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FACULTY OF COMMERCE

DEPARTMENT OF HUMAN CAPITAL MANAGEMENT

**THE EFFECTS OF INCENTIVES ON EMPLOYEE PERFORMANCE IN THE
PUBLIC SECTOR: A CASE STUDY OF CHIBHERO COLLEGE OF
AGRICULTURE**

BY

(B1850331)

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE BACHELOR OF COMMERCE (HONOURS) DEGREE
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Submitted by Registration Number B1850331 in partial fulfillment of the Bachelor of Commerce (Honours) Degree in Human Capital Management.

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I declare that this research project herein is my original work and has not been copied or extracted from previous sources without due acknowledgement of the authors.

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DEDICATION

I dedicate my dissertation work to my family and friends. A special gratitude goes to my parents, whose words of encouragement and support kept me going. I also want to thank my siblings for their unwavering support, throughout my academic journey.

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Firstly, I would like to thank Almighty God for strength and wisdom that he has granted me throughout my studies. I would like to extend gratitude to my parents for the financial support that they gave me during my project.

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ABSTRACT

Incentives are financial and non-financial rewards that can be used in the public sector to motivate employees to be committed to their work, boosting their performance. Incentives are considered one of the most important factors that encourage workers to put forth great efforts and work more efficiently to achieve the institution's goals.

Hence, this study focused on assessing effects of incentives on employee performance at Chibero College of Agriculture (CCA). The researcher focused on identifying types of incentives; assessing the relationship of incentives and employee performance; and lastly, identifying other factors influencing employee performance at CCA. A sample of 16 employees was purposively selected from CCA. The data was collected through interview guide. Thematic analysis was used to analyse the qualitative data.

The study discovered that at CCA there are only three types of incentives which include free housing incentive, school fees allowance incentive and agricultural products incentives. Furthermore, the findings indicated that incentives have a strong positive relationship on employee performance, though there are other factors that are influencing performance negatively at CCA. The study identified poor planning and management; and insufficient equipment as other major factors that influence employee performance. So overall, incentives have been proven to have positive effects at CCA.

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CHAPTER 1

INTRODUCTION

Incentives are financial and non-financial rewards that can be used in the public sector to motivate employees to be committed to their work, boosting their performance. However, the question and concern evolve around the effectiveness of this incentive to boost workforce productivity.

This research shall firstly address the background information, rational, problem statement, research purpose, research questions and objectives. Secondly, literature review will be explored, linking it to the theoretical foundation and conceptualisation of the study. Thirdly, the methodology shall be presented, starting with research approach and design, population, sampling, data collection method and data analysis. Trustworthiness, anticipated contribution, ethical consideration, and limitations shall be discussed in this research. Lastly, the findings shall be presented and interpreted linking them to objectives and research questions.

1.1 BACKGROUND

Human resources serve as the foundation for an organization's long-term competitive advantage. Organizations must establish strategies to hire and retain competent employees since they operate in a dynamic and competitive business environment. Human resources are considered to be the most valuable asset of any firm, and motivation is required to acquire the most efficient and effective results from them (Adams & David, 2016). Intrinsic and extrinsic motivation are the two types of motivation identified by researchers. Extrinsic motivation is derived from external causes such as monetary incentives and must be replenished on a frequent basis to maintain its effectiveness. Intrinsic motivation comes from within a person and is the type of motivation that every company wishes their staff had (Bateman & Zeithami, 2013).

Incentives are considered one of the most important factors that encourage workers to put forth great efforts and work more efficiently to achieve the institution's goals. According to Barbara et al. (2013) and Heneman (2012), 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. Organizations must 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 (Agarwal & Morton, 2015).

Furthermore, incentive measures, such as salaries, secondary benefits, and intangible rewards, recognition or sanctions have traditionally been used to motivate employees to increase performance. For instance, in Tanzania 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 (Anim & Vanasche, 2017). This revealed that incentives have a positive effect on employee performance in the public sector. In Rwanda, the use of incentives impacted positively in that Rwanda Revenue Authority introduced incentives like agency autonomy and corporate values (Asplund & Cameroon, 2017). The 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.

However, 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 (Ayisi & Mashatola, 2015). The problem of low employee performance being influenced by impracticality of incentives has persisted in the African community. For, example in Uganda employees 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 (Beer, et al., 2014). From interaction with lecturers and administrative staff in Makerere University 6 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 (Makerere University Business School Report, 2019). Academic staffs are not committed to these institutions; they use the excuse of leave of absence, study leave, and sabbatical leave as exit routes (Wall, et al., 2016). In Zimbabwe, most public institutions have lost experienced and committed employees due to impracticality of the issue of incentives. However, the persistence of low employee performance due to impracticality of the issue of incentives motivated this study. The study shall find out the type of incentives being offered at CCA and how have they impacted on

employee's performance. Furthermore, other factors that can boost employee's performance shall be explored.

1.2 PROBLEM STATEMENT

As noted by Halligan, (2014) commitment to public service principles emphasizes attitudes towards public service awards and that public service promotion may be complex but often poorly understood. The salaries of public servants are in contrast to those of foreign wages and senior civil servants are often willing to accept lower wages as a bargaining chip in order to earn real work rewards in the public service. Another study that investigated differences in the promotion of private jurisdictions by managers of state-owned enterprises found that remuneration had a greater potential for promoting private individuals than executives of state-owned companies (Clegg & Sparrow, 2014). In addition, although both private and public sector managers were equally motivated by the internal remuneration factors for success and progress the internal remuneration factor was listed as the second most important motivator for public sector management, on the contrary, the level was very low in the private sector.

Despite the use of incentive strategy to improve employee's performance in the public sector for the past two decades (2000 to 2020) at Chibhero College of Agriculture, the problem of low employees' performance still persists. Recent studies have shown that incentives have a proportional relationship with employees' performance in an organisation. This has been worrying to managers at CCA as they are encountering never-ending rebelliousness and negative attitude to work by employees. This has resulted in CCA losing some of their most experienced and loyal workforce and this has undermined the achievement of the organisation goals.

The college has a number of employee incentives in place, but there has been little research done to see how these incentives affect staff performance. At CCA, there are distinguished types of incentives offered to employees. However, the identified gap needs to be filled and thus motivates this study to be conducted, investigating the effects of incentives on employee's performance at CCA.

1.3 MAIN OBJECTIVE

To establish the effects of incentive on employee's performance at CCA

1.3.1 OBJECTIVES

- a) To identify the types of incentive offered by CCA
- b) To examine the relationship between incentive on employee's performance at CCA
- c) Examine other factors that have influence on employee's performance at CCA

1.3.2 RESEARCH QUESTIONS

- a) What types of incentives are offered CCA?
- b) What is the relationship between incentives and employee performance at CCA?
- c) What other factors that have an effect on employee performance?

1.4 SIGNIFICANT OF THE STUDY

The study is expected to contribute in the guiding management of CCA and other public sector organisation in Zimbabwe in formulating suitable types of incentives that will in future motive employees to improve their performance and productivity.

This shall create awareness for the value of incentives to employees in the performance of their duties in the public sector especially the CCA. Policy makers are also going to benefit as they will amend their policy, covering all gaps and loopholes as well as efficiently monitor their policy for it to achieve its intended goals.

The study is also relevant to academic students, as a future point of reference to their research topics. It is also going to add information in the body of knowledge on the topics; incentives and employee performance.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The aim of the literature is to learn from the plethora of existing research, identify gaps and contribute to theoretical development (Webster & Watson, 2002). The study shall explore the conceptualisation zeroing on concepts such as incentives, employee performances and performance management. Theoretical foundations shall be discussed unpacking the problem statement. Empirical review shall be explained revealing the gap that exist in the study.

2.2 The conceptual framework

2.2.1 Incentives

Incentives are benefits that are used by companies to stimulate worker performance and if used in a positive way they stimulate individual employee performance. By their meaning, incentives are an external stimulus that stimulates the motivation that motivates a person to work hard, in line with the work required of the institution, in order to receive motivation (Cameroon & Pierce, 2016). In other words incentives can also be identified as the methods that various organisations use in order for them to be able to motivate their workers to work towards achieving organisational goals in a way that will satisfy the company and also the employee's needs. According to Palmer, (2012) in agreement with Cameroon and Pierce (2016) incentives are the things that companies use in order for them to make their employees work harder in their organisation, they will make employees work harder if they feel that they are satisfied with the way their company is treating them. In addition, incentives can also be defined as the consideration of the best performance, assuming that the salary is sufficient to make the employee appreciate the value of the job that satisfies his or her basic life needs (Smith & Morgan, 2017).

