an external persuading factor that encourages the motive which positively directs the individual into working harder, matching the required performance in the institution, as to get the incentive. Incentives are also defined both as methods used by institutions to encourage employees to work with high spirits and also as concrete and moral methods of satisfying the individuals’ moral and material desires. Palmer (2012) defines incentives as the external temptations and encouraging factors that lead the individual to work harder; they are given due to the individual's excellent performance since he will work harder and produce more effectively when he feels satisfied in the institution. In addition to this, incentives can also be defined as the consideration of the excellent performance, assuming that the salary is enough to make the worker appreciate the value of the job that also satisfies his basic needs in life.

Incentives according to Banjoko (2006) are defined as awards given out when predetermined objectives have been attained within an organization. It can also be regarded as variable payments made to employees on the basis of the amount of output or results achieved.
National Productivity Council (n.d. retrieved, 2014) defined incentive as a measure stimulating human effort, whereby employees are driven to put in their best. Matocchio (2006) in Tongo (2006) encapsulated the concept of incentives defining it as compensation, other than basic wages and salaries that fluctuates according to employees’ attainment of some standard, such as pre-determined benchmarking, individual or group goals or organizational earning.

According to a UNDP Capacity Development Resource (2006, p.12), incentives are external measures that are designed and established to influence motivation and behavior of individuals, groups or organizations. Motivation is an important aspect within an organization where it is actually to measure the potential effort and energy that can be put by the employees to achieve what they want.

Incentive programs are put in place by various organizations in the public sector to compensate and reward performance of employees who perform more than expectation (Schiller 1996). Incentive packages are financial or non-financial rewards offered to employees to compel them to exert more effort into any given task (National Commission on Productivity and Work Quality 1975). Incentives is a force that cause employees to behave in certain ways and on any given day, they may choose to work as hard as possible at a job, to work just hard enough to avoid a reprimand, or to do as little as possible (Griffin, 2002).

Azasu (2003) however averred that incentives by definition may not be guaranteed but mostly contingent on performance. The use of performance incentives according to the author dates
back to early 20th century and conventional wisdom on the subject showed that there is a positive association between compensation and company performance.

2.2 Types of incentives

Incentives have been classified into different types, and they tend to interfere. They have been classified by researchers into different ways and techniques that can be used by the administration of different organizations in the public sector to get the highest amount of qualification from human performance. Some have classified them depending on their effect on each individual, while some based them on the way they are given out, or on their goals and other ways of classifications which after a long way of research can be put under two main types of incentives which are: incentives based on the purpose and incentives based on the kind of the incentive itself (Robbins and Judge, 2007). However, this study focused on monetary, non-monetary, short-term, long-term, individual and group incentives.

2.2.1 Monetary incentives

Monetary incentives are used by employers of organizations in the public sector to retain their best brains and as well compensate them for a job well done and excellence of job performance through monetary form. (Nelson, 2003; Kepner, 2001). The incentive can come in many forms: basic salary, compensation, insurance, profit sharing, retirement plans, employee stock, overtime pay, attendance incentives, competition and contests, output-oriented merit increases, performance bonuses, piecework, safety incentives, suggestion awards etc (Pattanayak, 2005; Cole, 2002; Kepner, 2001). Monetary incentive is used to describe incentive-payment plans
which ties incentives directly or indirectly to productivity standard (Ubeku, 1975; Alaba & Owodunni, 2007).

2.2.2 Non-monetary incentives

Non-monetary incentives are to reward employees for excellent job performance through opportunities (Kepner, 2001). It usually comes in form of more enabling authority, award, participating in management, promotion, holidays, better working environment, written recognition, gifts, formal dinners, informal parties, plaques, etc. (Ellis and Pennington, 2004; Spector, 2003; Chaing & Birtch, 2008; Hijazi, Awar & Mehbood, 2007).

2.2.3 Short term incentives

Short term incentives include annual bonuses and commission based on performance in the period immediately preceding its award while (Azasu, 2003).

