

**MOTIVATION AND STAFF PERFORMANCE IN UNITED NATIONS PEACE
KEEPING MISSIONS IN EAST AND CENTRAL AFRICA: A CASE OF
REGIONAL SERVICE CENTER ENTEBBE
UGANDA**

**BY
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2016/AUG/MBA/M220577/WKD

**A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS
ADMINISTRATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION
(MANAGEMENT) OF NKUMBA UNIVERSITY,
ENTEBBE UGANDA**

OCTOBER 2018

DECLARATION

I **Asimwe Charity**, declare that, this study is my original work and has never been presented to any Educational Institution or University for both professional and academic purposes. Where the works of others have been cited due acknowledgements have been done.

Signed..... Date.....

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APPROVAL

I certify that, Asiimwe Charity is carried out this research dissertation on “Motivation and Staff Performance in United Nations Peace Keeping Missions in East and Central Africa: A case of Regional Service Center Entebbe Uganda” under my supervision.

Signed..... Date.....

ASSOC. PROFF. E.B. MUGERWA

SUPERVISOR

DEDICATION

I dedicate this book to the Almighty God, my family and friends who morally and financially supported me through my academics and finally to all those who encouraged and believed that I could make it despite the ups and downs that I went through.

ACKNOWLEDGEMENTS

I thank God for his continued Love care and provision and for continuously giving me the strength to work hard and complete my dissertation amidst different challenges that I went through.

I am also indebted to my family members who missed me during the time of my academic struggle.

I so much appreciate my supervisor Assoc. Prof. E. B. Mugerwa for his tireless support, assistance and for kindly dedicating his time to guide me through the dissertation writing process.

Great thanks go to the lecturer of Nkumba University School of Business Administration for their knowledge they have given me.

I would like to thank the management and staff of United Nations Regional Service Centre in Entebbe for allowing me to carry out research in their organization and excepting to answer my questionnaires.

Lastly a lot of thanks go to my classmates and friends who guided me during the course of academic struggle.

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ACRONYMS AND ABBREVIATIONS

RCSE Regional Service Centre in Entebbe

UNRCSE United Nations Regional Service Centre in Entebbe

OPERATIONAL DEFINITION

Motivation

Motivation is a new approach to personnel management that drives employees' to complete their tasks

Performance

Performance is defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed

ABSTRACT

This study was about Motivation and Staff Performance in United Nations Peace Keeping Missions in East and Central Africa, a case of Regional Service Center Entebbe Uganda. The study was guided by the following objectives:

- i. To examine how United Nations RSCE designs its training programs
- ii. To examine how staff at United Nations RSCE is encouraged to participate in planning, delivery and evaluation of work.
- iii. To examine how staff at United Nations RSCE are recognized for their performance.

The study used a phenomenology and descriptive strategy with both quantitative and qualitative approaches. The study used a targeted population of 73 from which a sample size of 62 was computed using Yamane's formula. Purposive, census and simple random techniques were used to select the sample. Self Administered Questionnaire and interview guide were the main data collection instruments.

Findings of the study revealed that, all employees at United Nations RSCE are trained through subsidized training scheme, they go through short courses about teamwork and motivation. United Nations RSCE always arrange workshops and seminars for its employees and staff at United Nations RSCE are encouraged to go back to school for more studies and this has helped to improve staff performance. All staffs at United Nations RSCE work as a team when executing their tasks, teamwork collaboration is emphasized at United Nations RSC staffs at United Nations RSCE socially associate with each other, there is mutual coordination between staff and management at United Nations RSCE and staff at United Nations RSCE make combined decisions in order to provide a combined result and best performers at United Nations RSCE are always promoted after a given period of time, they always receive special recognition during end of year celebrations, they are always helped in case they are in problems such as sickness and they are given sponsorships to add on their studies

The study also revealed that motivation contributes 52.6% to staff performance and the remaining 47.4% is contributed by other factors other than motivation.

The study recommended that United Nations RSCE should come up with many alternative training programs for all staffs, all staffs should be encouraged to take part in decision making, therefore, United Nations RSCE should adopt participatory decision making process which allows every one's input and it should come up with extra payments for best performers.

CHAPTER ONE

INTRODUCTION

Background to the study

This study is about Motivation and Staff Performance in United Nations Peace Keeping Missions in East and Central Africa. It is based on Regional Service Center Entebbe Uganda.

The study is very important because achieving the best results through using motivated staff is a goal for almost any organization. The United Nations Regional Service Centre in Entebbe (UNRCSE) is United Nations Peacekeeping office based in Entebbe provides services, such as administrative, logistics and information and communications technology to various United Nations missions and all these need motivated staff. This is supported by Akinyi (2015) who states that, staffs' motivation is as the psychological force that determines the direction of person's behaviour, level of effort and level of persistence in an organization. It is a drive that compels an individual to act towards the attainment of some goal. This means that, UN management should also be able to leverage their employees through motivation to improve their performance, but very little research has addressed the role of motivation to staff performance.

The study was selected because RSCE is the only center that supports UN peace keeping operations in Africa. It engages in a successful motivation process with the aim of improving staff performance in order to achieve its set objectives. Armstrong (2010) argues that for any organisation whether public, private or Non Profit Making to optimize staff's performance, there is need for the employees to be sufficiently motivated. Staffs' motivation is the heart of giving people what they really want most from work (Onanda, 2015). The ability to provide what they want yields to expectations required of their work such as productivity, quality and

service.

Motivation is a new approach to personnel management, where it differentiated itself from more traditional ways of managing employees. This included greater involvement of line-managers and a strategic alignment with the company as a whole. Motivation contributes to flexibility, quality and employee commitment, which in turn would influence employee absence, turnover and work performance in a positive matter. This presumption was soon acknowledged by both practitioners and academics, contributing to the explosion of research and the renaming of employment positions and departments that followed. However, much of the interest in systems of motivation stems from the rise of Japanese high-quality production systems in the 1970s and 1980s (Brown & McIntosh, 2003). Faced with competitors who were simultaneously raising product quality, reducing production costs, and improving rates of innovation, some elements of western manufacturing simply disappeared, while others soon learnt that they could not rely solely on their marketing skills (Bartel, 2006). In order to survive they had to change and seek new ways of achieving competitive advantage. This included an increased focus on their internal operations, and adopting the Japanese lean principles. This meant moving away from the low-discretion, control-focused work systems associated with operations management towards work systems that increased involvement of production workers and raised skills and incentives (Hall, 2004).

Performance refers to the accomplishment or achievement of the business objectives. The Performance of in the UN Regional Service Centre Entebbe has been and continues to draw attention from the external and internal environment. There are various factors that affect performance of staff and it is the purpose of the study to analyze the contribution of motivation to staffs' performance and come up with recommendations on how to improve performance of

employees. According to the RSCE human resource handbook (2010), the strategic objectives are:

- i. Encouraging high level of staff participation in planning, delivery and evaluation of work
- ii. Recognizing success of staff performance
- iii. Designing good training programs

Therefore, the study examines whether the above policy objectives are being achieved in UNRSCE.

Problem Statement

In spite of the above policy objectives, there are a number of issues including of poor quality service, delays in service delivery, lack of staff commitment and poor communication thus affecting its performance. The human resource report of UN for the year 2016 indicated that, best performers are not recognized for example they are not given promotions depending on the performance, there are no special benefits for the best performers and they are not given a chance to be trained. In addition, the report indicated that, in 2015 the UNRSCE services was 73% and 51% in 2016%, communication was 90% in 2015 and 75% in 2016. This mandate is achievable through a frame work of staff to handle the dynamic situations on the ground. In addition, there have several complaints from its client mission about long time taken in processing benefits and entitlement; delays in responding to queries from client missions, some staffs are rude in their communications, giving wrong information. Therefore, the study intended to find out whether motivation contributes to performance in UN Using its Regional Services Center in Entebbe.

Purpose of the study

The purpose of the study is to examine the role of motivation to staff's performance of United Nations basing on regional service center Entebbe

Objectives of Study

- i. To examine how United Nations RSCE designs its training programs
- ii. To examine how staff at United Nations RSCE is encouraged to participate in planning, delivery and evaluation of work.
- iii. To examine how staff at United Nations RSCE are recognized for their performance.

Research questions

- i. How does United Nations RSCE design its training programs?
- ii. How does United Nations RSCE encourage its staff to participate in planning, delivery and evaluation of work?
- iii. How does United Nations RSCE recognizes its staffs for their performance?

Hypotheses

The following are the hypothesis to the study

H0: There is no significant relationship between motivation and staff performance at United Nations RSCE.

H1: There is a significant relationship between motivation and staff performance at United Nations RSCE

Scope of the Study

Geographical scope

The study was carried out at United Nations regional service center in Entebbe Uganda.

Content scope

The study focused on the motivation to employee's performance of United Nations: a case of regional service center Entebbe. It focused on the following aspects including: To examine how United Nations RSCE designs its training programs, to examine how staff at United Nations RSCE is encouraged to participate in planning, delivery and evaluation of work and to examine how staffs at United Nations RSCE are recognized for their performance

Time scope

The study focused on organizational reports for a period between 2014 to 2018 and this is due to the fact that performance started becoming questionable during this period.

Significance of the Study

Member states

The study shall be of practical significance to the governments of member states in that, it shall be a guide in the formulation of human resource policies, rules and guidelines which shall act as a tool for performance.

Client mission

The study shall be of great importance to all client missions of United Nations on how to handle issues relating to motivation and staff performance.

Management and staff of UN regional service

The study shall help management and staff of UN regional service center Entebbe to put in place appropriate procedures and policies for motivation in order to improve performance.

Future researchers

The study findings, conclusions and recommendations shall provide additional literature to the

existing body of knowledge about motivation and performance and this shall act as a basis for future research.

