



Feedback and Staff Performance in Yumbe District Local Government – Uganda

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Abstract

The study set to establish how feedback affects staff performance in Yumbe District, Uganda. The study adopted Cross –Sectional Correlational Survey design. In the design the researchers employed both qualitative and quantitative approaches. From the sample size of 186 respondents selected, a total of 132 questionnaires were returned, 10 respondents were interviewed, representing a response rate of 76%. According to Blaikie (2009), samples with response rate above 50% are regarded as good. The researchers used both descriptive and inferential statistics to analyze the data from the questionnaires. Results revealed that feedback to the staff and performance had a strong correlation, and statistically significant (a coefficient 0.641** at 0.05 significance level), in Yumbe District Local Government in Uganda.

Keywords: Motivation, Motivational Strategies, feedback and Performance.

Introduction

There is an increasing amount of evidence that successful organizations put employees first because employees are an organization's only true competitive advantage (Robbins 2003). Organizations that put employees first and motivate them effectively have a more dedicated and committed workforce. This in turn translates into higher employee productivity and satisfaction (Robbins 2003). However, in Uganda staff performance in local governments have become a matter of concern despite the several Public Service Reform programs implemented by the government. This study therefore investigated the relationship between feedback, as a construct of motivational strategies and staff performance. The independent variable of the study was feedback measured in terms of receiving and giving feedback, positive and negative feedback, timing of feedback and formal and verbal feedback while the dependent variable was staff performance measured in terms of duty attendance, meeting deadlines, accomplishment of tasks and working overtime. This paper provides an introduction to the study. It brings out the research problem and the objectives; it continues to present the methodology used to carry out the study, results, conclusion and recommendation.

Background to the Study

Organizations looking to enhance performance and promote productive work ethics among their employees are said to increasingly adopt efficient motivational strategies. This is so because motivation of employees both in the short and long run has significant influence on levels of employee satisfaction and productivity (Dorm N, et al 1996).

Historically, during the early parts of the 19th century, work force motivation was premised on the fact that employees were driven by the desire to earn the most money possible. The assumption was that people were being motivated to work by money, and would maximize their work output if they were rewarded with extra money for each increment of work. This made elaborate financial reward schemes to be developed across Europe (Fox, et al 1991). This situation was influenced by Taylorism.

In the early 1960s in Europe, the focus of work force motivation in the public sector was mainly from the view point of need-based theories. This indicated that public servants were mainly intrinsically motivated to perform (Manolopoulos, 2008). This perspective was premised on the research carried out in the early 1960s which associated the efforts that individuals exhibit within their working environment with the fulfillment of their need for personal achievement, affiliation and power, higher status, and worthwhile social contribution (Warner, Cummings and Guyot as cited in Monolopoulos, 2008). In that sense, motivation was seen as mainly being determined by individual characteristics such as personality, values, and reward preference (Rawls, Nelson, Perry, and Wittmer as cited in Monolopoulos 2008).

In the 1980s there was a concerted drive to reform the public sector in order to advance its efficiency and effectiveness. To achieve these, public sector managers had to change the approach which mainly centered on the provision of extrinsically oriented rewards (Bourantas and Papalexandris, 1999 as cited in Monolopoulos, 2008).

Research carried around this time in Greece identified the importance of monetary rewards to improve productivity (Monolopoulos, 2008).

In Asia especially in Cambodia, monetary financial rewards were adopted in form of salary Top-Ups (UNDP, 2006). Cambodia, however, later embarked on new reforms called “government’s rectangular strategy” which called for 10-15% per annum increases in civil servants salary (UNDP, 2006). In Thailand, besides pay reforms, government also added Non-Financial Incentives (NFI) such as providing housing, and introducing a system of peer review and recognition (UNDP, 2006). On the other hand, China moved away from relying on government salaries alone and introduced the use of “red packages” (Bloom, Han and Li, as cited in UNDP report, 2006). These Red packages were gifts which were traditionally exchanged as an expression of mutual appreciation.

In Africa, motivation to enhance peak performance was initially based on monetary financial rewards such as salaries and allowances (Danish Institute for International Studies DIIS, 2007). Recent studies have, however, shown that many African counties have adopted incentive systems that address social needs (Dambisya, 2007). In Lesotho, Mozambique, Malawi and Tanzania, housing has been provided especially for Health workers, Staff transport facilities in Lesotho, Malawi and Zambia, child care facilities have been provided in Swaziland. Many African Counties have improved working conditions by offering better equipment, facilities and providing better security. Beside, most of the African counties have developed Human Resource Management Information Systems (HRIM) to provide feedback (Dambisya, 2007). All these are important motivational strategies to enhance performance. Many African counties have also adopted typical training, and career path incentives including continuing development opportunities for higher training, scholarships/bursaries, bonding agreements and research opportunities (Dambisya, 2007). This means that the incentives systems in Africa have moved from mere pay to non-pay incentives.