2.2.4 Long term incentive

Long term incentives refer to incentives that are not realized until some time period has elapsed. Examples include, contribution to pension funds, non-vested options in which case the employee has to remain with the company for a set period of time in order to realize the options and if the employee leaves the company before the time period elapsed he loses the right to the options (Lazear, 1999).
2.2.5 Individual incentives

Milgrom and Roberts (1992) state incentives can be awarded to individuals. Under the individual incentive plan, each employee is rewarded based on his individual performance. Individual incentive has been found to be substantially more effective than the group incentives (NPC, n.d, retrieved 2015).

2.2.6 Group incentives

Group incentives are a way of instilling a shared sense of collective responsibility with the end-game of achieving superior and above average performance in an organization (Azasu, 2003).

2.3 Importance of incentives to employees

The importance of incentives originates from the need for the employee to be recognized and appreciated for his or her efforts. Appreciating people for their efforts by giving them incentives is a very significant factor in satisfying the internal desires of an individual. The individuals' own skills are not enough to let them work with high productivity unless there is an incentive system that encourages their internal motives and then leads to very hardworking efforts (Locke and Braver, 2008).

Incentives are used by organizations in order to reach certain goals, encourage a certain behavior and team-spirit for collective awards. Incentive systems are not universally applicable, but are likely to play a role in enhancing organizational effort or performance where the conditions and the scheme designed are right (Manjunath and Rajesh, 2012).
According to Merchant & Van der Stede (2007), incentives are important in enhancing the performance of employees within the public sector. Incentives act as a management tool, which triggers a motivational reaction and a change in organizational behavioral (Assaf, 1999; Alwabel, 2005). In other words, all organizations whether private or public are using incentives as a key tool which will help the organizational operate effectively and efficiently and also improve the performance.

Adequate incentives have been found to be one of the means through which organization can adopt to motivate and increase their workers’ performance. There are many studies in the literature, which examine the monetary and nonmonetary incentives and their effects on organizational variables (Al-Nsour 2012; Scheepers 2009; Arnolds and Kaya, 2007).

Incentive programs are put in place by various organizations to compensate and reward performance of employees who perform more than expectation (Schiller 1996). Incentive packages are financial or non-financial rewards offered to employees to compel them to exert more effort into any given task (National Commission on Productivity and Work Quality 1975).

Incentives is a force that causes employees to behave in certain ways and on any given day, they may choose to work as hard as possible at a job, to work just hard enough to avoid a reprimand, or to do as little as possible (Griffin, 2002). Meanwhile, incentives are designed to get the maximum performance from the employees and help retain the most productive among them (Arnold 2013). Organizations can consider a variety of ways to reward the employees for their work performance, but an organization needs to consider using the best employee incentives to
get the desired results. Incentives are an instrumental drive towards employee motivation and performance and it has great benefits and high potentials to motivate workers to put in their best in any giving task (Condly et al. 2003). High productivity may be determined by workers employees’ ability to work and therefore employees that are not well rewarded produce less Koontz (1984).

According to Hicks and Adams (2003), incentives are mechanisms aimed at achieving a specific change in behavior.

2.4 Employee performance

Employees perform different jobs in an organization depending on the nature of the organization. For example, they mainly perform tasks like provision of advice on products, customer relations and follow up for all clients, processing and payments, sales and marketing, finance and accounting, human resource, research and public relations. All these activities are inter-related to achieve the targets of organizations (Armstrong, 2009). These should be performed efficiently by employees in order to show they can give their best output at the job. This will have great impact on the total production, sales, profit, progress and market position of the organization in the market. Various factors like skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication etc. are responsible to encourage employees to work sincerely and give their best output (Jones, 2010).

Employee performance signifies individual’s work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and
compassionate colleagues/employers around (Hellriegel, Jackson, & Slocum, 1999; Karakas, 2010).

Employee performance also refers to behaviors that are relevant to organizational goals and which are under the control of individual employees (Campbell, McCloy, Oppler and Sager, 1993).