According to Banjoko (2016) incentives are defined as prizes issued when pre-determined objectives have been achieved in an organization. Incentives can however be termed the things that the company offer to employees on the basis of attainment of organisational objectives. According to the National Production Council incentives are the ways in which organisations use to drive their employees to work towards achieving organisational objectives rather than individual goals. Matocchio (2016) in Tongo (2016) incorporated the concept of compensation

as defined as compensation, with the exception of basic wages and variable wage according to employee earnings, such as pre-determined estimates, individual or group policies or organizational salary (Cesare, 2013).

The UNDP Capacity Development Resource, (2006) described incentives as the measures that are externally taken by organisations to stimulate individual behaviour as well as their motivation. In any organisational setup motivation is an important aspect within an organisation as it will measure the potential effort and the energy that can be used by the workers to achieve organisational objectives (Gomez-Mejia & Balkin, 2012). Many organisations in the public sector in recent world are using incentives to reward those employees that perform better than others. According to research incentives can be in two different forms that financial incentives and non-financial incentives that are given to employees in certain given tasks (Halbesleben, 2010).

Many individuals believe that incentives are considered as a force that will force workers to perform in a particular way in any given task or day and workers will chose to work very hard given the type of incentive and employees do it trying to avoid reprimands (Wall, et al., 2016). 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 (Eisenberger & Armeli, 2017).

An incentive is something that drives someone to do something. A structured strategy used to promote or encourage specified acts or behavior by a specific group of people over a set period of time is known as an incentive program. Incentive programs are commonly used in sales to attract and keep clients, as well as in corporate management to inspire personnel. The terms "rewards programs" and "recognition programs" do not refer to the same thing. In general, incentives programs are part of compensation plans, which are described as the intentional use of the pay system as a crucial integrating mechanism for directing the efforts of various sub-units or individuals toward the fulfillment of an organization's strategic objectives (Cameroon & Pierce, 2016). They are management techniques that, in theory, should help a company become more effective by changing individual or group behavior. Pay, promotion, bonuses, and other sorts of incentives are used by all firms to drive high levels of performance (Cameroon & Pierce, 2016)

Another level of complexity Moss Kanter (2017) adds to this issue by stating that in many businesses, rewards are differentiated based on status rather than contribution, and that getting promoted is often the only chance for an employee to enhance his or her income. This frequently leads people to prioritize self-interest over improving their total contribution. While recognition remains an important management tool, it has taken on a new meaning. It is usually a non-monetary reward given to employees on a selected basis in recognition of exceptional performance or achievement that is not contingent on meeting a set of goals. Giving someone praise for something they've done well or simply saying thank you can be enough. It's about recognizing effort, commitment, and learning, even if the results weren't as expected, and, most importantly, it's about celebrating accomplishments (Smith & Morgan, 2018).

Another level of complexity Moss Kanter (2017) adds to this issue by stating that in many businesses, rewards are differentiated based on status rather than contribution, and that getting promoted is often the only chance for an employee to enhance his or her income. This frequently leads people to prioritize self-interest over improving their total contribution. While recognition remains an important management tool, it has taken on a new meaning. It is usually a non-monetary reward given to employees on a selected basis in recognition of exceptional performance or achievement that is not contingent on meeting a set of goals. Giving someone praise for something they've done well or simply saying thank you can be enough. It's about recognizing effort, commitment, and learning, even if the results weren't as expected, and, most importantly, it's about celebrating accomplishments (Smith & Morgan, 2018).

Incentives such as awards and recognition programs are commonly utilized in the assumption that they will reinforce an organization's values, promote exceptional performance, and stimulate continuous learning by publicly praising role model behavior and continued achievement (Daft, 2000). Managers must recognize their employees' accomplishments, whether as individuals or as members of teams, in both categories. Many authors use the more generic term "rewards" to refer to both sorts. In some circumstances, the phrase "rewards" refers to both a reward and a form of acknowledgment. Incentive programs is a more generic term that may be a preferable term to use (Adams & David, 2016).

2.2.2 Employee performance

Employee performance refers to an employee's financial or non-financial outcome that is directly related to the organization's performance and success. According to a number of research, focusing on employee incentives is one strategy to improve employee performance.

According to Christian et al. (2011), high levels of employee engagement improve job performance, task performance, and organizational citizenship. Productivity, discretionary effort, affective commitment, degrees of psychological climate, and customer service are among the others, according to Macey and Schneider (2018). Because the impact of employee engagement on employee performance has been demonstrated in previous studies, the purpose of this research is to investigate the impact of employee engagement on employee performance (Jewitt & Tirole, 2019).

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The performance of employees is determined by the company's overall performance management. Performance management is a method for effectively managing individuals and teams in order to improve organizational performance. According to Cascio (2003), performance guarantees that an individual employee or team understands what is expected of them and stays focused on delivering effective results. More productivity, increased diversity in the worker mix, talent retention, employee and customer satisfaction, and increased quality of service are just a few examples of how an organization might improve its performance. As a result of numerous variables, engagement can lead to improved performance. A rising number of studies have found a link between individual performance and engagement (Clegg & Sparrow, 2014).

Institutional factors influence the effects of performance management techniques in public sector organizations, with the findings indicating that the behavioral effects of performance management practices are just as important as the economic effects in public sector organizations. Large businesses, according to Verbeeten (2008), have more trouble defining

clear and quantifiable goals, are less likely to apply incentives, and have worse quality performance (Jewitt & Tirole, 2019).

According to Latham (2001), there is a need to explore goal-setting techniques and generalization in the attainment of controlled performance. This is especially important in the public sector, because empirical evidence on performance management is mixed (George & Newman, 2019). Managed performance has a good link with performance management strategies. Job performance is frequently the product of at least two factors, namely, innate and acquired qualities and skills. Employees have these, as well as the drive to put them to good use in order to do a better job (Gomez-Mejia & Balkin, 2012). Employees' ability to produce ideas and use them as building blocks for new and improved goods, services, and work procedures, according to a number of authors, can also help boost business performance.

Managers build work environments that serve two functions. They make it easier for employees to perform well and motivate them to do so (Jacky & Armeli, 2017). Managers help people perform better by giving the resources they need to accomplish their jobs properly, such as adequate training, the essential tools and equipment, a sufficient budget, and sufficient authority and information. Only via efficient techniques of continual development can performance be improved (Hicks, et al., 2015). Individuals and teams put out more effort in performance when they know and understand what is expected of them and have participated in defining those expectations (Bateman & Zeithami, 2013). Many reasons can prohibit an employee from functioning at a high level, hence it is the responsibility of managers to guarantee that employees perform at their best, given that managers are accountable for results.

2.2.3 Performance management

Managers and supervisors are particularly concerned about employee performance since their primary goal is to get the most out of the people they supervise (Eisenberger & Armeli, 2017). Employee productivity is actually linked to employee performance. The degree of accomplishment of the task that makes up an employee's work is referred to as performance. The ability to perform, the chance to perform, and the motivation to perform are all concomitants of job performance. The degree to which an individual possesses task-relevant skills, talents, knowledge, and experiences is referred to as capacity. The availability of performance opportunities is also an important component of the performance formula. Poor decisions and out-of-date attitudes might be stumbling blocks for an employee's performance (Asplund & Cameroon, 2017). The third aspect, willingness, refers to an individual's desire and

readiness to put up effort in order to achieve job success. To put it another way, it's incentive. Without some level of desire or want to achieve, no combination of capacity and opportunity will result in high performance (Ghatak, 2013).

2.3 Theoretical Foundation

An incentive in the workplace can be an additional reward, remuneration, or a job promotion given to an employee to either recognize or motivate him to do better (Eisenberger & Everatt, 2018). Employees are motivated to achieve bigger goals when they receive additional compensation or bonuses. Non-monetary incentives, such as job promotion, job stability, pride in success, and job happiness, on the other hand, are also motivators for employees. Motivation theories will be used in this research.

2.3.1 Expectancy theory

Need theories of motivation, according to McClelland (2016), seek to explain what motivates people in the job. Expectancy theory is more interested in the cognitive factors that influence motivation and how they interact. That is, expectancy theory is a cognitive process explanation of motivation based on the belief that there are connections between the effort people put in at work, the performance they obtain as a result of that effort, and the rewards they receive as a result of their effort and performance (Kramer, 2014). People will be driven if they believe that putting forth a great effort will result in good performance, and that high performance will result in desired rewards. Four assumptions underpin expectation theory (Vroom, 2014). People join organizations with assumptions about their needs, motives, and past experiences, according to one theory. These factors have an impact on how people react to the company. A second assumption is that a person's actions are the consequence of a conscious decision (Asplund & Cameroon, 2017). People are free to choose the behaviors that their own expectancy computations indicate. A third assumption is that employees want many things from the company, such as a good wage, job security, advancement, and challenge. A fourth assumption is that people will choose among options in order to maximize their personal results (Clegg & Sparrow, 2014).