Setting of the study

The RSCE is a shared service centre based in Entebbe, Uganda. It consolidates administrative and support functions previously located in various field missions in a less volatile, more family friendly regional location, with the goal of providing efficient, client-orientated and scalable services while reducing the missions' footprints to UN field missions across Africa

The Regional Service Centre in Entebbe (RSCE) was *established in 2010* through General Assembly resolution 64/269 as part of the *Global Field Support Strategy (GFSS)*. The overall objective of GFSS was to *transform service delivery to field missions* through a fundamental shift in the existing division of labor and a relocation of functions to improve responsiveness and address the needs of the field missions.

The RSCE currently provides a full range of administrative, logistics and information and communications technology services to *thirteen client missions in Africa*, representing over *63% of all United Nations peacekeeping and special political missions worldwide*. The missions served include the United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA), the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA), the United Nations Organization Stabilization Mission in the Democratic Republic of Congo (MONUSCO), the African Union-United Nations Hybrid Operation in Darfur (UNAMID), the United Nations Interim Security Force for Abyei (UNISFA), the United Nations Mission in South Sudan (UNMISS), the United Nations Support

Office in Somalia (UNSOS), the Office of the Special Envoy of the Secretary-General to the Great Lakes Region, the Somalia and Eritrea Monitoring Group, the United Nations Regional Office for Central Africa (UNOCA), the United Nations Assistance Mission in Somalia (UNSOM), the Special Advisor to the Secretary-General on Burundi and United Nations Mission for the Referendum in Western Sahara (MINURSO). In addition, from November 2016, the RSCE provides payroll services to seven additional field missions throughout Africa.

The General Assembly, through *its* resolution 69/307 *decided to give the RSCE operational and managerial independence* as of 1 July 2017. The Centre is now governed by a *Steering Committee* led by the Assistant Secretary-General for Field Support and the Directors from the Department of Field Support which is responsible for providing strategic guidance and oversight. In addition, the Directors and Chiefs of Mission Support of the RSCE's *Client Board* provide expert advice to the Chief RSCE, including strengthening client management and engagement.

The RSCE provides a wide range of administrative, logistics and regional information and communications technology services. The Centre provides administrative services through cross-functional service Lines to over 20,700 personnel in field missions including international civilian staff, national staff and uniformed personnel. The Centre provides integrated finance and human resources services to staff from the time of recruitment through separation. In addition, the RSCE is responsible for vendor payments, cashier services and financial management and accounting services for its client missions.

The RSCE is mandated to provide effective, efficient and timely non-location-dependent information technology support services to client missions with the view of eliminating duplication of effort, achieving economies of scale and removing disparity of services across the

missions. Such initiatives include the United Nations Signals Academy (UNSA) implemented to enhance field-preparedness and effectiveness.

The RSCE was established with the goal of consolidating, integrating and optimizing transportation and movement services for operations in the RSCE client missions. Services provided include providing integrated planning and execution of integrated regional flight schedule. In addition the RSCE is leading a pilot project to provide end-to-end supply chain services for six commodities throughout the East Africa Corridor. The project is expected to result in reduced lead times and improved supply chain visibility, while implementing industry best practices. Generally RSCE supports 73% of UN field operations worldwide, currently serves a total of approximately 20,700 personnel in 12 missions.

The presumed connection between motivation and organisational performance has received much support from empirical research, where they have investigated both systems of motivation and single practices' effects on organisational performance. These systems of motivation are also known as high performance work systems, high commitment work systems, or high involvement work systems. These systems are believed to consist of several coherent and reinforcing strategic management practices, which together support each other in creating more committed, motivated, satisfied and skilled employees, which in turn has a positive effect on the overall performance of the organisation. Included in these systems are practices such as selection and job rotation, on job motivation and seminars and workshops and other practices like extensive information sharing, job security, welfare benefits and grievance systems. The idea is logical and appealing in itself: you recruit employees who are believed to perform well in the organisation, you praise and reward the employees who meet or exceeds your expectations, you train and develop the employees to perform even better; and in between these more strategic practices the

employees experience safety, inclusion, and commitment through other motivation and policies, which creates a healthy work environment that reduces absenteeism and make the employees want to stay with the organization.

Arrangement of the study

This section presents the arrangement of the study. This study will be structured into eight chapters as follows:

Chapter one: Introduction- presented an introduction to the study. It highlights the background information about the study, statement of the problem, purpose of the study, the objectives of the study, research questions, study scope and the significance of the study.

Chapter two: Study Literature- presents the study literature review, it highlights literature a survey, literature review, and the conceptual framework of analysis.

Chapter three: presents research methodology. It highlights research design, data collection and management.

Chapter four: presents background information of respondents

Chapter five: presents the findings/ results on how staff at United Nations RSCE is encouraged to participate in planning, delivery and evaluation of work.

Chapter six: presented the findings/ results on how staffs at United Nations RSCE are recognized for their performance.

Chapter nine: presented the findings/ results on to examine how United Nations RSCE designs its training programs.

Chapter seven: linked the findings to literature review and suggests the way forward for motivation and staff performance at United Nations RSCE.

Chapter eight: presents the summary and conclusions to the study

CHAPTER TWO

STUDY LITERATURE

Introduction

This chapter presented literature survey, literature review and conceptual framework.

Literature survey

The researcher read through different research work and found out that no one has ever carried a research focusing on motivation and staff performance using United Nations Regional Service center Entebbe. However, some have been carried out in the related field.

Nsubuga (2008) looked at the impact of motivation on employees' productivity among employees of UNICEF. The study based on the following objectives: to find out the factors that contributes to employees' productivity and to find out the effect of satisfying employees. The findings of the study revealed that factors like financial remuneration determine employees' productivity. It was recommended that employees be effectively and sufficiently recognition, capacity building be offered, employees be involved in decision making among others contributes to employees' productivity. However, Nsubuga (2008) in his study did not cover the employees' performance and therefore this study intends to close this gap.

Nakalema (2010) undertook research on 'the effects of performance management on staff performance at UNHCR. The study reported that UNHCR lacks motivation systems, it revealed that performance had decreased over the last three years of the study period and the major cause was performance management. The study recommended better performance management systems will improve on staff performance. However, this study did not indicate how motivation impact on the performance and therefore the current study intends to close this gap.

Literature review

Issues relating to motivation are not unique at UNRSCE, scholars have extensively carried studies this area in other organizations outside RSCE environment. The work of some these scholars are reviewed below with aim of deriving a conceptual work for the current study.

Goal is one of the outstanding models which I found relevant to the study. Goal setting theory was proposed by Edwin Locke in the year 1968 (Obasan and Sotunde, 2011). The theory emphasizes the important relationship between goals and performance. The goal setting theory starts from the simple observation that setting performance goal for employees motivates them to strive towards achieving these goals. In this way, an assigned goal influences employees' beliefs about being able to perform the task at hand and if it becomes certain that current performance is not achieving desired goals, employees will be motivated to increase effort or change their strategy (O'Neil and Drillings, 1994). It suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic.

In case of the motivation programs, it will result in achievement of the performance aims (Salaman, John and Billsberry, 2005). The reason why goal setting typically has a positive effect on performance is that a specific high goal affects choice, effort, and persistence; that is, a specific goal or target increases a person's focus on what is to be accomplished versus putting it off for a later date. Commitment to a specific high goal also leads to persistence until the goal is attained. Goal setting theory was developed inductively from the results of empirical studies conducted in laboratory and field settings on individuals and teams. The theory as observed by Latham, Charness (2008) states that: A specific high goal leads to higher performance than an

easy goal; a general goal such as “make children healthy” or an exhortation to “do one’s best,” or no goal setting. Given ability as well as commitment, the higher the goal, the higher a person’s performance. Variables such as participation in decision making, feedback, including praise, competition, and monetary incentives only affect a person’s behaviour to the extent that they lead to the setting of and commitment to a specific high goal.

A key ingredient for effectively coaching employees is the prudent use of goal setting. The prime axiom of goal setting theory is that specific, difficult goals lead to higher performance than when people strive to simply “do their best” (Locke, 1966:64, Locke and Latham, 1990). Goal setting theory states that situational factors are a moderator for the effect of a goal on performance. The level of government where goals are set may also be a variable that limits or enhances the relationship between goal setting and an employee’s performance. Regardless of the level of government, goal setting has a role to play in the practice of public sector management and administrative reform. The problem of intentionally setting vague performance outcome goals for employees at the national level may be overcome by setting specific high behavioural goals. Setting specific challenging learning goals would also appear to be applicable at any level of government where employees lack the knowledge of how to attain a given outcome (Charness, 2008). Goal setting theory is considered more relevant because of its two unique characteristics that make it more effective of motivation to date which are: strong empirical basis, and its continuous process of development. It is therefore a useful tool in analyzing motivation and employees’ performance at UNRSCE.

In the development of organizations, motivation plays a vital role; improving performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (Aarti, 2013). Motivation is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Asaju, 2008). There exists a positive association between motivation and employee performance. Motivation generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Aarti, 2013). Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the motivation of its employees (Engelland, 2005). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why motivation should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (FitzRoy 2014). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of motivation. Response comes third. Motivation should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to ensure successful learning is acquired (Krausz et al, 2012).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an

employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and motivation is a way of increasing individual's performance (Clark, 2000). Kenney in 1992 noted that employee's performance is measured against the performance standards set by the organization. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed to be good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of motivation in the developed world, studies of issues associated with motivation in less-developed countries are rarely found. Intentionally, motivation and development are provided for the employees with best of the career opportunities in different industry and encourages their individual growth and achievement (Knabe and Ratzel, 2008). Job characteristics and firm background were found to play key roles in determining motivation provision. Workers who received off-the-job motivation were less likely to receive on-the-job motivation, while those who received on-the-job motivation were neither more nor less likely to have received off-the-job motivation. However, a complementary relationship was found between receiving informal motivation and receiving on-the-job or off-the-job motivation. Earnings differentials were not found to correlate with different types of motivation. Unlike in developed countries, motivation in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Neo, 2000). There is a positive relationship between motivation and employee performance. Motivation

generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Blanche et al, 2008). It is obvious that motivation plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not (Blanche et al, 2008).