It is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and management finds it easy to motivate high performers to attain firm targets (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Employees perform different jobs in an organization depending on the nature of the organization. They mainly perform tasks like provision of advice on insurance products, customer relations and follow up for all clients, claims processing and payments, sales and marketing, finance and accounting, human resource, research and public relations. All these activities are inter-related to achieve the targets (Armstrong, 2009). These should be performed efficiently by employees in order to show they can give their best output at the job. This will have great impact on the total production, sales, profit, progress and market position of the company in the market. Various factors like skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication etc. are responsible to encourage employees to work sincerely and give their best output (Jones, 2010).
2.5. Performance

In general, the concept of performance means the goals that institutions seek to achieve through their employees. It connects activities and goals via employees’ duties inside institutions. In other words, it's the individuals' responsibilities, activities and duties, that their work consists of, which should be done in the right way with taking into consideration the qualified employees' abilities to do them. Employee’s performance can be defined as doing different activities and duties that their work consists of (Al-Rabayah 2003).

Armstrong and Taylor (2010), state that performance is defined as behavior that accomplishes results. In light of today’s business conditions, motivating people to lead them to give their best has become more crucial than ever before.

Performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success Uganda National Development Program (1995). Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.

2.6 Performance management

Armstrong and Baron (1998) defined performance management as a strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors.
Performance management is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. Performance management is a whole work system that begins when a job is defined as needed. It ends when an employee leaves your organization. Many writers and consultants are using the term “performance management” as a substitution for the traditional appraisal system. A performance management system includes the following actions: (i) Develop clear job descriptions. (ii) Select appropriate people with an appropriate selection process. (iii) Negotiate requirements and accomplishment-based performance standards, outcomes, and measures (iv) Provide effective orientation, education, and training (v) Provide on-going coaching and feedback (vi) Conduct quarterly performance development discussions. (vii) Design effective compensation and recognition systems that reward people for their contributions. (ix) Provide promotional/career development opportunities for staff. (x) Assist with exit interviews to understand why valued employees leave the organization (M. Armstrong 2015).

Performance management involves enabling people to perform their work to the best of their ability, meeting and perhaps exceeding targets and standards. For successful performance management, a culture of collective and individual responsibility for the continuing improvement of business processes needs to be established, and individual skills and contributions need to be encouraged and nurtured. Where organizations are concerned, performance management is usually known as company performance and is monitored through business appraisal.

According to Zwane (2009), performance management is an advanced form of investment that enables managers to achieve their required output through the successful harnessing of their
employees’ abilities. Even though change in the public service has been managed in a professional manner, there is always bound to be some resistance to it, along with fears of job insecurity and low moral

According to Martinez (2001), performance management is essentially about measuring, monitoring and enhancing the performance of staff, which is a contributor to overall organizational performance.

2.7 Other factors that have an effect on employee performance

Robbins (2003) emphasized the importance of employee job satisfaction as a factor influencing, amongst others, employee work performance. He argues that, happy workers are not necessarily productive workers. This argument is in line with Poisat’s (2006) deduction that, satisfied employees are not necessarily productive employees. Robbins (2003), however, suggests that the opposite might be more accurate that productivity will probably lead to satisfaction.

Spreitzer and Quinn (2001) points on the feeling employees have of losing control over their work when they argue that, it has become a challenge for organizations to create an organizational culture where all employees would want to work to their full potential and where they can take initiative and act as an owner of the firm. They claim that, organizations that can create such a culture will attract and keep the best and the brightest employees who perform highly and hence generate an important competitive advantage.
When employees did not know what management desired, because no clear goals were given, they felt that lower levels of creativity resulted. In a study of 400 project teams, Pinto and Prescott (1988) found that, a clearly stated mission enabled teams to focus on the development of new ideas and subsequently predicted successful innovation.

In a series of studies, Shalley (1991; 1995) found that assigned creativity goals effectively enhanced creative performance. Similarly, Carson and Carson (1993) found that, individuals who were assigned a creativity goal performed more creatively than those not assigned a creativity goal.

Supervisory support has been relatively well established in the literature (Shalley et al., 2004) for example, Andrews and Farris (1967) found that, scientists’ creativity was higher when managers listened to their employees concerns and asked for their input into decisions affecting them. Andrews and Gordon (1970) found that negative feedback from leaders inhibited scientists creativity.