2.3.2 Two factor theory

The two-factor hypothesis, often known as the motivation-hygiene theory or intrinsic or extrinsic motivation, proposes that although certain elements in the workplace cause job happiness, another set of factors might cause job dissatisfaction (Fairbank & Schultz, 2017). People's motivations fluctuate throughout their lives, but respect for me as a person is one of the most powerful motivators at any age. Employee happiness is produced by intrinsic motivators like as difficult work, recognition, and responsibility, according to Herzberg (1964), but discontent is produced by extrinsic hygiene elements such as status, job security, money, and fringe benefits if they are not present (Herzberg, 1964). Herzberg's thesis appears to be similar to Maslow's hierarchy of requirements. Individuals seek fulfillment of higher-level psychological demands such as achievement, recognition, responsibility, advancement, and the nature of their employment. Herzberg, on the other hand, introduced a new dimension to this theory by integrating elements that contribute to discontent, such as business rules, supervision, technical issues, remuneration, interpersonal relationships at work, and working environment (Garza & Slaughter, 2015). This two-factor motivation model is based on the idea that having one set of job features incentives leads to worker satisfaction, while having another set of job qualities leads to worker dissatisfaction. As a result, satisfaction and discontent are distinct occurrences, not on a continuum with one increasing as the other decreases (Herzberg, 1964).

2.3.3 Relevance of theory to the study

The expectance theory emphasises the relationship between effort people put when working and the rewards in form of incentives. This is relevant to the study in that CCA has some incentive that they give to employees, such as free housing and bonuses as a motivation for them to performance at their full capacity to increase productivity. However, the persistence of low performance has motivated this study to examine the rationale behind. The Two-factor theory also notes that they are aspects that might cause employees to be happy and on the other hand sad and as a result perform at their low capacity. However, the unpacked all factor that are causing job dissatisfaction as part of resolving the matter.

2.4. Influence of Employee Incentives on Employee Performance

The role of incentives in predicting and influencing human behavior is linked to their complexity. What motivates people to change is frequently a complex and abstract mix of goals and expectations, with some components of societal concern but a strong emphasis on

individual rewards (Kathryn & Bartol, 2014). Most authors identify individual rewards, or benefits, as the primary motivator for behavioral change. Financial incentives are the most common sort of incentive utilized in the public sector to reward civil officials, with salary and monetary allowances being the most common. Salaries in most developing countries are too low to attract, inspire, and retain government officials, posing a serious capacity constraint (Jacky & Armeli, 2017). To make ends meet, nearly everyone in some nations, such as Madagascar, does two or three jobs. Low pay, as well as the focus on and usage of financial incentives, have been recurring themes in the literature. Most authors agree, however, that the importance of non-monetary incentives has been underappreciated in general, and most of the new work focuses on this topic. Non-monetary incentives are those that do not involve direct monetary or similar transfers (James & Mollel, 2013).

Non-financial incentives are divided into two groups, according to Mathauer and Imhoff (2006). The first is non-monetary rewards based on merit, and the second is incentives tied to accountability issues. These generally correspond to the contrast drawn between performance and accountability as capacity-building sources. Merit-based incentives are used to recognize and reward exceptional achievement (Beer, et al., 2014). Incentives must be strongly related to conceptions of what is equitable, just, and fair in order to be motivating. Working-place fairness is inextricably tied to merit—that is, recognizing, rewarding, and rating performance. Merit has traditionally been viewed and used as a monetary incentive, with salaries being linked to individual achievement, for as through the use of performance-related pay (PRP) (Johnson & Reardon, 2016).

The idea behind incentive structures as a capacity development technique in public service delivery is that merit will lead to competition, which will lead to better results (Lopes, et al., 2003). Due to the scarcity of financial resources in many developing nations, authorities have turned their attention to non-monetary, merit-based incentives. Other variables may take precedence in the absence of basic, decent compensation (Kramer, 2014). According to the UNDP, low incomes are more likely to be tolerated in a system that is widely considered as equitable, at least up to a certain degree (Ayisi & Mashatola, 2015). As a result, incentives are created through appealing to a sense of what is fair, such as the implementation of transparent, performance-based criteria for recruitment and promotion (Hicks, et al., 2015). As a result, merit can be translated in recruiting processes as open, continuing, fair, and fierce competition for all positions, backed by a clear set of rules and provisions for enforcing those norms. Merit is defined as a quality that is directly tied to broader organizational goals such as bureaucratic

capacity, anti-corruption activities, individual performance, and responsibility (Hicks, et al., 2015).

The utilization of training is another merit-based, non-financial incentive. One of the authors, Kamoche (2017), questions the effectiveness of training to increase individual performance, but acknowledges that it is frequently used as an incentive in the public sector to recruit and retain employees. Training is viewed as a merit-based reward for good performance rather than a means of fostering and boosting future performance in this sense. Even if improved performance may be an outcome of the training, it is not necessarily seen as the primary goal by the participants (Kopelman, 2016). This is an intriguing point of view since it demonstrates how a standard capacity building endeavor can be utilized as an incentive that isn't always conducive to capacity development. The value of training for promotion is emphasized. According to Lopes and Theisohn (2004), training programs may be related to particular privileges associated with them, such as travel with expenses reimbursed, rather than the real goal of learning. These practices divert the attention of the remaining employees away from their primary responsibilities.

In contexts where non-financial motivation is high or if such measures are viewed as controlling, higher financial incentives can lower non-financial drive. The end result could be a negative one, with overall lower motivation. This is also a function of different societies' values and customs (Garza & Slaughter, 2015). Understanding and addressing the demotivating issues that may hinder employee motivation is a good place to start. Pay people well, pay them fairly, and then do everything you can to divert people's attention away from money, according to Kohn (2018). This also entails clear, fair, and well-enforced anti-corruption rules. Rewards that connect an employee to a company have less to do with compensation and more to do with how an employee is treated (Mead & Lopez, 2016). While people go to work for the money, they stay for a variety of reasons. As part of an overall strategic approach to rewards, managers must recognize and manage those additional rewarding conditions (Smith & Morgan, 2018). Performance incentives come in a variety of forms, which are discussed below:

2.4.1 Financial incentives

Over the years, the theoretical foundation for money as an effective incentive motivator has gotten a lot of attention (Vaughan & McIntosh, 2016). Money has been found to attract, encourage, and retain employees, as well as function as a reinforcement of employee

performance (Shields & Eicher, 2016), and when it is withheld, it can act as a punisher (Shields & Eicher, 2016). (Kopelman, 2016). Money may be exchanged for other desirable outcomes such as commodities, services, or privileges, therefore it functions as an incentive in theory (Vaughan & McIntosh, 2016). Vacations, gift cards, and lump-sum bonuses are just a few examples of financial incentives that are increasingly being used to retain and inspire staff (Clegg & Sparrow, 2014). Furthermore, lump-sum bonuses are a type of non-guaranteed pay that is usually awarded in recognition of some level of performance or goal achievement (Anim & Vanasche, 2017). Administrative or application processes should be given attention to improve the effectiveness of financial incentives. First, the more tightly financial incentives are linked to performance, the better the results on a range of outcomes will be (Wall, et al., 2016).

The focus of the compensation plan on the individual or the group is a second theoretical topic pertinent to this research of financial incentives. Group-incentive systems are pay-for-performance schemes that contain a formal employee involvement component and are based on the attainment of group or unit goals (Anim & Vanasche, 2017). Profit sharing and gain sharing are the most prevalent, although lump-sum bonuses given to a group in acknowledgment of group performance levels or goal achievement are quickly displacing other strategies. According to preliminary research, well-designed pay plans based on group success can boost productivity (Anim & Vanasche, 2017).

2.4.2 Non- financial services

Organizational non-monetary incentives are most strongly linked to recognition and performance feedback. We demonstrate that the conceptual distinction between recognition and social recognition is crucial, even though the nonmonetary incentive of recognition does not have the same theoretical base as money (James & Mollel, 2013). In the application literature, recognition typically refers to formal initiatives like employee of the month or top sales awards (Lopes, et al., 2003). However, social recognition refers to more casual acknowledgement, attention, praise, approbation, or genuine appreciation for job well done from one person or group to another.