According to McKenna and Beech (2002:110) in their book “Human Resource Management-A Concise Analysis”, it is stated that “It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with motivation and development”. What this means is that motivation and development itself cannot help in total employee development without the complement of employee appraisal and motivation. One of the things to consider in designing a motivation program is what the program is to accomplish, that is the objectives. In other words a motivation program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a motivation program, it is equally important to consider what the trainees should know or be able to do after the motivation is complete. Motivation objectives should however be attainable and measurable. A motivation program is successful if the objectives are achieved.

There is also the need for the organization and the employees to know the motive for which they undergo motivation. It can, therefore be concluded that motivation programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning

motivation, it should go through these stages; develop a motivation plan, designing a motivation lesson, selecting the trainer and prepare the trainee. (Hansen, 2011) Most of the benefits derived from motivation are easily attained when motivation is planned. This means that the organization, trainers and trainees are prepared for the motivation well in advance. According to Clark & Oswald (1996) planned motivation is the deliberate intervention aimed at achieving the learning necessary for improved job performance. The motivation plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully implement the program. It covers the individuals involved in the motivation, the person that will administer the program, the required resources and the content to be followed. Once the plan for the program has been outlined then the motivation lesson is designed.

The motivation lesson is developed to help the participants focus on the segments developed and also set out the time frame for each segment. After this, a competent trainer is hired to undertake the motivation. The trainer should be able to communicate and transfer knowledge effectively.

Kreitner and Kinicki (2006) make a point that companies should have different policies for motivation depending on the class or level of employment or level of employees to be trained. They pointed out that motivation policies are necessary for the following reasons: To provide guidelines for those responsible for planning and implementing motivation, to ensure that a company's motivation resources are allocated to pre-determined requirements, to provide for equality of opportunity for motivation throughout the company; and, to inform employees of motivation and development opportunities. As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for motivation. According to Michael Armstrong in his book: Kreitner and Kinicki (2006) argues that motivation policies are expressions of the motivation philosophy of the organization. He also affirms the

assertion of Kreitner and Kinicki (2006), but even further stated that motivation policy shows the proportion of turnover that should be allocated to motivation. Motivation and development falls under HRD function which has been argued to be an important function of HRM (Wachira, 2013). Wachira, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

Motivation as one of the major functions within HRM, motivation has for long been recognized and thus attracted great research attention by academic writers (Clark & Oswald (1996). This has yielded into a variety of definitions of motivation. For example, Gordon (1992, 235) defines motivation as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

One of a manager's most important jobs is to manage the employee development which includes his/her personal growth and career development Sultana et al (2012). For any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. Human Resource Management has emerged as a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organizations. Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to

effectively deploy such a resource is vital to the interest of both the employee and organization. Traditionally, Human Resource concerns itself with recruitment, selection, placement, motivation, compensation and industrial relations among others, (Spector, 2015). Adesola et al (2013) define Human Resource Management as the involvement of all management decisions and actions that affect the nature of the relationship between the organization and its employees- the human resources. According to Beer et al (1984), general management make important decisions daily that affect this relationship and this leads to a map of Human Resource Management territory.

The global competition and swiftness of changes emphasize the importance of human capital within organizations, as well as the swiftness and ways of knowledge gaining of that capital. In the economy where uncertainty is the only certainty, knowledge is becoming a reliable source of sustained competitive advantage (Auka et al,2013). Knowledge is becoming basic capital and the trigger of development. Previously built on foundations of possessing specific resources and low costs, present day competition is based on knowledge possessing and efficient knowledge management (Brum,2007). Modern organizations therefore use their resources (money, time, energy, information, etc.) for permanent motivation and advancement of their employees. Organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services (Gratton,2000). These activities determine the company as a learning organization with constant innovation being its sole business. These are organizations which realize that learning and new knowledge are becoming the key of success, and that education is crucial for abundance.

Most workers and managers experience their work environment as increasingly uncertain, with greater pressure to deliver high levels of performance using fewer resources and people (Bryson et al, 2004). Both workers and managers are expected to demonstrate more knowledge and a wider range of skills, along with self-motivation, initiative and innovation. Emphasis is placed on teams that work collaboratively and share knowledge, which assumes that managers have relinquished the traditional “command and control” approach. At various times managers need to act as instructor, conflict mediator, mentor and coach. Flatter organizational structures rely more on relationships and informal networking. The study found that line managers (rather than HR) had primary responsibility for promotions, coaching, performance management, employee disciplinary action, termination decisions, career development, and recruitment and selection. At the same time, the study found that line managers did not feel comfortable with many of these responsibilities. This is not surprising. Marko (2010) says that most managers are appointed because of their prowess in technical functions, and they therefore tend to be uncomfortable with the motivation and development aspects of the managerial role.

Organizations often begin their involvement in motivation with executive coaching. In situations where the outcomes are positive, the organization may then decide there is value in extending motivation further down through the management ranks. In most cases, external trainers are engaged for these purposes, and the impact on both individuals and the organization can be profound. For example, a study by Manchester Consulting (Pfeifer et al, 2011) found that 77% of executives reported improved working relationships with their direct reports. The incidence of motivation and programs is increasing. About 60% of the 25 largest public companies in Australia had motivation programs in 2001. The CCH Australia/Australian Graduate School of Management survey for 2001 found that 26% of all organizations had motivation schemes in

place for workers, an increase from 19% in 1996. In fact Saeed and Asghar (2012), an author of one of the more popular books on corporate motivation, describes motivation as a “distributed leadership function”. He explains that motivation is a function that can be performed at various times by any member of a team, not just by the person in an appointed leadership role.

A number of factors are required for motivation programs to be effective. Firstly, there must be a degree of organizational readiness. The Kulik and Bainbridge study (2004) explored the shift of responsibility between HR managers and line managers for various people management functions, including motivation. It found that HR managers were more optimistic than line managers about the benefits of line manager involvement for the organization (in terms of higher employee satisfaction and organizational performance).

The evaluation scheme that many corporate motivation programs use is Kirkpatrick’s four level of evaluation; reaction, learning, behaviour and results (Kirkpatrick 1994). However surveys of the evaluations of corporate motivation programs show limited applications of the levels other than at the reaction level (Saleem,2011). Motivation participant’s reaction is the most commonly used criterion for determining the effectiveness of corporate motivation programs. Most corporate trainers evaluate the motivation programs by using a simple end-of-course reaction form often referred to as a “happy sheet” (Plant and Ryan), a “smile or whoopee sheet” (Robinson and Robinson 1989), an “end-of-event questionnaire” (Bramleey, 1996) or “reactionnaire” (Newby, 1992). Based on recent survey of corporate motivation programs using Kirkpatrick’s four-level evaluation (American society for motivation and development 1996), only 4.3% of the organizations surveyed measured results, 13.7% measured behavior change, 27.9% measured learning and 88.9% 17 reported using participants’ reactions. These findings indicate that majority of the organizations evaluated the reactions and opinions of their

motivation participants immediately upon completion of motivation programs. The main purpose of reaction evaluation is to enhance the quality of motivation programs, which in turn leads to improved performance. The ultimate objective is to make motivation programs more efficient and more effective for organizational performance empowerment.

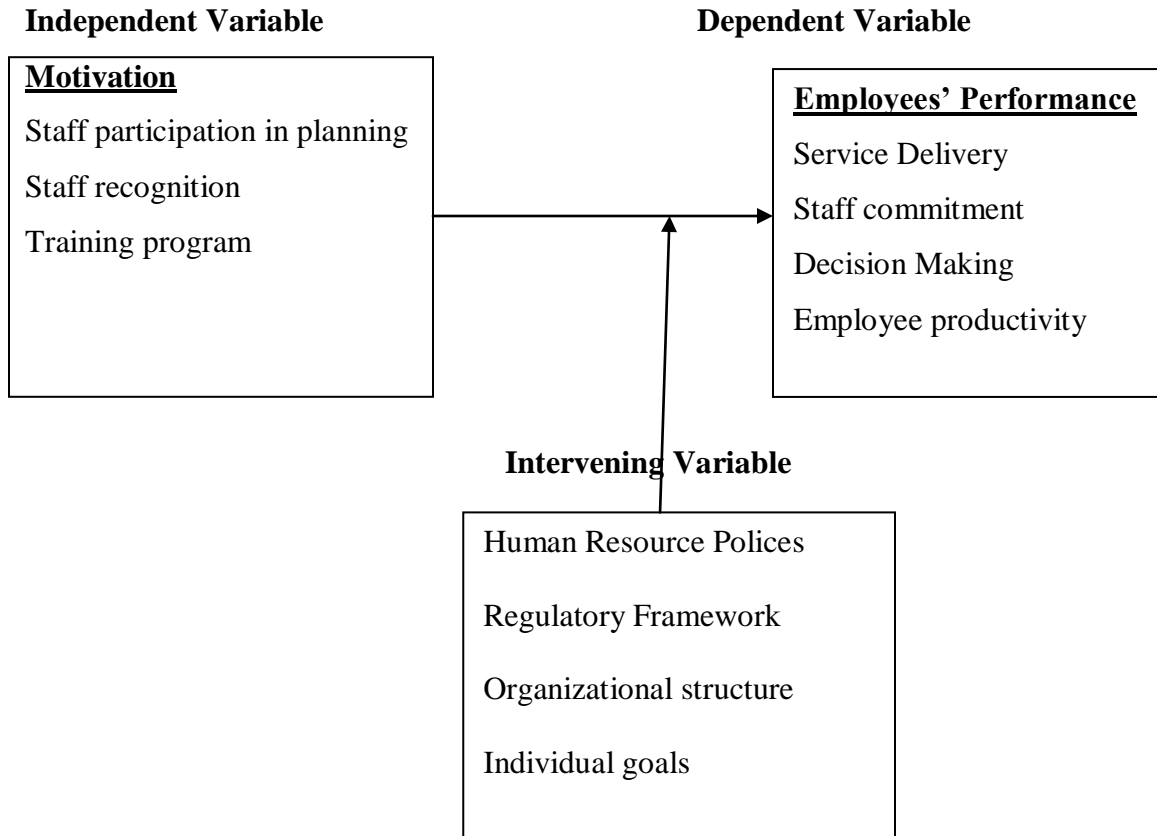
Reaction evaluation is type of formative evaluation where the results are used for program modification and the redesigning of content, course materials and presentations (Anthiel & Casper, 1996; Robinson and Robinson 1989). Generally they collect information that is specific enough to help make revision and improvements in the motivation programs. Reaction evaluation provides programs designers with insights about the participants' degree of satisfaction with a program design and implement. This is crucial information. If participants are not satisfied with the motivation experience they may not use what they have learned and will probably advise others not to attend the motivation program. Reaction evaluation can also be summative in nature. In such cases the goal of reaction evaluation is to determine the value, effectiveness or efficiency of a motivation program (Burgard& Gorlitz, 2011) to make decisions concerning program continuation, termination, expansion, modification or adoption (Faragher,2005). Summative evaluation provides program decision makers and potential customers with judgments about a program worth or merit (Faragher,2005). Any aspect of a motivation program can be evaluated i.e. the trainee, instructional strategies, motivation material and even motivation facilities.