Job characteristics objective has a history of being significant when it comes to influencing employees’ motivation and attitudes towards their work settings (Hackman and Oldham, 1975). Based on Amabile’s (1988) creativity model, job characteristics ought to be an essential constituent that leaders must consider when they manage creativity. Regarding job characteristics, it has been recommended that the structure of the job contributes to inventive output at work (creativity) and intrinsic motivation of employees (Oldham and Cummings, 1996).
Incentives come in many forms: basic salary, stock options, compensation, profit sharing, insurance, retirement plans, overtime pay, attendance incentives, competition and contests, output-oriented merit increases, performance bonuses, sales commissions, piecework, safety incentives, suggestion awards etc. These incentives are meant to improve employee performance in organizations (Pattanayak, 2005). However, this has not been the case in most public sector organizations, CAA inclusive. Though the incentives available to the employees are clearly stipulated in its CBA, the employees have not been adequately provided with adequate incentives. Therefore, the researcher intended to find out the effect of not providing adequate incentives to employees in organizations, CAA in this case, and make recommendations to management of the Authority to address the gaps created by not providing adequate incentives to employees.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study to achieve the main objective of finding out the effect of incentives on employee performance in the public sector with a case of CAA. It covers the study area, research design, study population, data collection methods, data collection instruments, data quality control, data analysis and ethical considerations.

3.2 Study area

The study area was at Uganda Civil Aviation Authority (CAA). The Authority's offices are located at Entebbe International Airport, approximately 40 kms, south of Kampala.

3.3 Research design

The researcher applied case study and qualitative research designs. Saunders et al (2003) defines case study as a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence. Jankowicz (2000) suggests the appropriateness of a case study when the thesis focuses on a set of issues in a single organization.

While investigating the types of incentives available to the employees of CAA, the researcher applied the descriptive design, the relationship between incentives and employee performance
was investigated using the correlational design. The researcher also examined the other factors that have an effect on employee performance guided by correlational design. The qualitative and quantitative research designs were used during collection and data analysis. With the most appropriate research designs, the researcher was then able to draw conclusions and make recommendations for future research works.

3.4 Study population

The study total population was 140 employees but was exclusive of new entrants to the Authority who have not served in CAA for more than 10 years. The study population also involved various categories of staff under the six directorates of the Authority.

3.4.1 Target Population

The study targeted a population of 100 employees. The researcher was guided by a survey which involved the 100 target population as they were all eligible to be studied in order to get answers from them as reflected in Tables 3.1.

Table 3.1: Heads of directorates at CAA

<table>
<thead>
<tr>
<th>Title</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airport &amp; Aviation Security</td>
<td>2</td>
</tr>
<tr>
<td>Human Resource &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>Safety, Security &amp; Economic regulation</td>
<td>3</td>
</tr>
<tr>
<td>Finance</td>
<td>1</td>
</tr>
<tr>
<td>Air Navigation Services</td>
<td>1</td>
</tr>
<tr>
<td>Corporate</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>
Table 3.2: Other categories of staff

<table>
<thead>
<tr>
<th>Title</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air traffic Controllers</td>
<td>7</td>
</tr>
<tr>
<td>Aviation security (AVSEC)</td>
<td>25</td>
</tr>
<tr>
<td>Crash Fire &amp; Rescue Officers</td>
<td>10</td>
</tr>
<tr>
<td>Administrators</td>
<td>6</td>
</tr>
<tr>
<td>Revenue Assistants</td>
<td>6</td>
</tr>
<tr>
<td>Audit &amp; Safety Staff</td>
<td>8</td>
</tr>
<tr>
<td>Marketing and Commercial Officers</td>
<td>10</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>Transport Services</td>
<td>10</td>
</tr>
<tr>
<td>Inspectors</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89</strong></td>
</tr>
</tbody>
</table>

3.5 Data Collection methods

The researcher was guided by the following data collection methods; a survey guide, interview guide, review of secondary data and focus group discussion.