Although social recognition has received less attention in the practitioner literature than formal recognition, extensive research has shown that if social recognition is provided on a contingent basis in managing employee behavior, it can be a powerful incentive motivator for performance improvement. Furthermore, practicing managers appear to prefer social acknowledgment as a

motivator (Johnson & Reardon, 2016). Although the non-monetary incentive of performance feedback is philosophically and practically tied to social acknowledgment, it has a distinct significance in behavioral performance management. Giving quantitative or qualitative feedback on prior performance with the goal of changing or maintaining performance in specified ways is what performance feedback is all about (Johnson & Reardon, 2016). As a result, real feedback in behavioural management provides employees with more task-relevant knowledge than social recognition. This is because, rather than transmitting task-related information, social recognition draws its strength primarily from the recipient's expectation.

Receiving praise or gratitude may lead to greater material rewards in the future. It frequently fails to provide direction for future performance attempts. Feedback interventions had varied results on performance. Performance improves in some situations, but it has low effect in others (Anim & Vanasche, 2017). However, in behavioural management (Bateman & Zeithami, 2013), performance feedback refers to information about a level of performance, outcome feedback, and the method and efficiency with which performance has been accomplished, as well as how to enhance it in the future (Cesare, 2013). The delivery of social recognition allows targeted employees to know that they have been seen, and the feedback condition allows them to know how they are doing (Eisenberger & Armeli, 2017). Another reason we integrated them into a single non-monetary incentive is that social recognition and feedback are potentially confounding interventions, in the sense that social recognition is a sort of feedback and vice versa.

2.4.2.1 Employee Incentives

Through incentives based on knowledge sharing, employees might be better encouraged to improve their innovation and performance. This motivates the employee to be well-recognized as well as a strong team player (George & Newman, 2019). This type of non-monetary incentive allocation improves the overall performance of the firm, while the individual reaches the pinnacle of creativity (Fairbank & Schultz, 2017). This strategy is likely to be beneficial in developing competence, recognition, trust, and expertise among employees, as well as fostering a sense of cooperation, ownership, and commitment (Kathryn, 2002).

Cesare (2013) found that while money and status were driving reasons for employees in the United States to continually changing jobs, job security was a greater motivating element for Japanese employees to stay with the company (Cesare, 2013). As a result of their Japanese culture, they are more committed to the advancement of their firm than to spending time with

their families. As a result, staff churn is exceedingly low, and employee performance is extremely high (Cesare, 2013). On the other hand, an American employee may change jobs based on income and is much more autonomous in their approach. Ghatak (2013) investigates the feasibility and potential outcomes of decentralized ownership incentives that could lead to increased output. The research also looks at how motivated employees can get involved in their favorite missions (Ghatak, 2013).

2.4.2.2 Performance Incentives

Not all authors agree that incentive programs usually have beneficial results; in fact, some argue that they can actually harm productivity and performance. Employees may learn to undertake tasks for the external incentive rather than for intrinsic reasons when an employer offers a reward for achievement, according to the authors. As a result, attitudes of self-determination are said to be declining. According to (Asplund & Cameroon, 2017), motivation and performance quality are both declining (Agarwal & Morton, 2015).

A noteworthy study, based on a thorough meta-analysis of 25 years of previous research on rewards and performance, refutes the claim that rewards detract from both motivation and performance. People enjoy activities or tasks more when they are rewarded, according to this study, and the claim that awards reduce performance and interest is unsupported by the experimental results. It was concluded that incentives might be used effectively to boost motivation and performance (Cameroon & Pierce, 2016). They also looked into whether different prizes and forms of acknowledgment have varied effects. They looked at trials that employed either verbal or tangible rewards to assess this possibility. Participants were given verbal praise or positive feedback for their efforts, while tangible rewards included money, theater tickets, certificates, or other such items (Cameroon & Pierce, 2016). They conclude in their study that complimenting people for their work increases task interest and performance, and that tangible rewards, when presented to people for finishing work or meeting or exceeding set performance goals, also increase motivation (Cameroon & Pierce, 2016). When rewards are made contingent on quality or performance or are given for meeting clear standards of performance, made contingent on challenging activities, given for mastering each component of a complex skill, and delivered for high effort and activity, the results from the experimental literature they examined are summarized as follows: rewards increase performance and interest when they are made contingent on quality or performance or are given for meeting clear

standards of performance, made contingent on challenging activities, given for mastering each component of a complex skill, and delivered for high effort and activity.

Cameron and Pierce (2016) were correct in their conclusion that rewards are not intrinsically negative or helpful for individuals. They can have negative consequences, but these consequences are limited and easily avoidable. Employees' interest and performance in the workplace can be boosted by carefully arranging rewards, which is most likely to happen when awards are tightly linked to meeting performance requirements and completing demanding tasks on a personal level (Cameron & Pierce, 2016). People are more pleased and effective employees when rewards are linked to specified performance requirements, according to their research. Others are working on projects that are more closely related to knowledge work and information sharing. People show generalized creativity in other tasks when they are rewarded for innovative thought and performance (Eisenberger and Armeli, 1997).

2.5 Importance of incentives to employees

The need for workers to be appreciated in an organisation led to the development of incentives, as employees need their efforts being recognised and appreciated within the organisation (Ayisi & Mashatola, 2015). When organisation appreciate or recognise the efforts of an individual by giving the incentives act as an important factor when considering the internal affairs of an employee. Each and every individual within an organisation has their own expertise but this alone is not enough for any organisation unless given incentives individuals will work an extra mile to achieve the given tasks (Bateman & Zeithami, 2013).

Many organisations use incentives for various reasons that include attaining a certain goal within the organisation, and also creating a certain behaviour among employees as well as creating team spirit within the organisation. However the issue of incentive is not universal across different organisations, but they do play a vital role in allowing the organisations achieve their targeted goals if they are implemented well (Manjunath & Rajesh, 2012).

Manjunath and Rajesh, (2012) propounded that incentives are important in organisations who seek to enhance the performance of employees in the public sector. They further suggest that incentives act as a management tool that will help to trigger change within the organisation in terms of behaviour if implemented well. Nevertheless, all institution whether they are in the private or public sector they use incentives as a tool that is key in helping the organisation to

be operating efficiently and effectively improving the overall organisational performance (Manjunath & Rajesh, 2012).

It has been proved that many organisations whether private or public are using incentives to be able to motivate workers as well as improve the performance of employees. Many studies in literature examined the financial and non financial incentives and how they affect organisational performance (Bateman & Zeithami, 2013), (Cameroon & Pierce, 2016).

Many organisations put in place performance incentives that are mainly targeted for workers that perform better than expected (Smith & Morgan, 2018). Organisations give incentive packages that are both financial and non financial in order for them to drive the energy that is within workers in order for them to exert more effort into any given task within the organisation (Cesare, 2013).

In an organisation incentive act as a force that will push employees to carry their duties putting more effort and will help workers to work trying to avoid to be (Gomez-Mejia & Balkin, 2012). However many organisations use incentives in order for them to get maximum effort from employees and also retain their productive capacity that is within them (Cameroon & Pierce, 2016). Incentives will help organisations get the best from their employees but many organisations need to consider the best incentives that will help them achieve good 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 given task (Agarwal & Morton, 2015). Many organisations with high productivity are determined by the employees ability to work and also workers that are not well rewarded will produce less for the organisation (Mead & Lopez, 2016). Hicks and Adams (2003) postulated that incentives are the strategies that organisations use to achieve a specific behaviour change within an organisation

2.6 Performance

Generally, the concept of performance refers to the goals that institutions want to achieve through their employees. It co-ordinates the activities and policies on the employment of employees within institutions (Anim & Vanasche, 2017). In other words, the roles, responsibilities and duties of each individual, containing their function, must be properly considered taking into account the skills of the qualified staff to perform. Employee

performance can be defined as the performance of the various functions and functions performed by their function (Shields & Eicher, 2016).

Armstrong and Taylor (2010), argue that performance is defined as behavior that achieves results. Because of today's business environment, encouraging people to lead them to give their best is now more important than ever. Performance can be used to describe the organisation's achievements in terms of process, outcomes, relevance and achievements Uganda Uganda's National Development Plan (1995). Afshan et al. (2012) define performance as the achievement of certain limited functions against predetermined or identified standards of accuracy, completeness, cost and speed.