In Uganda, improved monetary rewards such as pay, pensions and allowances were regarded as the most motivational factor to institute peak performance as documented by Vaillentine as cited in (DIIS, 2007). Recent studies, however, indicate that non-financial incentives such as job security, career prospects, improved management, appreciation of work done and improved working conditions have shaped the motivation pattern in Uganda (DIIS, 2007). Performance rewards and recognition in Uganda is now based on Non-Monetary Rewards which centers on the human need for achievement, recognition, responsibility, influence and personal growth (The Uganda Public Service Standing Orders, 2010). These rewards include, but are not limited to: word of recognition of good performance, open praise, challenging working assignments, letter of commendation, presents, mementoes, certificate of merit, concessionary trips, award of medals, cash bonuses and salary increments (The Uganda Public Service Standing Orders, 2010).

This study was underpinned by Reinforcement Theory developed by Skinner (1971) as cited in (Weighrich & Koontze, 2005). The theory provided an important insight in explaining the researchers’ study constructs. The theory holds that individuals can be motivated by proper design of their working environment and by praise for their good performance and that punishment for poor performance produces negative results. He therefore stated that specific goals have to be set with workers participation and assistance, prompt and regular feedback should be made available to ensure performance improvement. In this study, the researchers believe that motivational strategies in form of employee feedback when handled well, staff performance will be high in Yumbe District. The major problem with this theory is that it makes behavior to become more dependent on the re-inforcers and staff may never perform without the promise of the re-inforcers. It looks therefore like a person was being bribed to perform. Moreover, the theory was developed in Europe and was better to explain the Motivational situations in Europe than is in Africa. This theory, however, still provides an important insight in explaining feedback constructs. Conceptually, in this study there were four main concepts. One of the key concepts in the study was Motivation which according Weighrich & Koontze, (2005) refers to internal and external factors stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject and to exert persistent effort in attaining the organizational goal. In this study the concept motivation meant eagerness and willingness to do something without needing to be told or forced to do so. Meanwhile the other concept was motivational strategies which is related to non-cash awards which can either be tangible and are visible or intangible incentives which relates to flexible working environment. However, for the purpose of this study the researchers operationalized the concept to mean feedback which in this study is unpacked as Receiving and giving feedback, positive and negative feedback, timing of feedback-formal and verbal.

The concept performance which is the process of delivering the desired output (Ministry of Public Service, 2002). In this study staff performance included; duty attendance, meeting deadlines, accomplishment of tasks and working overtime.

Contextually, Local Governments Act, 1997, places the district council as the highest political authority within the district and has legislative and executive powers. The District Council meet several times to plan and approve government programmes in a financial year. The approved Council plans and budget activities for the financial years are implemented by technical officers. The extent to which these plans have been achieved are assessed quarterly by the District Council and annually during the annual internal and national assessment exercise with the aim of improving staff performance through feedback to employees.

The district had three sector committees which include social sector committee for the sectors of health and education, finance, planning and administration committee, technical services and security committee for the sectors of works, engineering, technical services, and finally the production, community services and natural resource committee for the sectors of natural resources, community services and production. These committees are mandated to hold meetings at least after every two months to discuss the performance of the various sectors, assess and discuss the plans of the sectors with the technical staff. The recommendations of their meetings were then presented to council for adoption and approval. This is a high level of feedback mechanism for both the politicians and the technical staff. Besides it was also a mechanism of providing constructive feedback. These were all aimed at improving staff performance.

The District Chairman is empowered under section 13 of the Local Governments Act of 1997 to oversee on behalf of the Council the performance of persons appointed by the government to provide services in the district. In Yumbe District the Chairman calls quarterly meetings with the heads of departments to discuss the performance of staff under them and also assess the extent of achievement of set targets. This was also a form of feedback mechanism intended to boost staff performance.

The Chief Administrative Officer is the head of the public service in the District and the head of administration of the district council (Local governments Act 1997 sec 64). This meant that the CAO was tasked with the responsibility of Human resource Management in the district. In Yumbe District, through the District Technical Planning Committee (DTPC) which involves the heads of departments, the CAO and heads of departments (HoDs) review the performance of staff and the performance of their respective departments. It was in this DTPC meetings that rewards issues were discussed and administered. The monthly DTPC meetings were a system which offer opportunity for feedback, aimed at increasing staff performance.