In an attempt to look into the success of the motivation program, there is the need to also consider the costs and benefits of the motivation program. This will help the organization know whether there has been effectiveness in terms of profits. Evaluation should take place before, during and after the motivation programs. This should be jointly done by the managers, the

trainer and the trainees themselves (Faragher,2005). Evaluation may be conducted through the use of questionnaires or conducting case studies among other methods that may be used. Motivation can be evaluated in so many ways. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the motivation program and not just the achievement of its laid down objectives. Jaros (2000) advocated that until control measures are taken to correct any deficiencies after the motivation, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of motivation, but it could be difficult because it is often hard to set measurable objectives. Motivation evaluation should result in: determining the effectiveness of the motivation program, deciding whether to change, stop or expand the program, how to improve the program for future delivery.

Conceptual Framework

The conceptual framework illustrates the relationship between motivation and employees performance.



Source: Developed by the researcher (2018)

Fig. 2.1 Conceptual Framework

The framework illustrates the relationship motivation as an independent variable and its constructs that include Staff participation in planning, Staff evaluation of work, Staff performance review and Training program as well as performance as a dependent variable that reflects service delivery, staff commitment, decision making and Employee productivity. However, there is the intervening variable that influences the two variables which include: Human resource polices and regulatory framework and organizational structure.

CHAPTER THREE

STUDY METHODOLOGY

Introduction

This chapter shows the methodologies that were applied to address the three research questions and specifies the research design, study population, sampling size, research instruments, data processing and analysis of the data.

Research design

Research design is a plan used by researchers to collect data to fill gaps or to answer research questions. The research design is divided into four that is research approach, research strategy, and research duration and research classification.

Research approach

There are basic approaches to research. A phenomenology and descriptive approaches was used in this study. This approach was used because it is based on the way people experience social phenomena in the world in which they live. It further focused on understanding why something is happening rather than being able to describe what is happening. This approach further was used because it yields valuable data.

Research strategy

The study focused on the case study as a research strategy. The case study approach referred to an in-depth study or investigation of a contemporary phenomenon using multiple sources of evidence within its real-life context. According to Sekaran (2003), case research is particularly useful when the phenomenon of interest is of a broad and complex nature and, hence, is best studied within the context in which it occurs. Sekaran (2003) also notes that using multiple cases

is a powerful source of information. This study therefore followed Sekaran (2003) by relying on a case study.

Research duration

This study longitudinal while focusing on a period 2014-2017 that reflected a representation of events over a given period of time, which gathered the required data. The question and answer process gave the researcher the flexibility to collect data and not only on the subject's activities and behavior pattern, but also on the leaders' and teams' attitudes.

Research classification

The study used both qualitative and quantitative methods of data collection and analysis so as to capture the details and adequate information. The use of both methods ensured that the data is effectively interpreted using the numbers, figures as well as the narrative.

Study limitations

i) Time

The study requires a lot of time and yet the researcher has commitments like taking assignments and examinations at the University during the same period. However, this was handled by making a time table. This is because most respondents were busy due to their nature of work. This was solved by scheduling appointments with them at their own most appropriate time.

ii) Secrecy

The study area is perceived as sensitive by many respondents because it involved matters of secret information that could not be revealed. This is was overcome by assuring the respondents of their anonymity and proving to them that the study is strictly for academic purposes.

iii) Finance

The researcher expects to incur many financial expenses related to collecting data from the field yet there are limited financial resources at her exposure. This was overcome by developing a budget which the researcher followed.

Data collection and management

Study Population

According to Gronros (2007), study population is a study of a group of individuals taken from the general population who shared a common characteristic, such as age, sex, or health condition. The study population comprised of 73 respondents categorized as follows, United Nations volunteers service line (10), Vendor service line (8), Financial reporting service line (13), International staff service line (11), Travel and meeting service live (7), Cashier service line (4) Entitlement service line (4), Educational grant service line (4), On boarding and separation service line (8) and Nations staff service line (4) as reflected in the Table 3.1.

Sample Size

The sample size comprised of 62 respondents and this is determined by the Soloven's formula for sample size determination as it is shown below.

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

Where, N is the target population,

n is the sample size

e, is the level of statistical significance which was 0.05 for purpose of this study.

$$(e)^2 = 0.0025$$

For this case:

$$N = 73$$

$$n = \frac{73}{1+73(0.0025)}$$

$$\frac{73}{1.1575}$$

$$n = 62$$

In addition to the above formula, Sekaran (2003) contends that, a sample size larger than 30 but less than 500 is appropriate for most studies and this in agreement with the current study. The distribution of the population and sample size is indicated in the table 3.1:

Table 3.1 Distribution of the sample

Type	Population	Sample size	Sampling Techniques
United Nations volunteers service line	10	9	Simple random
Vendor service line	8	8	Simple random
Nations staff service line	13	12	Simple random
International staff service line	11	9	Simple random
Travel and meeting service live	7	4	Simple random
Cashier service line	4	4	Census
Entitlement service line	4	4	Census
Educational grant service line	4	4	Census
On boarding and separation service line	8	6	Simple random
Financial reporting service line	4	4	Census
Total	73	62	

Source: Primary data (2018)

Sampling techniques

The study used random, purposive and census sampling techniques.

Random sampling

Random sampling was used to select respondents from the study population by chance. In this process every respondent had an equal chance of being included in the sample and this was

applied to United Nations volunteers' service line, vendor service line, nations staff service line, travel and meeting service live and international staff service line.

Purposive sampling

Purposive sampling was used where a number of respondents based on the nature of their occupation was selected. This method was used to select respondents from supervisors, ordinary staff and government. This method was appropriate because the expected sample comprised of informed persons who possess vital data that is to be comprehensive enough to allow gaining a better insight in the problem.

Census Sampling

A census is a study of every unit, everyone or everything, in a population. It is known as a complete enumeration, which means a complete count Joshua (1998). When a population has been identified a decision needs to be made and taking a census sample is a more suitable option. This method was used because it provides a true measure of the population (no sampling error). It also provides a benchmark data that may be obtained for future studies, and further provides detailed information about small sub-groups within the population that would have been neglected

Data collection procedures

The researcher was given an official introductory letter from the University that was delivered to human resource department of UN regional service center Entebbe. This enabled the researcher to officially conduct the study in the area under consideration. The researcher then proceeded to the field, and the introductory letter was presented to respondents on request. The introductory

letter thus helped the researcher to establish a strong relationship and confidence building with the respondents.

Data Sources

Primary data Collection

Primary sources of data are works created at a time of an event, or by a person who directly experienced an event. Primary data was obtained by use of questionnaires with both structured and close ended questions and interview guide to obtain relevant data.

Secondary Data

This is any published work that is one step removed from the original source and this was obtained from documents such as reports on motivation and performance as well as annual reports, information from the internet, journals and relevant books and publications.

Data collection methods and instruments

Data collection methods

Interviews

Interviews are one-on-one question and answer sessions and provide much information from a small number of people besides being useful when one wants to get an expert or opinion on a subject. The researcher assumes that in one on one interview, people discuss their ideas openly. The researcher carried out face to face interviews with the respondents and this helped to obtain data that could not be collected by the use of questionnaire. The researcher interviewed to management from each service line, as they specialize in motivation, they were the best people to discuss the contribution of motivation to performance. The researcher was able to get more subjective answers to the questions, which would not be possible with questionnaire forms.

Questionnaire

A questionnaire is a series of questions designed to obtain statistically useful information about a given topic (Gronos, 2007). Questionnaire was preferred because it was an appropriate instrument for any survey research and is popular with researchers because information was obtained fairly, easily and the questionnaire responses are easily coded.

Documentary Review

Document review is a way of collecting data by reviewing existing documents. Documents was hard copy or electronic and they included reports, performance ratings, meeting minutes and newsletters. Reviewing existing documents helped the researcher to understand the history, philosophy, and operation of UNRSCE.

Data collection instruments

This refers to the device used to collect data such as a proper self administered questionnaire interview guide, Omagor (2000).

Self Administered Questionnaire

Primary data was collected using structured questionnaire that was administered to answer the research questions which reflected study objectives. On a very high level, questions were designed to get an insight into the extent the organization's motivation are effective in matching its core objective with the actual realization within the organization. Questionnaires were delivered physically to the respondents participating in the study so as to ensure an acceptable response rate for the study. The questionnaire was administered at the workplace setting to diminish the effect of bias among the respondents. Responses to the questions were anchored on the agree or disagree basis. The questionnaires were used because they helped to cover a large number of respondents in a relatively short time and generated reliable data.

Interview guide

According to Omagor (2000) interview provide opportunities for the interviewers to ask probing questions about the respondents experience and how to explore the extent to which the respondents' competence matches with the objectives of the organization. It also provided opportunities for the respondents to ask about motivation and staff performance.

This instrument was used because it allowed flexibility in asking questions, respondents provided brief responses in any way they understood the questions and more information that had been left was brought out. The structured interviews helped to ensure reliability and consistency of the information released by different respondents on similar issues. The interview guide helped to maintain consistency and uniformity of the questions asked in order to ensure that there was reliability of the findings of the study.