2.6.1 Performance management

Performance management, from Armstrong and Baron (2018), is a planned and integrated approach to boosting the effectiveness of businesses by improving the performance of their employees and growing the capabilities of teams and individual contributors. The practice of creating a work environment or setting in which employees are able to perform to their full potential is known as performance management. When a task is specified as needed, performance management is the start of a full work system. It comes to an end when an employee leaves your company. The phrase "performance management" is being used by many writers and consultants to replace the old appraisal system. The following actions are part of a performance management system: (i) Create detailed job descriptions. (ii) Use a proper selection method to find the right employees.. (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 empowering people to do their job to the best of their ability, meeting and possibly exceeding standards and standards. In order to effectively manage performance, a culture of collective and individual commitment must be established to improve business processes, and individual skills and contributions need to be nurtured and nurtured. Where organizations are involved, performance management is often known as corporate performance and is evaluated by business evaluation (Kathryn & Bartol, 2014).

According to Zwane (2019), job management is a key type of investment that allows managers to achieve the outcome they need by effectively utilizing the skills of their employees. Although changes in government positions are well managed, there is always resistance, as well as fears of job insecurity and low morals.

According to Martinez (2011), performance management is about balancing, monitoring and improving employee performance, which contributes to the overall performance of the organization.

2.6.2 Employee performance

Employees perform different functions in an organization depending on the type of organization. For example, they mainly performed tasks such as providing product advice, customer relationships and customer tracking, processing and payments, sales and marketing, finance and accounting, human resources, research and public relations. All of these activities are linked to achieving the goals of organizations (Manjunath & Rajesh, 2012). This should be done by employees effectively to show that they can give their best result in the workplace. This will have a significant impact on the overall production, sales, profitability, development and organizational structure of the organization in the market (Ayisi & Mashatola, 2015). Various factors such as skills, training, motivation, commitment, well-being, management policies, extra benefits, salary and packages, promotions, communication are responsible for encouraging employees to work honestly and give their best result (Prue & Fairbank, 1981).

Employee performance refers to the success of a person's work after making the necessary effort in a job associated with a successful career, engagement profile, and empathetic colleagues or employers (Cesare, 2013), (Asplund & Cameroon, 2017), (Halbesleben, 2010). Employee performance also refers to behaviours that are consistent with organizational goals and that are under the control of individual employees (George & Newman, 2019).

It is said that employees are more likely to exchange money if they are dissatisfied and then dismissed to show efficiency. Employee performance is high for happy and satisfied employees and managers find it easier to motivate best performers to achieve strong goals (Shields & Eicher, 2016). An employee can be satisfied only if he or she feels competent to do his or her job, which is achieved through better training programs.

Employees perform different functions in an organization depending on the type of organization (Bateman & Zeithami, 2013). In particular they perform functions such as

providing product product advice, customer relationships and customer tracking, application and payment processing, sales and marketing, finance and accounting, human resources, research and public relations. All of these activities are related to achieving the goal (Adams, et al., 2000). This should be done by employees effectively to show that they can give their best result in the workplace. This will have a significant impact on overall production, sales, profitability, progress and the company's market capitalization (Anim & Vanasche, 2017). Various factors such as skills, training, motivation, commitment, well-being, management policies, extra benefits, salary and packages, promotions, communication etc. they have a responsibility to encourage employees to work honestly and give their best result (Christian, et al., 2011).

2.7 Other factors that have an effect on employee performance

Robbins (2003) emphasized the importance of job satisfaction as a factor contributing to, among other things, employee performance. He argues that happy workers are not really productive workers. This argument is in line with Poisat's (2006) decision that satisfied workers are not really productive workers. Robbins (2013), however, suggests that the opposite may be so accurate that productivity is likely to lead to satisfaction.

(Adams & David, 2016) express the feeling that workers can no longer control their work when they say, it has become a challenge for organizations to create a culture of organization where all employees will want to work to their full potential and where they can work. take action and work as a factory owner (Beer, et al., 2014). They say, organizations that can create such a culture will attract and retain the best and most efficient employees and thus generate significant competitive advantage.

When employees did not know what the management wanted, because no clear objectives were given, they felt that it led to lower levels of creativity. In a study of 400 project teams, (Agarwal & Morton, 2015) found that, a clearly defined goal enables teams to focus on the development of new ideas and later predict new successful designs.

In a series of studies, (Asplund & Cameroon, 2017) found that assigned creative goals effectively enhance creative performance. Similarly, (Anim & Vanasche, 2017) have found that people who are assigned a creative goal work more intelligently than those who are not assigned a creative goal. Administrative support has been well established in literature for example, (Ayisi & Mashatola, 2015) found that, scientific intelligence was high when

managers listened to their employees' concerns and asked for their opinions on decisions that affected them. (Bateman & Zeithami, 2013) found that negative feedback from leaders hinders scientific intelligence.

The purpose of job marks has a history of being important when it comes to influencing employees' motivations and attitudes about their job settings (Hackman and Oldham, 2015). Based on the creative model of Amabile (2018), job aspects should be important factors that leaders should consider when managing creativity. With regard to the characteristics of the work, it has been suggested that job composition contribute to the emergence of creativity (ingenuity) and internal motivation of employees (Eisenberger & Armeli, 2017), (Eisenberger & Everatt, 2018).

2.8 Study gaps

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. However, this has not been the case in most public sector organizations, CCA 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, CCA in this case, and make recommendations to management of the authority to address the gaps created by not providing adequate incentives to employees.

Several studies have been done in difference countries, concerning incentives and employees but no study has been done in Zimbabwe, specifically at Chibhero College of Agriculture which brought different results.

CHAPTER 3

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 CCA. 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 Research methodology

The methods, strategies and processes used in the process of implementing the study design or research plan, as well as the underlying concepts and assumptions that underpin their usage, are referred to as research methodology (Creswell 2017). Outlining a study's research methodology is of significance as it guides the effectiveness of the study conducted. It is of paramount importance to identify the main objectives of the study and choose a suitable methodology to provide accurate results related to the research objectives (Cooper & Schindler, 2003). The research methodology used in this study guided the researcher to establish accurate and reliable research findings, subsequent discussions and an overall conclusion of the study.

3.3 Research approach

Due to the extreme nature of the investigation, it was decided to take a qualitative approach. It is a naturalistic, holistic and inductive approach of investigating and comprehending the phenomena, as well as its capacity to be flexible (Cooper & Schindler, 2003). Qualitative research emphasises the relevance of meaning obtained from data (Cooper & Schindler, 2003). The qualitative approach qualified as the best research approach because it is always open-ended, a content generator and incorporates human experiences. The qualitative research methodology provides a platform for the researcher to be the key instrument when collecting data in the field. A qualitative research design is not time-consuming and the findings will not be generalised across the academic field.

3.4 Research design

Research design is described as an overall strategy chosen in this study to present major concepts of the research in a coherent and logical manner, in order to address the research

problem (Kothari, 2004). The study adopted a qualitative case study research design. The research design provided materials for solving a complex phenomenon to suit the research study context. The research design approach focused on studying carefully selected cases, to provide an in-depth analysis of employees at the institution of study (Kothari, 2004).

Trust is the major element that provides a platform for the researcher to extract more data from the participants. Since the researcher socially interact with the accessible population most of the time, they trust her and will provide in-depth information. Qualitative approach allows to gain an in-depth understanding of the effective of incentives in employee performance. It allows the researcher to be the key instrument when collating data in the field, not time consuming and results are not generalised. The qualitative approach qualifies as the best research because it is open-ended, a content generator and incorporates the human experiences.

3.5 Population

The following items clearly provide more insights on the population targeted for this study.

Target population: Target population is the total group of people/companies/entities from whom information is required and who share population parameters (Creswell 2017). Target population is the large group of people that falls into the population under study. This study targeted employees at Chibero Agricultural college who received incentives.

Population parameters: Population parameters are the characteristics of the population (Creswell 2017). The study targeted male and female participants between the ages of 25 and above and have worked at the organization for more than five years. This assist in tracing the recurring effects of incentives on employee's performance (Cooper & Schindler, 2003).

3.6 Sample size and sampling techniques

Sampling refers to the skill of extracting a portion of the whole population that the researcher wishes to study (Cooper & Schindler, 2003). It also means selecting the group that the researcher will collect data from in his/her research.

Sample size: Sample size is a group of people that are selected from the general population and is considered representative of the real population for that specific study (Creswell 2017). The study's sample size was large enough to obtain enough data to sufficiently. The study made us 16 staff members at CCA who have been offered incentives in the organization The participants must be of the ages of 25 and above and have worked at the organization for more than five

years. This assist in tracing the recurring effects of incentives on employee's performance (Cooper & Schindler, 2003).

Sampling technique: The researcher used purposive sampling methods. The researcher relied on selecting participants that met the population parameters (Cooper & Schindler, 2003).