3.5.1 Survey guide

The researcher used a survey guide using open ended questionnaires in line with the objectives of the study. A questionnaire was used so as to increase the degree of reliability due to the many items in it and it also enhanced chances for gathering valid data. An open ended questionnaire captured questions on the independent and dependent variables and also gave more room for respondents to give detailed information. The researcher made sure that all categories of respondents received the questionnaires on time in order to get their opinions and information respectively. The open ended questionnaire was used because it is less expensive compared to other methods of data collection.
3.5.2 Interview guide

The researcher used a question guide during the interview of key respondents at CAA. Leading questions were posed as well to steer respondents towards giving data to meet the objectives of the study and probe them in order to seek clarification about responses provided. A structured interview guide was used for senior management to stir them towards detailed discussion. The interviews captured questions on the independent and dependent variables.

3.5.3 Focus Group Discussion (FGD) guide

The researcher used a FGD guide which involved heads of departments and the other categories of staff at CAA. The question guide enabled him to draw upon the respondents’ attitudes, feelings, beliefs, experiences and reactions in a way in which it would not have been feasible to use other methods like observation, one-to-one interviewing, or questionnaire surveys.

3.5.4 Review of secondary data

The researcher reviewed secondary data from the available CBA to help in establishing the trend of distribution of incentives to the employees of CAA over the years. The researcher also reviewed Nkumba University reports, unpublished dissertations, Working papers, media articles, newspapers and journals. According to Roston (2001) secondary data is defined as data which is already available and reported with other scholars, it includes; policies, documents and abstracts of various topics relating to the topic of discussion.
3.6 Data collection instruments

The researcher used questionnaires, reports and guides as collection instruments to gather data from the targeted respondents.

3.7 Data analysis and presentation

Qualitative data was analyzed using content and narrative analysis techniques while frequency distribution was used for quantitative data analysis specifically to determine the proportion of respondents choosing from the various responses.

3.8 Data quality control

The instruments for data collection were prepared to have good attributes and were pre-tested to find out whether they would capture required data for reliability and validity before they were employed.

Editing and formatting of data was done to eliminate errors. The data was sorted and the complete and collected data was then analyzed and processed.

3.9 Study limitations

- Some respondents refused to be interviewed for fear of being implicated;
- A small sample size of respondents was taken as finances were not enough to carry out the study with a bigger population since there was no external funding as the researcher had to facilitate himself.
- The researcher had a challenge of bureaucracy in getting an Airport Access Permit and need to be escorted by security an assigned staff during data collection.
• The researcher was faced with challenges of lack of exposure to some sensitive or confidential information that would have been useful to the study.

3.10 Ethical considerations

The study involved seeking a clearance and recommendation letter from the Dean of the School of Social Sciences (SoSS) Nkumba University and taken to the relevant authorities in CAA. Formal consent was also be sought from the respondents explaining privacy and confidentiality of the information collected during the study and that it would be primarily for academic purposes. The data collected was kept on a personal computer with a password only accessible by the researcher to enhance confidentiality. The researcher assured respondents of honesty, fairness and transparency and declared that the content of the research would be original and there would be acknowledgement all sources used or quoted.
CHAPTER FOUR: FINDING OF THE STUDY

4.1 Introduction

This chapter presents findings of the study that focused on description of socio-demographic characteristics of respondents, types of incentives offered to CAA employees, relationship between incentives and employee performance and factors affecting employee performance. Data was analyzed using Microsoft Excel. The statistical analysis hinged on descriptive statistics. Frequencies and percentages were used to define the quantitative parameters and the findings presented in form of tables and graphs.

Of the total target population of 100 respondents, 80 responded. Therefore data analysis considered 80 respondents to measure the effect of incentives on employee performance in public organizations with a case of Civil Aviation Authority.