Documentary Review Checklist

The document checklist helped the research analyze the information contained in various reports, Journals pertaining logistic management and service delivery.

Data processing

Data collected was edited manually, coded, tabulation and processed using microsoft word and excel program before it is analyzed. Coding; this involved transcribing the data from the questionnaire to a coding sheet which then was punched into computer, tabulation; here the data was arranged in columns and rows to facilitate statistical computations and editing; this was done to ensure that the data was accurate consistent uniformly entered and are arranged to facilitate coding and tabulation.

Data Analysis

Analysis of quantitative data

Data from questionnaires was presented in form of tables, frequencies and percentages using Statistical Package for Social Scientists (SPSS) and the relationship between motivation and performance was evaluated using Pearson's correlation coefficient and regression analysis.

Analysis of qualitative data

Qualitative data was descriptive and obtained from interviews and review of documents. Data was presented in accordance with the objectives of the study and helped to substantiate findings from quantitative data. Responses obtained were categorized into common responses and the data was analyzed using both inferential and descriptive statistics. Content analysis was used to edit the data from interviews and organizing it into meaningful shorter sentences. This was then presented to supplement the quantitative data in order to have a clear interpretation of the results.

Reliability and Validity of research instruments

Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Omagor, 1986). The reliability of instruments was established basing on the preliminary results derived from the pilot study. Results realized was discussed with the supervisor for reliability and to make sure that, the instruments are acceptable.

Validity

Omagor (1986) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. Validity of instruments was ascertained by discussing the questionnaire drafts with the supervisor. To ensure that data collection instruments are valid, they were pre-tested in UN regional service center Entebbe using a reasonable number of

respondents. The supervisor and other experts in the field was consulted about the content of instruments, ambiguity of question items and their relevancy.

Data collection instruments such as the questionnaire and the interview guide were presented to a panel of judges from Nkumba University who tested the content validity of the instrument there after pilot-tested on staff of UN regional service center Entebbe to measure content validity.

Ethical considerations

The researcher got an introductory letter from the university which presented her to the employers, employees of UN RSCE to seek permission and consent to carry out the research. The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher introduced the purpose of the study as a fulfillment of a Masters' study program and not for any other hidden agenda by the researcher. The researcher requested respondents to participate in the study on voluntary basis and refusal or abstaining from participating was permitted. The researcher also assured the respondents confidentiality of the information given and protection from any possible harm that could arise from the study since the findings was used for the intended purpose only.

CHAPTER FOUR

DEMOGRAPHICAL CHARACTERISTIC OF RESPONDENTS

The background information of respondents is presented in respect to Gender, Age, academic Qualification, marital status and duration of employment. The respondents presented in the proceeding tables.

Gender

Table 4.1: Gender

	Frequency	Percent
Male	33	53
Female	29	47
Total	62	100.0

Source: Primary data (2018)

From the table 4.1, majority of the respondents 33(53%) were male and 29(47%) were female. Majority of the respondents were males and this implies that UN regional service Center Entebbe employs more males than female and this means that males are more qualified than females and they were willing to work with UN regional service Center Entebbe.

Age of the respondents

Table 4.2: Age group

	Frequency	Percent
20- 29 Years	14	23
30 - 39 Years	30	48
40 – 549 years	15	24
Above 50	3	5
Total	62	100.0

Source: primary data (2018)

From the table 4.2, 14(23%) were between the age brackets of 21-30 years, 30(48%) were between 31-40 years, 15(24%) were of 41-50 years and 3(5%) were above 50 years. Majority of the respondents were above 30 years and this implies that UN regional service Center Entebbe employs mature people and at the same time young and energetic people who performs better since the majority were below 50 years.

4.3. Academic Qualification

The study asked respondents to state their highest academic qualification and the results are indicated in the table 4.3.

Table 4.3: Education Level attended

		Frequency	Percent
Valid	Diploma	8	13%
	Degree	41	66
	Master	10	16
	PhD	3	5
	Total	40	100.0

Source: Primary data (2018)

According to the table 4.3, 8(13%) were diploma holders, 41(66%) were degree holders, 10(16%) were master holders and 3(5%) were PhD holders. Majority of the respondents had attained education levels and this implies that respondents would understand and interpret questions that were sent to them and thus gave reliable data.

4.4. Marital Status

Table 4.4: Marital status

		Frequency	Percent
	Married	32	52
	Single	27	44
	Divorced	3	5
	Total	62	100.0

Source: primary data (2018)

From the above 4.4 table, 32(52%) were married, 27(44%) were single and 3(5%) had divorced/ separated. Majority of the respondents were married and this implies that UN regional service Center Entebbe employs people with responsibilities and thus they work better to protect their status quo.

4.5. Duration of employment

Table 4.5: Duration of employment

	Frequency	Percent
Less than 1	8	13
1 – 3 years	19	31
3 – 6 years	22	35
Above 6 yrs	11	18
Total	62	100.0

Source: Primary data (2018)

According to the table 4.5, 8(13%) had worked in UN regional service Center Entebbe for less than 1 years, 19(31%) 1-3 years, 22(35%) for 5-9 years and 11(18%) above 6 years. Majority of the respondents had worked at the UN regional service Center Entebbe for more than one year and this implies that it maintains experienced staff. In addition, these respondents had gathered enough information about the topic under study and thus they gave reliable data.

CHAPTER FIVE

HOW UNITED NATIONS RSCE DESIGNS ITS TRAINING PROGRAMS

Introduction

The chapter presents the results from the field relating to how United Nations RSCE Designs its Training Programs. The study results are also discussed in detail with the interpretation of the results from the analyzed data. The presentation method adopted for this study is appropriate to ease the interpretation and understanding of the results considering a descriptive approach was used. Tables have been chosen as the most appropriate method of presentation as the results can be easily in a tabular form.

All employees at United Nations RSCE are trained through subsidized training scheme

Training is defined as a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job or simply learning that is provided in order to improve performance on the present job. Respondents were asked to state whether all employees at United Nations RSCE are trained through subsidized training scheme and the results are presented in table 5.1.

Table 5.1. All employees at United Nations RSCE are trained through subsidized training scheme

	Frequency	Percent
Strongly agree	16	25.8
Agree	13	21.0
Not sure	6	9.6
Disagree	27	43.5
Total	62	100.0

Source: Primary Data (2018)

Findings, as presented in table 5.1, 16(25.5%) strongly agreed, 13(21%) agreed, 6(9.6%) were not sure and 27(43.5%) disagreed. Majority of the respondents 46.8% agreed and this means that all employees at United Nations RSCE are trained through subsidized training scheme. The study found out that United Nations RSCE has put in place a special education scheme for staff aiming at equipping them with special skills and knowledge.

All employees at United Nations RSCE go through short causes about teamwork and motivation.

Respondents were asked to state whether all employees at United Nations RSCE go through short causes about teamwork and motivation and the results are presented in table 5.2.

Table 5.2. All staffs at United Nations RSCE go through short courses about teamwork and motivation.

	Frequency	Percent
Strongly agree	26	42
Agree	20	32
Not sure	-	
Disagree	10	16
Strongly disagree	6	10
Total	62	100.0

Source: Primary Data (2018)

According to the findings in table 4.2, 26(42%) strongly agreed, 20(32%) agreed, 10(16%) disagreed. Majority of respondents 74% of the respondents reported that all employees at United Nations RSCE go through short courses about teamwork and motivation. The study discovered that all staff always go for short courses about management and administration which normally take about 3-4 months. However, 10% disagreed and this means that United Nations RSCE does not allow all its staffs to attend short courses.

Respondents through interviews told the researcher that some staffs do not get the chance of being trained. Some respondents told the researcher that, the criteria used to select members to attend the training is not well defined and even some departments have never got that chance.

United Nations RSCE always arrange workshops and seminars for its employees.

Equipping staff with knowledge plays vital roles in making organizations achieve their set goals and objectives, therefore respondents were asked to state whether United Nations

RSCE always arrange workshops and seminars for its employees and the results are presented in table 5.3.

Table 5.3 United Nations RSCE always arrange workshops and seminars for its employees.

	Frequency	Percent
Strongly agree	17	27.4
Agree	20	32.3
Not sure	10	16.1
Disagree	-	24.2
Strongly disagree	15	100.0
Total	62	

Source: Primary Data (2018)

As illustrated in the table 5.3, 17(27.4%) strongly agreed, 20(32.3%) agreed,10(16%) were not sure and 15(24.2%) strongly disagreed. Most of the respondent (59.7%) agreed with the statement and this implies that United Nations RSCE always arranges workshops and seminars for its employees and this generally shows that employees' morale are boosted and thus improving their performance. This is in line with (Aarti, 2013) who argues that workshops and seminars plays a vital role in improving performance as well as increasing productivity and eventually putting organizations in the best position to face all challenges and stay at the top.

United Nations RSCE carries out on job training for its employees.

According to Engellandt, 2005, organizations can not succeed without the employees' efforts and commitment, therefore respondents were asked to state whether United Nations RSCE carries out on job training for its employees and the results are presented in table 5.4.

Table 5.4 United Nations RSCE carries out on job training for its employees

	Frequency	Percent
Strongly agree	15	24.2
Agree	17	27.4
Not sure	1	2
Disagree	-	-
Strongly disagree	29	46.8
Total	62	100.0

Source: Primary Data (2018)

According to the findings in table 5.4, 15(24.2%) strongly agreed, 17(27.4%) agreed, 1(2%) were not sure and 29(46.8%) strongly disagreed. Majority of the respondents 51.6% agreed and this implies that United Nations RSCE carries out on job training for its employees on a monthly basis. However, through interviews with the respondents, it was revealed that, some employees are not considered for on job training and this supplement the 46.8% of the respondents who disagreed.

Staffs at United Nations RSCE are provided with new skills and knowledge through supervisory support.

A supervisor is known as a person with an experience leader, a person who can solve problem and also the role model at the first level of organizational management. Respondents were asked to state whether staff at United Nations RSCE are provided with new skills and knowledge through supervisory support and the results are presented in table 5.5.