Purposive sampling: The researcher purposely selected 16 staff members at CCA who have been offered incentives in the organization (Cooper & Schindler, 2003). These sample included 10 non-academic staff and 6 academic staff such as lecturers. The participants must be 25 years and above and have worked at the organization for more than five years. This assist in tracing the recurring effects of incentives on employee's performance (Cooper & Schindler, 2003).

Purposive sampling is the most preferred method, because its less costly and time consuming. The power of purposive sampling is that the researcher will get detailed information related to the central issues under study (De Vos 2005). This sampling guarantees consistency in data collection.

3.7 Data collection instruments

Data for this study was collected using structured and semi-structured interview guides.

3.7.1 Interviews

At their most basic level, interviews are conversations. Qualitative research interviews are “attempts to understand the world from the subjects’ point of view, to unfold the meaning of peoples’ experiences, to uncover their lived world prior to the scientific explanation” (Creswell 2017). The researcher used an interview schedule or guide to collect data. Complementing government's effort to fight the spread of COVID-19, only emails and whatsapp were conducted. The interview guide was sent through emails to enumerator, who assisted with the data collection.

3.8 Data analysis

This study made use of qualitative data collected from the field to achieve the objectives of the study. Qualitative data analysis is the scope of procedures and systems whereby we move from the qualitative data that has been gathered, into clarification, comprehension or understanding

of the individuals (Mihas 2019). This study used thematic analysis. Thematic analysis is usually used to analyse qualitative responses from interviewed participants.

This technique involves “closely analysing the language used, delineating what is and is not said, and using deconstruction to read between the lines” (Martin 2000). This simply means that a researcher should listen between the words – reading between the lines, looking for hidden assumptions, suppressed attitudes and frustrations and other elements that could help the researcher during the analysis stage (Cooper & Schindler, 2003). From the interview guides, this method allowed the researcher to gain a deeper and a wider understanding of the effects of incentives on CCA employees. All participants were asked the same questions.

Thematic analysis, according to (Borg and Gall 1989), is a form of qualitative analysis that is used to analyse categories and show themes (patterns) that are related to the data. The method is suitable to respond to questions such as what and why, which is essential for this study. Thematic analysis follows different procedures to achieve themes which fully explain the qualitative data (Cooper & Schindler, 2003). This study adopted the thematic analysis approach to analyse transcribed data from the interviews.

3.9 Limitations and delimitations of the study

Since the Zoom application and telephones are expensive to use for interviews, the researcher had to use emails and WhatsApp to send the interview guides. During this time of the COVID-19 pandemic, the researcher had to avoid contact with respondents; thereby dealing with the uneasiness of participants to fill out the questionnaires. The researcher used a small sample which is large enough for qualitative research since the findings will not be generalised.

Delimitations are boundaries set by the researcher for a study. In an attempt to avoid over generalising of this research, the study focused mainly on the research objectives and the respective case study area. The research was limited to Chibero Agricultural college in Zimbabwe.

3.10 Ethical Considerations

Throughout the study, particularly in the collection and analysis of research evidence, the researcher is compliant with the ethics of research. This entails that the researcher is mindful, at every turn, of the ethical issues with which he is supposed to be compliant. In carrying out this study, the researcher complied with various ethical issues around the conduct of the

research. The researcher interacted with respondents and as such, the concept of informed and voluntary consent needed to be complied with. In order to do so, the researcher explained to all the respondents what the study entailed and that their participation entailed and what the research findings would be used for.

CHAPTER 4

DATA ANALYSIS, DISCUSSION AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents and interprets data from the literature review and interviews with the respondents. The data was gathered to determine the effects of incentives on employee performance. The study argues that the incentives has been effective in improving employee performance. The chapter is describes the demographic data, and explicates the findings under each objective of the study as a conclusion to the chapter.

4.2 Demographic characteristics of the respondents

This section present socio-demographic characteristics of the respondents in this study. The study focused on age group, marital status, level of education and period of service.

4.2.1 Age group of the respondents

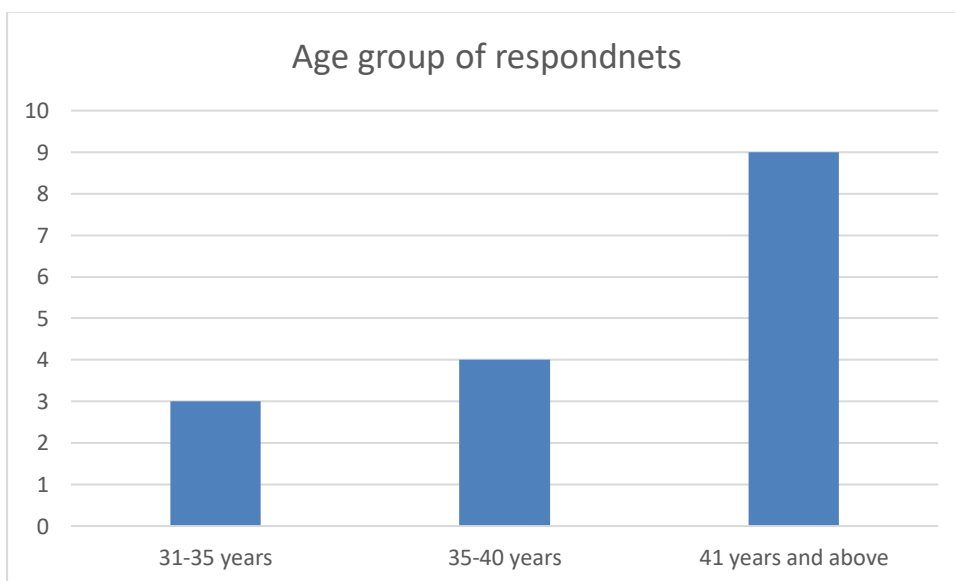


Figure 4.1: Age group of the respondents

Figure 4.1 above represents the age group of respondents. From the findings, majority of respondents were aged 41 years and above (9 employees), then the second largest group were aged 35-40 years (4 employees), and lastly the smallest group is aged between 31-34 years (3 employees). These findings indicate that most of employees are older than other employees.

4.2.2 Marital status of respondents

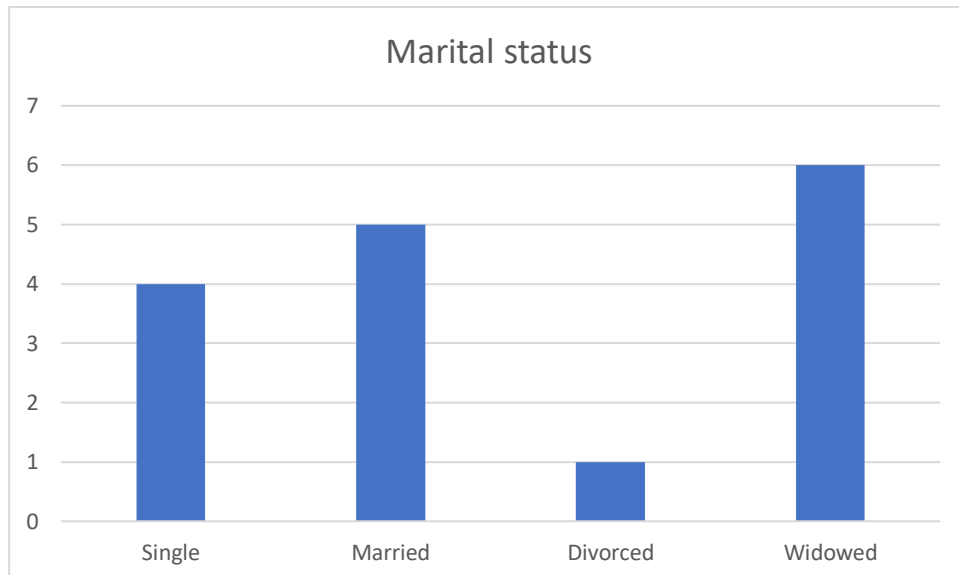


Figure 4.2: Marital status of respondents

From figure 4.2, over 6 employees were widowed, with second largest group being married (5 employees). Then 4 employees were single, with smallest group of employees being divorced (1 employee).

4.2.3 Level of education for respondents

Figure 4.3 below indicated the education level of the respondents. From the findings, majority of the employees were educated, with equal groups of both employees who received secondary education (6 employees) and those received tertiary education (6 employees). The smallest group of the respondents had received primary education (4 employees). From the findings, only academic staff had received tertiary education.