4.2 Socio-demographic Characteristics of the respondents

Male respondents constituted the highest percentage (56.3%). The respondents were aged above 46 and between 25-35, 36-40 and 41-45 years constituting 12.5%, 36.3%, 35.0%, and 16.3% respectively. Over 70% of the respondents were married, while 27.5% were single. Majority of the respondents (71.4%) had the highest level of education as degrees with 25.0% having attained diploma and 3.8% certificate respectively. Respondents from the different directorates were DANS (18.8%), DF (28.8%), DHRA (20%), DSSER (23.8%) and DAAS (8.8%). Respondents for the study comprised support staff (56.25%), technicians (5.0%) and technical staff (38.75%) of different disciplines. Respondents who had worked with CAA for over 0-9
years were 17.5%, while 57.5% had served for between 10-15 years and 25% had served for more than 16 years. Table 4.1 shows demographic characteristics of respondents.

Table 4.1: Characteristics of respondents

<table>
<thead>
<tr>
<th>Description</th>
<th>Characteristic</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>35</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>45</td>
<td>56.3</td>
</tr>
<tr>
<td>Age</td>
<td>25-35 years</td>
<td>29</td>
<td>36.3</td>
</tr>
<tr>
<td></td>
<td>36-40 years</td>
<td>28</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>41-45 years</td>
<td>13</td>
<td>16.3</td>
</tr>
<tr>
<td></td>
<td>&gt; 45 years</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Marital status</td>
<td>Single</td>
<td>22</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>56</td>
<td>70.0</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Education level</td>
<td>Certificate</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Bachelors</td>
<td>47</td>
<td>58.8</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>9</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Directorates</td>
<td>DANS</td>
<td>15</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>DF</td>
<td>23</td>
<td>28.8</td>
</tr>
<tr>
<td></td>
<td>DHRA</td>
<td>16</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>DSSER</td>
<td>19</td>
<td>23.8</td>
</tr>
<tr>
<td></td>
<td>DAAS</td>
<td>7</td>
<td>8.8</td>
</tr>
<tr>
<td>Category</td>
<td>Technical staff</td>
<td>31</td>
<td>38.75</td>
</tr>
<tr>
<td></td>
<td>Technicians</td>
<td>4</td>
<td>5.0</td>
</tr>
<tr>
<td>Support Staff</td>
<td>45</td>
<td>56.25</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Service in CAA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-9 years</td>
<td>14</td>
<td>17.5</td>
<td></td>
</tr>
<tr>
<td>10-15 years</td>
<td>46</td>
<td>57.5</td>
<td></td>
</tr>
<tr>
<td>16 and above</td>
<td>20</td>
<td>25.0</td>
<td></td>
</tr>
</tbody>
</table>

### 4.3 Types of incentives offered to CAA employees

There are mainly seven types of incentives offered to CAA employees. These incentives include: salary, housing, overtime, transport, mileage, paid annual leave and study leave.

The survey revealed that among the seven types of incentives, the order in which employees benefited was salary (30%), housing (20%), overtime (15%), transport, mileage and paid annual leave (10%) and study leave (5%) respectively. Figure 4.1 below shows a pie chart on the distribution of types of incentives to employees.

![Pie Chart](image.png)

**Figure 4.1: Types of trainings to employees**
4.4 Relationship between incentives and employee performance

The relationship between incentives and employee performance was examined by measuring consensus and scoring from 3 categories of respondents namely technical staff (n=31), technicians (n=4) and support Staff (n=45) on 12 issues about performance and incentives.

For measuring consensus, respondents scored (voted) each of the 12 issues on how they individually felt about the issue in terms of Strongly disagree and disagree, Strongly agree and agree. Consensus included all those respondents that "Voted": Strongly Disagree plus Disagree counted as consensus, Strongly Agree plus Agree counted as consensus, Consensus means respondents "Voted" the same way as other. If more than 50% of the "Votes" were Strongly Disagree or Disagree on any issue, then there was consensus in the issues and if more than 50% of the "Votes" were Strongly Agree or Agree on any issue then there was consensus on the issue.
The study revealed that there was consensus amongst technical staff, technicians and support staff on 10 issues concerning incentives and performance where the respondents voted strongly agree and agrees as shown in Figure 4.2 and 1 issue on employees' participation in specialized training outside Uganda where the respondents voted strongly disagree and disagree as shown in Figure 4.3.
Figure 4.3: Votes on disagreement on employee performance and incentives
For scoring, the score survey elements were: Strongly disagree: 1 point, Disagree: 2 points, Agree: 3 points, Strongly agree: 4 points. The scores were presented in using a radar chart and interpreted as: Low scores mean that there was considerable disagreement about the issue, high scores mean that there was considerable Agreement about the issue.