Table 5.5 Staff at United Nations RSCE are provided with new skills and knowledge through supervisory support.

	Frequency	Percent
Strongly agree	20	32
Agree	21	34
Not sure	5	8
Disagree	8	13
Strongly disagree	7	11
Total	62	100.0

Source: Primary data (2018)

Findings, as presented in table 5.5, 20(32%) strongly agreed, 21(34%) agreed, 5(8%) were not sure, 8(13%) disagreed and 7(11%) strongly disagreed. Results indicated that 66% of the respondents agreed that, the organization carries staffs at United Nations RSCE are provided with new skills and knowledge through supervisory support. The study through interviews with respondents revealed that since supervisors are always experienced, they are always being involved in conducting a training program and this give a clear guidance to all employees. However, some of the respondents reported that some supervisors are selfish and therefore they do not deliver what they are supposed to provide. Thus affecting the acquisition of knowledge through supervisory support.

Employees at United Nations RSCE are assigned with different tasks as a form of training.

Respondents were asked to state whether employees at United Nations RSCE are assigned with different tasks as a form of training and the results are presented in table 5.6

Table 5.6. Employees at United Nations RSCE are assigned with different tasks as a form of training.

	Frequency (n)	Percent (%)
Strongly agree	23	37
Agree	18	29
Not sure	3	5
Disagree	8	13
Strongly disagree	10	16
Total	62	100

Source: Primary data (2018)

As presented in the table 5.6, 22(37%) strongly agree, 18(29%) agreed, 3(5%) were not sure, 8(13%) disagreed and 10(16%) strongly disagreed. Majority of the respondents 66% agreed and this implies that employees at United Nations RSCE are assigned with different tasks as a form of training. However, the study also revealed that, different tasks as a form of training were not effective enough represented by 34% of the respondents. Furthermore, the study discovered that, the different tasks as a form of training used to share information among the members and this helps them to acquire more skills and knowledge.

Staff at United Nations RSCE are encouraged to go back to school for more studies.

Respondents were asked to state whether staff at United Nations RSCE are encouraged to go back to school for more studies and the results are presented in table 5.7

Table 5.7. Staff at United Nations RSCE are encouraged to go back to school for more studies.

	Frequency	Percent
Strongly agree	21	34
Agree	8	13
Not sure	6	10
Disagree	10	16
Strongly disagree	15	24
Total	62	100.0

Source: Primary Data (2018)

According to findings in table 5.7, 21(34%) strongly agreed, 8(13%) agreed, 6(10%) were not sure, 10(16%) disagreed, and 15(24%) strongly disagreed. Majority of the respondents (47%) agreed that staff at United Nations RSCE are encouraged to go back to school for more studies. The study found out United Nations RSCE sponsors its employees for more academic levels such as masters and Bachelors degrees.

Employees at United Nations RSCE are always oriented before starting their duties.

Respondents were asked to state whether employees at United Nations RSCE are always oriented before starting their duties and the results are presented in table 5.8.

Table 5.8 Employees at United Nations RSCE are always oriented before starting their duties.

	Frequency	Percent
Strongly agree	20	32
Agree	21	34
Not sure	5	8
Disagree	8	13
Strongly disagree	7	11
Total	62	100.0

Source: Primary Data (2018)

Findings, as presented in table 4.5, 20(32%) strongly agreed, 21(34%) agreed, 5(8%) were not sure, 8(13%) and 7(11%) strongly disagreed. Majority of the respondents 66% agreed and this implies that, employees at United Nations RSCE are always oriented before starting their duties. The study through interviews with revealed that orientation of staff enhances employee engagement in innovation and this is supported by Kreitner and Kinicki (2006) who posits that employee orientation is a critical competitive tool that impacts skills in employees for developing innovative services and creating value in a unique way that improves performance.

CHAPTER SIX

HOW STAFFS AT UNITED NATIONS RSCE ARE ENCOURAGED TO PARTICIPATE IN PLANNING DELIVERY AND EVALUATION OF WORK.

Introduction

This chapter presents findings on the how staff at United Nations RSCE is encouraged to participate in planning delivery and evaluation of work which was objective number two of the study.

All Employees at United Nations RSCE work as a team when executing their tasks.

Respondents were asked to state whether All Employees at United Nations RSCE work as a team when executing their tasks and results are presented in the table 6.1.

Table 6.1 All Employees at United Nations RSCE work as a team when executing their tasks.

	Frequency	Percent
Strongly agree	25	40.0
Agree	16	26.0
Not sure	4	6
Disagree	7	11
Strongly disagree	10	16
Total	62	100.0

Source: Primary Data (2018)

As shown in the table 6.1, 25(40%) strongly agreed, 16(26%) agreed, 4(6%) not sure, 7(11%) disagreed and 10(16%) strongly disagreed. Majority of the respondents presented by

66% are that, the all Employees at United Nations RSCE work as a team when executing their tasks. This is supported by Sultana et al (2012) who states that teamwork reduces the level of absenteeism and this is because employees worked together, they also improve their performance.

Teamwork collaboration is emphasized at United Nations RSCE.

Respondents were asked to state whether teamwork collaboration is emphasized at United Nations RSCE and results are presented in the table 6.2.

Table 6. 2. Teamwork collaboration is emphasized at United Nations RSCE.

	Frequency (n)	Percent (%)
Strongly agree	19	31
Agree	17	29
Not sure	7	11
Disagree	8	13
Strongly disagree	11	18
Total	62	100

Source: Primary Data (2018)

Results from the table above 6.2, the findings indicated that, 19(31%) strongly agreed, 17(29%) agreed, 7(11%) not sure, 8(13%) Disagree and 11(18%) strongly disagreed. Majority of the respondents presented by 60% agreed that the adoption of Teamwork collaboration is emphasized at United Nations RSCE. This indicates that the strategies put in place had high teamwork collaboration. However, 40% of the respondents also indicated that, the adoption of teamwork collaboration is not emphasized at United Nations RSCE to some extent. The study through interviews with respondents also discovered that to a small extent RSCE was not very collaborative in achieving streamline processes.

Every employee at United Nations RSCE shares knowledge with his/her workmates in order to improve their performance.

Respondents were asked to state whether every employee at United Nations RSCE shares knowledge with his / her workmates in order to improve their performance and results are presented in the table 6.3.

Table 5.3. Every employee at United Nations RSCE shares knowledge with his/her workmates in order to improve their performance.

	Frequency (n)	Percent (%)
Strongly agree	23	37
Agree	20	32
Not sure	3	5
Disagree	8	13
Strongly disagree	8	13
Total	62	100

Source: Primary Data (2018)

Results from the table above 6.3 the findings indicated that 23(37%) strongly agreed, 20(32%) agreed, 3(5%) not sure, 8(13) disagreed. Majority of the respondents presented by 69% indicated that, every employee at United Nations RSCE shares knowledge with his/her workmates in order to improve their performance. It was discovered that, every employee at United Nations RSCE shares knowledge with his/her workmates and this improves on joint performance.

Staff at United Nations RSCE socially associates with each other.

Respondents were asked to state whether staff at United Nations RSCE socially associates with each other and results are presented in the table 6.4.

Table 6. 4. Staff at United Nations RSCE socially associates with each other.

	Frequency (n)	Percent (%)
Strongly agree	19	31
Agree	18	29
Not sure	3	5
Disagree	8	13
Strongly disagree	14	33
Total	62	100

Source: Primary Data (2018)

As presented in the table above 5.4, most respondents indicated that, 19(31%) strongly agreed, 18(29%) agreed, 3(5%) not sure, 8(13%) disagreed, 14(33%) strongly disagreed. The staff at United Nations RSCE socially associates with each other. The study found out that employees United Nations RSCE are allowed to make associations and also to organize get together parties and this helps them to interact and discuss issues that may improve their performance.

There is mutual coordination between staff and management at United Nations RSCE.

Respondents were asked to state whether there is mutual coordination between staff and management at United Nations RSCE and results are presented in the table 6.5.

Table 6.5. There is mutual coordination between staff and management at United Nations RSCE.

	Frequency (n)	Percent (%)
Strongly agree	12	19
Agree	15	32
Not sure	3	5
Disagree	13	13
Strongly disagree	19	31
Total	62	100

Source: Primary Data (2018)

As presented in the table above 6.5, most respondents indicated that, 12(19%) strongly agreed, 15(32%) agreed, 3(5%) not sure, 13(13%) disagreed, 19(31%) strongly disagreed. Majority of the respondents presented by 44% indicated that, the there is mutual coordination between staff and management at United Nations RSCE. The study revealed that United Nations RSCE uses coordination create effective delivery of services and thus better performance. The study through interviews discovered that, the coordination of individuals and groups is responsible for the better performance. In addition, top management at United Nations RSCE told the researcher that environment is designed in such a way that encourages informal interaction in the work place so that the opportunity to share knowledge and exchange ideas could be enhanced.

United Nations RSCE encourages combined resource utilization

Respondents were asked to state whether United Nations RSCE encourages combined resource utilization and results are presented in the table 6.6.

Table 6. 6. United Nations RSCE encourages combined resource utilization

	Frequency (n)	Percent (%)
Strongly agree	22	35
Agree	15	32
Not sure	3	5
Disagree	13	20
Strongly disagree	9	15
Total	62	100

Source: Primary Data (2018)

Results in table above 6.6, the findings indicated that 22(35%) strongly agreed, 15(32) agreed, 3(5%) not sure, 13(20%) disagreed, 9(15%) strongly disagreed. Indicates that, 67% of the respondents agreed with the statement that, United Nations RSCE encourages combined resource utilization. In addition, the study through interviews with respondents discovered that, most of the people were that United Nations RSCE encourages a combined resource utilization.

Employees at UN make combined decisions in order to provide a combined result.

Respondents were asked to state whether employees at UN make combined decisions in order to provide a combined result and results are presented in the table 6.7.

Table 6.7. Employees at UN make combined decisions in order to provide a combined result.