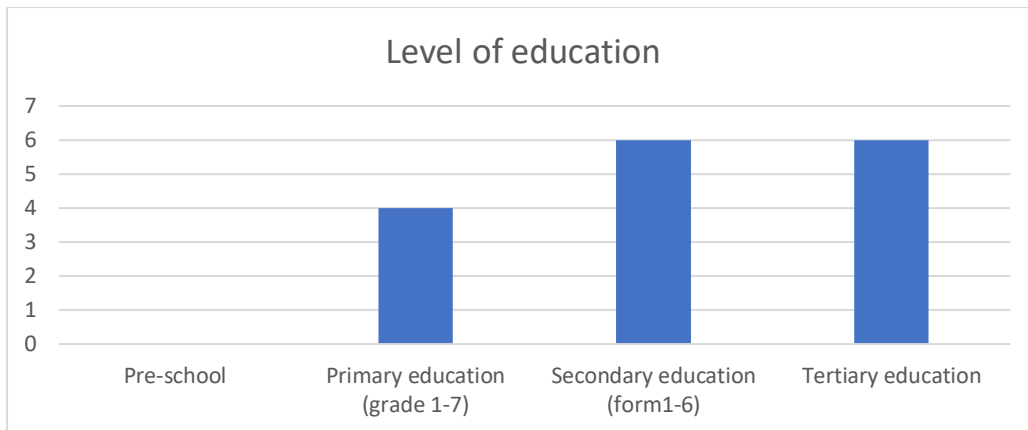


Figure 4.3: Level of education for respondents

4.2.3 Period of service at CCA

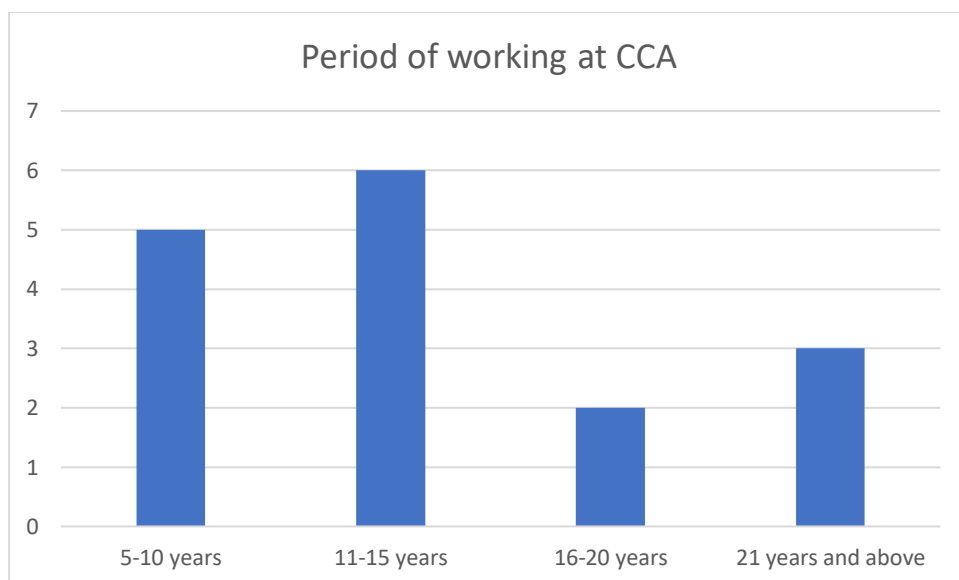


Figure 4.4: Period of working at CCA

Figure 4.4 presented findings in respect to period of service worked by the respondents at CCA. The study finding indicated that majority of employees has served 11-15 years (6 employees). The second largest group had served 5-10 years (5 employees), and the third had served 21 years and above, whilst smallest group of respondents had served 16-20 years.

4.3 Types of incentives available to CCA employees

There are several types of incentives identified by both academic and non-academic employees which are offered at CCA. The incentives include both financial and non-financial incentives. The most identified themes with regard to the mentioned types of incentives are discussed below:

Theme 1: Free housing incentive

From the data obtained from the survey, free housing or accommodation was mostly appreciated by a number of academic and non-academic employees. The findings indicate that employees are mostly motivated to be part of CCA, due to free accommodation. Below are academic and non-academic staff narrations:

Academic staff 1: *The benefits we receive at CCA are less financially, but we are given free housing, including free electricity and water. This is better compared working in town where all the are paid as rentals.*

Academic staff 2: *There is not much as academic staff we receive as incentives, but we appreciated the free accommodation, including water and free electricity.*

Non-Academic staff 1: *We receive a lot of incentives in the departments we work, after every harvest we are given some of the products produced. We are also provided with free houses at the farm compound.*

According to Dixit & Bhati, (2012), free accommodation has been a large incentive for majority of companies. The findings are consistent with Al-Nsour & Jordan (2012)'s study, and in their study they managed to identify accommodation as a major contributing factor for improving employee performance.

Theme 2: School fees allowance incentives

From the findings, employees appreciated financial incentive provided as an allowance to assist them in paying school fees for their children in primary and secondary education. The findings indicate that the fees allowance motivate them to improve their work performance. Below are some narrations from academic and non-academic staff:

Academic staff 3: *We receive a certain amount every beginning of each school term to assist us in paying school fees for our children.*

Academic staff 4: *The college assist us in paying fees for our children. Its not much, but it helps a lot of staff financially.*

Non-Academic staff 6: *Another incentive given to us are allowances for children school fees, though we receive a lesser amount than the lecturers.*

So, the allowances assist a lot of staff in meeting their financial crisis in terms paying primary and secondary education school fees. A study by Arnold (2013), indicated that financial allowances improve employee performance in majority of industries.

Theme 3: Agricultural Products incentives

CCA is an agricultural college and from the findings, both academic and non-academic employees mentioned that they receive different agricultural products from the enterprises they work on, including meat, milk, eggs, vegetables, fruits etc. This indicate that both groups of the employees put in effort in projects carried out at the college, because they get rewards of the products produced. Below are narrations of employees:

Non-Academic staff 3: *The college usually helps with different agricultural products that we produce on the farm. I work under piggery section, so every slaughter we receive a few kilograms of pork and pig head meat. If buying, every staff buys with staff price, discounted from original prices of outsiders.*

Non- Academic staff 5: *I receive vegetables that we produce in the garden every day, such as covo, rape, butternuts, onions etc. This motivates me to work hard, because the benefit helps me to save money for groceries.*

4.4 The relationship between incentives and employee performance

This section present findings in regards to the second objective of this study. The findings indicated that the majority of staff agreed that incentives positively influence employees' performance. The main themes risen from the respondents in regards to how incentives influence employee performance are given below:

Theme 1: Incentives increase agricultural production

The study findings indicated that, employees at CCA are highly motivated in producing high quality and large quantity of agricultural products due to the agricultural product incentive mentioned in the previous section. Most academic and non-academic staff mentioned that receiving such products and buying them at staff price assist them financially. Below are narrations of both academic and non-academic staff:

Academic staff 5: *I agree that incentive improve our performance. Despite other factors, our production is improving due to the agricultural products incentives. Workers are now dedicated cause they also want the produces such as meat and vegetables.*

Academic staff 6: *Yes, incentives increase workers performance. In our department of animal production, workers are putting more effort, knowing that they will be rewarded for excellent work.*

Non-Academic staff 3: *The college usually helps with different agricultural products that we produce on the farm. I work under piggery section, so every slaughter we receive a few kilograms of pork and pig head meat. If buying, every staff buys with staff price, discounted from original prices of outsiders.*

Non- Academic staff 5: *I receive vegetables that we produce in the garden every day, such as covo, rape, butternuts, onions etc. This motivates me to work hard, because the benefit helps me to save money for groceries.*

From the narrations, the findings indicate a highly positive relationship between incentives and work performance to increase productivity. Al-Nsour & Jordan (2012) mentioned that incentives are large part of an organisation in improving production. Similar findings were observed in a study carried out by (Adia, 2013).

Theme 2: Incentives assists in meeting organisation targets

The study findings also indicated that majority of participants agreed incentives assists in meeting organisational targets. The study discovered that incentives motivate worker to meet their targets. Among the work carried at CCA, employees are expected to produce high quality and large quantity of produce. Academic staff are also expected to meet the syllabus requirement when educating the recruited student. Below are narration of both academic and non-academic staff:

Academic staff 3: *Incentives have assisted us to push towards finishing the curriculum, even our salaries of RTGS were not enough.*

Non- academic staff 7: *I work under poultry production; we are expected to maintain a 5% mortality for our broilers and layers. After full production, we receive rewards of good job, and this help us to meet the 5% mortality rate. We are highly motivated with these incentives.*

Rewards from own production for employees has been a huge contribution in improving employee performance. As indicated by the findings, employees at CCA look forward to the rewards they receive for good job. Similar finding were observed in a study carried out by (Dixit & Bhati, 2012).