The study revealed that for scoring, there was considerable agreement amongst technical staff, technicians and support staff on 7 issues concerning incentives and performance as all the score survey elements had high score of 3 and above. Technical staff and support staff also had a considerable agreement on management promoting incentives, employees being motivated due to incentives and participating in trainings in Uganda. The technical and support staff had a considerable disagreement on participation in specialized training outside Uganda and particularly the technicians indicated that the employees do not these training. Figure 4.4 below shows a radar chart on scores for the 12 issues on incentives and performance.
Other factors affecting employee performance other than incentives

Other factors affecting employee performance were examined by measuring consensus with a focus on factors from the 3 categories of respondents namely technical (n=31), technicians (n=4) and support staff (n=45) on 6 major factors. For measuring consensus, respondents voted each of the 4 positive and negative factors on how they individually felt about the factor in terms of yes and no.

Consensus included all those respondents that "Voted" Yes counted as consensus and No counted as consensus.
Consensus means respondents "Voted" the same way as other. If more than 50% of the "Votes" were “Yes” on any factor, then there was consensus in the factor and if more than 50% of the "Votes" were No on any factor then there was consensus on the factor.

The study revealed that there was consensus amongst technical staff, technicians and support staff on 4 factors concerning loss of control over work, no clear goals from management, supervisory support and job characteristics as other factors affecting employee performance. The technical staff and technicians also had consensus on job satisfaction and assigned creativity goals as other factors affecting employee performance as shown in Figure 4.5 below. While support staff strongly disagreed with job satisfaction and assigned creativity goals as other factors affecting employee performance as shown in Figure 4.6.
Figure 4.5: Factors voted "Yes" affecting employee performance

Figure 4.6: Factors voted "No" affecting employee performance
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

5.1.1 Types of incentives available to employees of CAA

There are mainly seven types of incentives offered to CAA employees. These incentives include: salary, housing, overtime, transport, mileage, paid annual leave and study leave.

5.1.2 The relationship between employee performance and incentives

The study revealed that there is consensus amongst technical staff, technicians and support staff on all issues concerning incentives and performance.

5.1.3 Other factors effecting employee performance other than incentives

The study revealed that there are other factors that have an effect on employee performance other than incentives and these include job satisfaction, loss of control over work, no clear goals from management, assigned creativity goals, supervisory support and job characteristics.

5.2 Conclusion

The conclusion of the study was that there is a positive relationship between incentives and employee performance in CAA and the types of incentives offered to employees are mainly seven and these are: salary, housing, overtime, transport, mileage, paid annual leave and study leave. Job satisfaction, loss of control over work, no clear goals from management, assigned creativity goals, supervisory support and job characteristics are other factors among others that have an effect on employee performance other than incentives.
5.3 **Recommendations**

i. Employees should be accorded all incentives that are provided for in the Collective Bargaining Agreement.

ii. There is need for continuous and regular provision of incentives to improve performance and productivity for all categories of staff.

iii. Other factors such as job satisfaction, loss of control over work, no clear goals from management, assigned creativity goals, supervisory support and job characteristics need to be taken into consideration for enhanced employee performance in CAA.

5.4 **Areas for future research**

i. Assess the extent of provision of incentives as provided for in the Collective Bargaining Agreement.

ii. Critical analysis of other factors that have an effect on employee performance
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Dear Respondent,

I am Byamugisha Chris Bindeeba student of Nkumba University pursuing a bachelor’s degree in Public Administration and Management. This questionnaire is intended to help the researcher get information on the effect of incentives on employee performance in public sector, a case study of Uganda civil aviation authority”. The purpose of the study is purely academic and information given will be treated with the highest degree of confidentiality.

You have been selected as a respondent for this study. Kindly, complete the questionnaire to enable the researcher to accomplish the study. Please fill appropriately by (ticking/writing) an answer which represents your opinion on the subject.

Your cooperation is highly appreciated.