	Frequency (n)	Percent (%)
Strongly agree	25	40
Agree	15	32
Not sure	3	5
Disagree	10	16
Strongly disagree	9	15
Total	62	100

Source: Primary Data (2018)

Results from the table above 6.7, indicates that, 25 (40%) strongly agreed 15(32%) agreed 3(5%) not sure, 10(16%) disagreed and 9(15%) strongly disagreed. Employees at UN make combined decisions in order to provide a combined result. Majority of the respondents presented by 72% indicated that, the combined decisions seen in UN largely contribute to the implementation of a combined result. This means that, both management and employees work towards a common goal and hence better performance.

Every employee at United Nations RSCE is treated equally.

Respondents were asked to state whether every employee at United Nations RSCE is treated equally and results are presented in the table 6.8.

Table 6. 8. Every employee at United Nations RSCE is treated equally.

	Frequency (n)	Percent (%)
Strongly agree	22	35
Agree	15	32
Not sure	3	5
Disagree	13	20
Strongly disagree	9	15
Total	62	100

Source: Primary Data (2018)

Results in table above 6.8, indicates that, 22(35%) strong agreed, 15(32%) agreed, 3(5%) not sure, 13(20%) disagreed and 9(15%) strongly disagreed. 67% of the respondents agreed with the statement that, every employee at United Nations RSCE is treated equally. In addition, the study discovered that, most of the people were aware of the need to clearly implemented the United Nations RSCE is treated equally and this encourages free participation in matters concerning the organization and thus good performance.

CHAPTER SEVEN
HOW STAFF AT UNITED NATIONS RSCE ARE RECOGNIZED FOR THEIR
PERFORMANCE

Introduction

This section presents findings on how staff at United Nations RSCE is recognized for their performance.

Best performers at United Nations RSCE are always promoted after a given period of time. Respondents were asked to state whether best performers at United Nations RSCE are always promoted after a given period of time and results are presented in the table 7.1.

Table 7.1. Best performers at United Nations RSCE are always promoted after a given period of time.

	Frequency	Percent
Strongly agree	20	32
Agree	20	32
Not sure	1	2
Disagree	11	18
Strongly disagree	10	16
Total	62	

Source: Primary Data (2018)

As shown in the table 7.1, 20(32%) strongly agreed, 20(32%) agreed, 1(2%) not sure, 11(18%) disagreed, and 10(16%) strongly disagreed. Majority of the respondents reported (64%) that the best performers at United Nations RSCE are always promoted after a given period of time. However, 36% of the respondents felt that the best performers were never defined properly. Some respondents told the researcher that, they have been working hard for some good years but they have been promoted.

Best performers at United Nations RSCE always receive special recognition during end of year celebrations.

Respondents were asked to state whether best performers at United Nations RSCE always receive special recognition during end of year celebrations and results are presented in the table 7.2.

Table 7.2 Best performers at United Nations RSCE always receive special recognition during end of year celebrations.

	Frequency	Percent
Strongly agree	16	26
Agree	14	23
Not sure	8	13
Disagree	12	19
Strongly disagree	12	19
Total	62	100

Source: Primary Data (2018)

Basing on the results in table above 7.2, 16(26%) strongly agreed, 14(23%) agreed, 8(13%) not sure, 12(19%) disagreed and 12 (19%) strongly disagreed. Majority of the respondents represented by 49% indicated that, best performers at United Nations RSCE always receive special recognition during end of year celebrations. The study through interviews with respondents discovered that, at the end of each year better performers are always given gifts. However, some respondents told the researcher that seniority in the UN United Nations RSCE was the major parameters used for in carrying out special recognition.

Best performers at United Nations RSCE receive gifts for their work done.

Respondents were asked to state whether best performers at United Nations RSCE receive gifts for their work done and results are presented in the table 7.3.

Table 7.3 Best performers at United Nations RSCE receive gifts for their work done.

	Frequency	Percent
Strongly agree	19	31
Agree	19	31
Not sure	7	11
Disagree	8	13
Strongly disagree	7	11
Total	62	100

Source: Primary Data (2018)

As presented in table above 7.3, most respondents indicated that, 19(31%), 19(31%) agreed, 7(11%) not sure, 8(13%) disagreed and 7(11%) disagreed. Best performers at United Nations RSCE receive gifts for their work done.

Best performers at United Nations RSCE are paid extra money on top of their salaries.

Respondents were asked to state whether best performers at United Nations RSCE are paid extra money on top of their salaries and results are presented in the table 7.4.

Table 7.4. Best performers at United Nations RSCE are paid extra money on top of their salaries.

	Frequency	Percent
Strongly agree	11	18
Agree	-	-
Not sure	3	5
Disagree	38	61
Strongly disagree	10	16
Total	62	100

Source: Primary Data (2018)

As shown in the table 7.4, 11(18%) strongly agreed, 0(0%) agreed 3(5%) not sure, 38(61%) disagreed and 10(16%) strongly disagreed. Majority of the respondents (61%) disagreed with the statement that, best performers at United Nations RSCE are paid extra money on top of their salaries. The study found out that, the policy of the organization is payment according the position and qualification not performance levels. The study also revealed that, absence of performance payments affects employees' performance and tasks can be completed on time and within the set budget.

Good performers at United Nations RSCE are given sponsorships to add on their studies.

Respondents were asked to state whether good performers at United Nations RSCE are given sponsorships to add on their studies and results are presented in the table 7.5.

Table 7.5. Good performers at United Nations RSCE are given sponsorships to add on their studies.

	Frequency	Percent
Strongly agree	18	29
Agree	18	29
Not sure	4	6
Disagree	11	18
Strongly disagree	11	18
Total	62	100

Source: Primary Data (2018)

As in table 7.5, 18(29%) strongly agreed, 18(29%) agreed, 4(6%) not sure, 11(18%) disagreed and 11(18%) strongly disagreed. 74.2% reported that the good performers at United Nations RSCE are given sponsorships to add on their studies. The study through interviews with the respondents revealed that, employees are sponsored to add on their studies as assign of recognition and in addition they are given study leaves and packages for those who are to study from outside the country. However, it was discovered this is only for best performers.

Best performers at United Nations RSCE are always helped in case they are in problems such as sickness.

Respondents were asked to state whether best performers at United Nations RSCE are always helped in case they are in problems such as sickness and results are presented in the table 7.6.

Table 7.6 Best performers at United Nations RSCE are always helped in case they are in problems such as sickness

	Frequency	Percent
Strongly agree	19	31
Agree	19	31
Not sure	7	11
Disagree	8	13
Strongly disagree	7	11
Total	62	100

Source: Primary Data (2018)

As presented in table above 7.6, 19(31%) strongly agreed, 19(31%) agreed, 7(11%) not sure, 8(13%) disagreed and 7(11%) strongly disagreed. Most respondents indicated that, best performers at United Nations RSCE are always helped in case they are in problems such as sickness at UN.

The study through interviews with respondents discovered that United Nations RSCE has a welfare department which has the responsibility to look into issues of employees when they are in problems. Management told the researcher that United Nations RSCE helps all employees when they are in problems not only best performers and this encourages them to be committed to their work and hence improving performance. The respondents also reported that the UN agencies should arrange some Best performers at United Nations RSCE receive gifts for their work done and this will enhance easy coordination of RSCE activities.

Hypothesis testing

In regression with a single independent variable, the coefficient shows how much the dependent variable is expected to change in response to a unit change in the independent

variable. In regression with multiple independent variables, the coefficient informs how much the dependent variable is expected to increase when one of the independent variables increase by one unit, holding all other independent variables constant. The regression results are presented in the proceeding tables for regression model summary, ANOVA, the regression coefficients results respectively.

The regression model summary results are as presented in table 7.7 that shows the multivariate R^2 and adjusted R^2 .

Table 7.7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.526	.515	.63476

a. Predictors: (Constant), Evaluation

The overall model was significant ($R^2 = 0.526$, $F = 48.178$, $p = 0.000$). From the table, the coefficient of determination, R^2 -square that informs the proportion of change in staff performance that is caused by the variation of motivation variables is 0.526. This shows that the motivation contributes 52.6% to staff performance ($R^2=0.526$, $p=0.000$). The remaining 47.4% is contributed by other factors not reflected on the study statistical model.

Table 7.8 Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97.060	3	32.353	21.468	.000 ^b
	Residual	87.434	58	1.507		
	Total	184.494	61			

a. **Dependent Variable: Staff performance**

b. **Predictors: (Constant), Motivation**

Table 7.8 shows that the F statistic is 21.468 with a corresponding p-value of 0.000.

Therefore, the calculated F statistic is greater than the tabulated statistic at the five per cent level of significance. Thus motivation is significant in explaining variations in staff performance.

Since the p value (0.000) is less than α (0.05) then the result were significant, implying that the motivation explains the major variations in staff performance. This led to the conclusion that motivation contributes to staff performance.

Table 7.9 Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.964	.321		3.000	.003
	Factors	.058	.039	.081	2.509	.033
	Performance levels	.180	.062	.178	2.923	.004
	Strategies	.191	.065	.182	2.958	.003

a. Dependent Variable: Staff performance

Results in table 7.9 shows the coefficients of the multiple regression model for the explanatory variables. At 5% significance level and 95% confidence level, motivation significantly influences the staff performance.

According to the findings in table 7.9, there is apposite relationship between motivation and staff performance at United Nations RSCE since the p-values were less than 0.05 at the 5% level of significant. From the table, motivation had a positive effect on staff performance ($\beta = 0.058$), this was also significant at the 5% level of significance ($p=0.033$).

CHAPTER EIGHT

TOWARDS HARMONIZATION OF MOTIVATION AND STAFF PERFORMANCE IN UNITED NATIONS PEACE KEEPING MISSIONS IN EAST AND CENTRAL AFRICA

Introduction

This chapter presents the harmonization of towards harmonization of motivation and staff performance. The study findings were in line with the study objectives and made a contribution towards harmonizing the key aspects and variables as the researcher's contribution to the current study. Harmonization is defined as the adjustment of differences and inconsistencies among different measurements, methods, procedures, schedules, specifications, or systems to make them uniform or mutually compatible (The Business Dictionary, 2010). The harmonization process is to focus on motivation and staff performance.