4.5 Other factors that have an effect on employee performance

This section presents the findings in respect of objective 3 of this study. The study findings presented a number of factors that influence employee performance. From the factors observed, there are negative and positive factors that influence employee performance. The main themes identified in the findings are discussed below:

Theme 1: Insufficient equipment and supplies

The study findings indicated that most employees suggested insufficient equipment and supplies is one of the major factors affect employee performance. The lack of equipment and supplies made it difficult for employees to meet their targets. Below are narrations of academic and non-academic staff:

Academic staff 5: *A major factor that affects our work in when we do not receive enough supplies such as inputs for production. This affects our production, most of the time.*

Non-academic staff 10: *The college face problems of insufficient equipment. I work in the horticulture department; we are facing problems of insufficient irrigation systems. The water sometimes is enough to water all crops.*

Non-academic staff 9: *This season we delayed in land preparation due breakdowns of our tractors. This will definitely affect yield target.*

Academic staff 6: *Due to covid we are behind the curriculum and we couldn't carryout online lessons, because our Wi-Fi was down.*

These findings indicate that insufficient equipment and supplies is a huge factor that is contributing negatively to employee's performance at CCA, even they were receiving incentives. Equipment and supplies play a major role in supporting and achieving organizational goals (Azasu, 2003). Lack of such resources can easily affect employees' performance, resulting in them not meeting their targets.

Theme 2: Poor planning and no clear goals from management

From the survey, the employees also highly mentioned poor planning and no clear goals from management as factors that can easily influence employee's performance. This indicate sometimes there are no clear plans from the organisation. Below are narrations of both academic and non-academic staff:

Non- Academic staff 8: *Sometimes the management takes long in delivering the plans, hence affecting the whole process of the project.*

Academic staff 4: *Financial challenges also affect implementation of planned programs, hence affecting targets expected.*

Poor strategic planning has been a major challenge for improving performance in many organizations. A study by Aida Nassazi (2013) indicate that poor planning confuses employees and delays projects in organisation. This also tally with findings observed in this study.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The major findings of the study are summarised in this chapter, and conclusions are drawn based on findings gained from the empirical results. The study focused on the effects of incentives on the employee's performance at CCA in Zimbabwe. Furthermore, the chapter discusses the extent to which objectives and research questions posed at the beginning of the study have been addressed by the analysis. This chapter also generates recommendations based on the results.

5.2 Synopsis of chapters

The study was introduced in the first chapter, which includes the problem statement, research questions, objectives and underlying assumptions. This chapter provided an in-depth background on the effects of incentives on employee performance under the public sector in order to highlight the study's research need and importance.

In Chapter Two a conceptualisation was developed to clearly understand key concepts of the study. The concepts are derived from the title of the study. A brief overview of incentives, types of incentives which include financial and non-financial incentives were reviewed in this chapter. Furthermore, a theoretical approach and other factors that influence employee performance were discussed in explored in this chapter.

Chapter Three focused on the methodology. The study area was firstly discussed. Further the chapter outlined the qualitative approach adopted, the sampling techniques and data analysis methods.

In Chapter Four, data was analysed and presented in the form of figures and themes. The presented data was interpreted linking to specific research objectives. The discussions were around employees (academic and non-academic staff) perceptions on the effectiveness of incentives on employee performance.

The fifth chapter provides a quick overview of the various chapters, as well as the study's findings and suggestions based on empirical evidence of the effects of incentives on employee's performance. The findings are also summarised in this chapter, and conclusions

and recommendations drawn from the findings have also been provided in this concluding chapter. The chapter brings together the developing themes and their policy consequences, describing how policy frameworks may be implemented as well as the advantages that result from them.

5.3 Summary of findings

The section summarise the main findings obtained from the empirical analysis in the previous chapter. The study focused on effectiveness of incentive on employee performance in Chegutu district at CCA. The study had 16 participants, were 10 were non-academic staff and 6 were academic staff from CCA. Themes were created from each respondent, and the following findings were observed:

The first objective focused on identifying types incentives at CCA. The findings indicated few types of incentives being provided at CCA. The main incentive being provided include, free housing incentive, school fees allowance incentives and agricultural Products incentives.

The second objective focused on observing the relationship between incentives and employee performance. The study findings observed that incentives have highly positive relationship with employee's performance. The findings suggested incentives actually improve productivity and achieving targets.

The last objective focused on identifying other factors influencing employee performance. The study findings discovered, insufficient equipment and supplies as one major factor affecting employee performance. Another major factor identified was poor planning and no clear goals from management.

5.4 Recommendations

- i. Employees should be accorded more incentives at CCA, as the findings indicated they improve employee performance.
- ii. There is need for continuous and consistent provision of incentives to improve performance and productivity for all CCA employees.
- iii. Other factors such as poor planning, insufficient of equipment, should be considered by the management as major goals to improve performance.

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APPENDICES

Appendix 1: Cover Letter: Request for permission to carry out research



Bindura University of Science Education

Private Bag 1020

Bindura

03 March 2021

The Human Resources Officer

Chibhero Agricultural College

Private Bag 901 Norton

Zimbabwe

Dear Sir /madam

Re: Request for permission to carry out a research study.

I am a student at the Bindura University of Science Education, studying for a Bachelor of Commerce Honours Degree in Human Capital Management. It is a requirement of the university that all students on attachment carry out research projects in partial fulfilment of the degree's requirements. I am therefore kindly seeking permission to carry out research at your organization entitled "The effects of incentives on employee performance in the public sector: a case study of Chibhero College of Agriculture".

Your assistance will be greatly appreciated.

Yours Faithfully

.....

Student registration number (B1850331)

Appendix 2: Cover letter for the attached Interview guide

BINDURA UNIVERSITY OF SCIENCE EDUCATION



Dear Sir/Madam

I am a 4th year student at the above-mentioned institution and I am studying towards a Bachelor of Commerce Honours Degree in Human Capital Management. I was once attached at your organization. As required by university, I am carrying out a research project in partial fulfilment of my studies. My research topic is titled **“The effects of incentives on employee performance in the public sector: a case study of Chibhero College of Agriculture.”** I am kindly ask you to assist me by completing the interview guide to this letter as honestly as possible. The information that you provide will be treated with utmost confidentiality and will be used exclusively for academic purposes. Please do not write your name on the interview guide. Your completion and the subsequent forwarding of this interview guide to the undersigned will be interpreted as implying your willingness to participate in this study.

Your time and cooperation is sincerely appreciated.

Yours faithfully

..... Student registration number (B1850331)

HUMAN RESOURCES ATTACHEE

Appendix 3: Interview guide

SECTION A: DEMOGRAPHIC BACKGROUND OF THE RESPONDENTS

1. Gender of respondents: (Tick below (√))

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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2. Age of household head in years _____

3. Marital status of household (Tick below (√))

1. Single	<input type="checkbox"/>
2. Married	<input type="checkbox"/>
3. Divorced	<input type="checkbox"/>
4. Widowed	<input type="checkbox"/>

4. Educational Status (Tick below (√))

1	Pre-school	<input type="checkbox"/>
2	Primary education (grade 1-7)	<input type="checkbox"/>
3	Secondary education (form1- 6)	<input type="checkbox"/>
4	Tertiary education	<input type="checkbox"/>

5. For how long have you been employed at Chibero Agricultural College? (Tick below (√))

Numbers of years	Tick below (√)
5-10 years	
11-15 years	
16-20 years	
21 years and above	

SECTION B: TYPES OF INCENTIVES AVAILABLE TO CCA EMPLOYEES

1. Does CCA provide incentives to its employees (Tick below (√))

Yes	
No	

b) if yes, which incentives does it provide to its employees

.....

.....

.....

2. How are these types of incentives effective.....

.....

.....

.....

.....

3. “The incentives provided to employees improve their performance” (Tick below (√))

I agree with the statement	
I disagree with statement	

b) Provide the reason of choice statement selected above.....

.....

.....

.....

SECTION C: THE RELATIONSHIP BETWEEN INCENTIVES AND EMPLOYEE PERFORMANCE

1. Do you think incentives influence the organization’s performance? (Tick below (√))

Yes	
No	

b) For the response given above, why do you think so?.....

2. What is the effect of incentives on the performance of an organisation? (Tick below (√))

Negative	
Positive	

b) For the response given above, why do you think so?.....

SECTION B: OTHER FACTORS THAT HAVE AN EFFECT ON EMPLOYEE PERFORMANCE

1. What are the other factors that has an effect on employee performance?.....

2. How does these factors influence employee performance?

.....
.....
.....
.....