Yours faithfully,

Byamugisha Chris Bindeeba
Researcher
APPENDIX I: SURVEY GUIDE

SECTION A: SOCIO DEMOGRAPHIC BACKGROUND OF THE RESPONDENTS

Please tick the most appropriate

1. Sex
   (a) Female  
   (b) Male

2. Marital Status
   (a) Single
   (b) Married
   (c) Divorced /separated
   (d) Widowed

3. Age
   (a) 25 -35
   (b) 36-40
   (c) 41-45
   (d) 46+

4. Level of Education.
   a) Certificate
   (b) Diploma
   c) Degree
   (d) Master Degree
   e) PhD

5. What is the name of the directorate in which you are deployed in CAA
   I) DANS
   II) DF
   III) DHRA
   IV) DSSER
   V) DAAS
6. For how long have you served in Civil Aviation Authority?

(i) 0-9 years ☐

(ii) 10 – 15yrs ☐

(iii) 16-and above ☐

<table>
<thead>
<tr>
<th>Section B: Employee performance and incentives</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 I always meet the daily targets as per work schedule</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8 The degree to which I work meets clients satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 I am proud of employee of CAA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 I am aware of all incentives in the CBA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 I have participated in specialized trainings outside Uganda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 I have participated in trainings in Uganda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Incentives improve performance at the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Management promotes additional incentives for all employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Employees are motivated due to incentives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Incentives are not the only influence on work performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Management has good mechanisms of collecting information on employee performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 My performance has improved due to incentives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. How are the incentives distributed to the employees in CAA?

…………………………………………………………………………………………………………………………………………………. 

…………………………………………………………………………………………………………………………………………………. 

22. What factors influence your performance at CAA besides incentives?
Positive | Tick | Negative | Tick
---|---|---|---
Training programs | Training programs | Supportive managers | Supportive managers
Equipment and supplies | Equipment and supplies | Work environment | Work environment
Others (specify) | Others (specify) |  

23. In what ways do the above factors influence performance in CAA?

24. What possible solutions can you recommend to address the above challenges?

25. Are you satisfied with the performance of staff? Why?

26. What ways are employed by CAA management to ensure and maintain good staff performance?

27. In your opinion what factors mostly affect employee performance at the workplace?
SECTION C: Types of incentives available to CAA employees.

28. Does the CAA provide incentives to its employees?  
   (a). Yes  
   (b) No

29. If yes, to the above question, how does CAA provide incentives its employees
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30. How are such types of effective?
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   ……………………………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………………………

31. Do workers in this organization work according to the agreed targets?  
   (a). Yes  
   (b) No

   Why do you think so?  
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   ……………………………………………………………………………………………………………………………

32. “Incentive to employees improves on their performance”

   (a). I agree with the statement  
   (b) I disagree with the statement

33. If you agree, give ways how incentives improves performance
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SECTION D: The relationship between incentives and employee performance

34. Do you think incentives influence the organization’s performance?
   (a). Yes ☐   (b) No ☐

Why do you think so?

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35. What is the effect of incentives on the performance of an organization?
   (a). Negative ☐
   (b) Positive ☐

Why?

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SECTION E: Other factors that have an effect on employee performance

36. Do you think there are other factors that have an effect on employee performance in CAA
   (a). Yes ☐   (b) No ☐

Why do you think so?

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THANK YOU FOR YOUR COOPERATION
APPENDIX II: INTERVIEW GUIDE FOR SENIOR MANAGEMENT

1. How long have you worked at CAA?
2. Are you motivated to do the job you do?
3. In what ways do incentives motivate you perform your job?
4. Does the organization provide incentives to you?
5. How often does this occur?
6. What problems do you think exist in the reward system of the organization?
7. How are employees of CAA motivated to boost their performance?
8. How effective are incentives on the performance of employees?

THANK YOU FOR YOUR COOPERATION
APPENDIX III: REVIEW OF SECONDARY DATA

1. Media articles and newspapers
2. Journals
3. CAA Reports
4. Nkumba University reports and unpublished dissertations
5. Working papers
6. CBA