How United Nations RSCE designs its training programs

The study found out that all employees at United Nations RSCE are trained through subsidized training scheme, short courses, workshops and seminars which are used to boost employees' morale are boosted and thus improving their performance. This is in line with (Aarti, 2013) who argues that workshops and seminars plays a vital role in improving performance as well as increasing productivity and eventually putting organizations in the best position to face all challenges and stay at the top.

The study also revealed that staffs at United Nations RSCE are provided with new skills and knowledge through supervisory support. Due to the fact that supervisors are always experienced, they are always being involved in conducting training programs and this give a clear guidance to all employees. However, some of the respondents reported that some supervisors are selfish and

therefore they do not deliver what they are supposed to provide. The study through interviews with revealed that orientation of staff enhances employee engagement in innovation and this is supported by Kreitner and Kinicki (2006) who posits that employee orientation is a critical competitive tool that impacts skills in employees for developing innovative services and creating value in a unique way that improves performance.

How staff at United Nations RSCE are encouraged to participate in planning and evaluation

Majority of the respondents presented by 66% are that, the all employees at United Nations RSCE work as a team when executing their tasks. This is supported by Sultana et al (2012) who states that teamwork reduces the level of absenteeism and this is because employees worked together, they also improve their performance.

Majority of the respondents presented by 69% indicated that, every employee at United Nations RSCE shares knowledge with his/her workmates in order to improve their performance. It was discovered that, every employee at United Nations RSCE shares knowledge with his/her workmates and this improves on joint performance. This is supported by (Knabe and Ratzel, 2008) who argues that, for any successful organization knowledge sharing must be emphasised with best career opportunities in different areas and encourages individual growth and achievement.

The study revealed that United Nations RSCE uses coordination to create effective delivery of services and thus better performance, it was discovered that, the coordination of individuals and groups is responsible for the better performance and this is because it encourages informal interactions at the work. These findings were in line with Kenney & Reid (1986) who states that coordination is the deliberate intervention aimed at achieving improved performance.

How staff at United Nations RSCE are recognized for their performance

The study discovered that, best performers at United Nations RSCE always receive special recognition during end of year celebrations, at the end of each year better performers are always given gifts. This is inline with Blanche et al, (2008) who argues that, recognizing the best performers generates benefits for the employee as well as the organization by positively influencing employee performance through increasing their morale and behaviors. However, the study also revealed that it's the policy of the organization to pay according the position and qualification not performance levels and this to a certain extent affects staff performance. This also was supported by Hansen, 2011 who stated that, the absence of performance payments affects employees' performance.

Recommendations

Basing on the findings of the study, the following recommendations were made.

United Nations RSCE should come up with many alternative training programmes for all staffs and this will help them to acquire the necessary skills and knowledge to perform their duties and in turn improving their performance.

All staffs should be encouraged to take part in decision making, therefore, United Nations RSCE should adopt participatory decision making process which allows every one's input. This will increase on staffs commitments and hence improving their performance.

United Nations RSCE should come up with extra payments for best performers and this will make every body to work hard in order to earn such payment which in turn improves their performance.

CHAPTER NINE

SUMMARY AND CONCLUSIONS

Introduction

This chapter summarized, deduced and made recommendations basing on the study findings as well as research hypotheses towards the improvement staff performance.

Summary

How United Nations RSCE designs its training programs

Training is defined as a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job or simply learning that is provided in order to improve performance on the present job. As presented in chapter four, most of the respondents indicated that all employees at United Nations RSCE are trained through subsidized training scheme (basing on 46.8% agree rate), all employees at United Nations RSCE go through short courses about teamwork and motivation (basing on 74% agree rate), United Nations RSCE always arrange workshops and seminars for its employees (basing on 59.7% agree rate), United Nations RSCE carries out on job training for its employees (basing on 51.6% agree rate), staffs at United Nations RSCE are provided with new skills and knowledge through supervisory support (basing on 66% agree rate), employees at United Nations RSCE are assigned with different tasks as a form of training (basing on 66% agree rate), staff at United Nations RSCE are encouraged to go back to school for more studies (basing on 47% agree rate), employees at United Nations RSCE are always oriented before starting their duties (basing on 66% agree rate).

How staffs at United Nations RSCE are encouraged to participate in planning delivery and evaluation of work

As indicated in chapter five, most respondents indicated that, all staffs at United Nations RSCE work as a team when executing their tasks (basing on 66% agree rate), teamwork collaboration is emphasized at United Nations RSCE (basing on 60% agree rate), every employee at United Nations RSCE shares knowledge with his/her workmates in order to improve their performance (basing on 69% agree rate), staffs at United Nations RSCE socially associate with each other (basing on 60% agree rate), there is mutual coordination between staff and management at United Nations RSCE (basing on 44% agree rate), United Nations RSCE encourages combined resource utilization (basing on 67% agree rate), employees at United Nations RSCE make combined decisions in order to provide a combined result (basing on 72% agree rate) and all employees at United Nations RSCE are treated equally (basing on 67% agree rate)

How staff at United Nations RSCE is recognized for their performance

As presented in chapter four, majority of the respondents indicated that, best performers at United Nations RSCE are always promoted after a given period of time (basing on 64% agree rate), best performers at United Nations RSCE always receive special recognition during end of year celebrations (basing on 49% agree rate), best performers at United Nations RSCE receive gifts for their work done (basing on 62% agree rate), good performers at United Nations RSCE are given sponsorships to add on their studies (basing on 74.2% agree rate), best performers at United Nations RSCE are always helped in case they are in problems such as sickness (basing on 62%). However, the study also revealed that, best performers at United Nations RSCE are not paid extra money on top of their salaries (basing on 77% disagree rate).

Conclusions

How United Nations RSCE designs its training programs

The study found out that, all employees at United Nations RSCE are trained through subsidized training scheme, they go through short courses about teamwork and motivation. United Nations RSCE always arrange workshops and seminars for its employees and staff at United Nations RSCE are encouraged to go back to school for more studies and this has helped to improve staff performance.

How staffs at United Nations RSCE are encouraged to participate in planning delivery and evaluation of work

The study also discovered that, all staffs at United Nations RSCE work as a team when executing their tasks, teamwork collaboration is emphasized at United Nations RSCE staffs at United Nations RSCE socially associate with each other, there is mutual coordination between staff and management at United Nations RSCE and staff at United Nations RSCE make combined decisions in order to provide a combined result.

How staff at United Nations RSCE is recognized for their performance

The study further discovered that, best performers at United Nations RSCE are always promoted after a given period of time, they always receive special recognition during end of year celebrations, they are always helped in case they are in problems such as sickness and they are given sponsorships to add on their studies

The study also revealed that motivation contributes 52.6% to staff performance and the remaining 47.4% is contributed by other factors other than motivation.

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APPENDICES

APPENDIX I: Self administered Questionnaire

I am Asiimwe Charity, a student of Nkumba university currently conducting a study on “motivation and staff performance in United Nations Peace Keeping Missions in East and Central Africa: A case of regional service center Entebbe Uganda’. I request you to fill this questionnaire as diligently as possible and the responses you give will be kept confidential and used for academic purposes only. Thank you

SECTION A: BACK GROUND INFORMATION

Name (optional)

.....

1. Gender:

Male Female

2. Age

20-29

30-39

40-49

50 -59

60-69

70 +

3. Highest Level of Education

A Level certificate

O level certificate

Diploma

Bachelor's

Master's Degree

PhD

Marital status

Single Married

Divorced

4. **Department/ Unit of work**

Training Travel Educational grant Budgeting

SECTION B: How United Nations RSCE Designs Its Training Programs

No	Statements	1	2	3	4	5
1.	All employees at United Nations RSCE are trained through subsidized training scheme					
2.	All employees at United Nations RSCE go through short courses about teamwork and motivation					
3.	United Nations RSCE always arrange workshops and seminars for its employees					
4.	United Nations RSCE carries out on job training for its employees					
5.	Staff at United Nations RSCE are provided with new skills and knowledge through supervisory support					
6.	Employees at United Nations RSCE are assigned with different tasks as a form of training					
7.	Staff at United Nations RSCE are encouraged to go back to school for more studies					
8.	Employees at United Nations RSCE are always oriented before starting their duties					

SECTION C: How staff at United Nations RSCE is recognized for their performance

No.	Statement	1	2	3	4	5
9.	Best performers at United Nations RSCE are always promoted after a given period of time					
10.	Best performers at United Nations RSCE always receive special recognition during end of year celebrations					
11.	Best performers at United Nations RSCE receive gifts for their work done					
12.	Best performers at United Nations RSCE are paid extra money on top of their salaries					
13.	Good performers at United Nations RSCE are given sponsorships to add on their studies					
14.	Best performers at United Nations RSCE are always helped in case they are in problems such as sickness					

SECTION D: How staff at United Nations RSCE is encouraged to participate in planning, delivery and evaluation of work.

No.	Statements	1	2	3	4	5
15.	All Employees at United Nations RSCE work as a team when executing their tasks.					
16.	teamwork collaboration is emphasized at United Nations RSCE					
17.	Every employee at United Nations RSCE shares knowledge with his/her workmates in order to improve their performance					
18.	Staff at United Nations RSCE socially associates with each other.					
19.	There is mutual coordination between staff and management at United Nations RSCE.					
20.	United Nations RSCE encourages a combined resource utilization.					
21.	Employees at UN make combined decisions in order to provide a combined result.					
22.	Every employee at United Nations RSCE is treated equally.					

Appendix II: Interview guide

How does United Nations RSCE design its training programs?

How does United Nations RSCE encourage its staff to participate in planning, delivery and evaluation of work?

How does United Nations RSCE recognizes its staffs for their performance?

Appendix IV: Documentary review check list

- 1) Text books
- 2) UNRSCE Annual reports
- 3) Journals
- 4) Websites
- 5) Periodicals