Despite all these, staff performance still stagnated to the extent that the district got penalty in the national assessment of the performance assessment of the local governments, Ministries and departments in the years 2005, 2006, 2007, and remaining static in 2008 and 2009 (MoLG, Annual National Assessment Report 2007 and 2008). The implication of this was annually the 20% reduction in the local government development grants. If this situation is left to continue, many development priorities will remain un-funded and eventually service delivery will be affected

Statement of the Problem

Organizations that put employees first and motivate them effectively have a more dedicated and committed workforce. This in turn translates into higher employee productivity and satisfaction (Robbins 2003). The government has made numerous efforts through the Ministry of Public Service (MoPS) to motive its public servants through prompt, timely payment of salaries, duty facilitating allowances and also by creating a conducive working environment through encouraging employee through providing prompt and quality feedback. Yumbe District Local Government has implemented this motivational strategy.

Despite all these, staff performance has remained low. This has made the district not to perform well in the annual performance assessment for local governments (MoLG, Annual National Assessment Report 2005, 2006, 2007 and 2008). The district has persistently performed poorly as evidenced by the failure to meet all the minimum performance measurement conditions for local governments thus getting penalties in 2005, 2006, 2007, and remaining static in 2008 and 2009 (MoLG, Annual National Assessment Report 2007 and 2008). Furthermore, in the Sunday Vision (2007) Yumbe District Local Government was listed as one of the worst performing local governments.

The implication of this is the annual 20% reduction in the local government development grants. If this situation is left to continue, many development priorities will remain un-funded and eventually service delivery will be thwarted. The community will therefore not receive the services it is supposed to. This will result into community suffrage and generate discontent.

Specific Objectives

The objective of this study is to establish the relationship between feedback and staff performance in Yumbe district, Uganda.

Review of Related Literature

Critically examining the existing research which is significant to the work the researchers carried out cannot be under looked (Kompo and Tromp 2006), as it demonstrates familiarity of the researchers with the body of existing knowledge, establishes credibility (Neuman, 2006) and above all it shows the path of prior research and how the current project is linked to it (Mwanje, 2001). This section, therefore presents the review of the related literature on the relationship between feedback and staff performance in Yumbe District Local Government. Performance feedback both formally on the job and informally as part of a performance review process is critical in ensuring that the goals of the organization, the department, and the individual are achieved and recognized (Hill, 1997). Feedback refers to advice, criticism about how successful or useful something is (Long man Dictionary of

Contemporary English, 1995). In the study, the term meant objective information about individual or collective performance shared with those in a position to improve the situation.

Leblanc, et al (2005) in a study of teachers in a day school at the May Centre for Early Children Education at Boston found out that performance feedback was effective in improving the discrete instructional skills of paraprofessional staff. Covington and Omelich (1984) as cited in Mory, (2000) observed that feedback is a key mediating factor in the performance of learners. Yet in another specialized feedback research, using experimental research design in India, Kramarski and Zeichner (2001) as cited in Mory, (2007), it was found out that metacognitive feedback resulted into improved performance in mathematical reasoning and explanation. Kliuger and Denisi as cited in Kerns, (2007) using survey questionnaire, however, found out that over 38% of feedback interventions had a negative effect on performance. Kern, (2007) further established that effective delivery of quality performance feedback is critical to improving performance only when the delivery is thoughtful, well organized, clear and concise. Another study by Hattie and Timperley, (2007) found out that power of feedback is influenced by the directions of the feedback relative to performance on task.

Calariana, et al (2000) as cited in Hattie and Timberlay (2007) found out that the effectiveness of delayed feedback compared with immediate feedback varied as a function is either difficult or not thus difficult tasks are more likely to involve greater degrees of processing about the tasks and delayed feedback provides the opportunity. Whereas easy items do not require this processing and so delay is both unnecessary and undesirable. In Yumbe District Local Government feedback, in most cases, is provided immediately. Hence, the wonder as to cause of poor performance, hence, the need for this investigation.

Brunit, et al (2000) as cited in Hattie and Timperley, (2007) found out that individuals will go greater length to confirm their self-perception by attending most closely to feedback information that fits their views of the self and try to arrange their environment to acquire for the self-confirming evidence. In yet another study Morsh 1990 as cited in (Hattie and Timperley, 2007) found out that individuals tend to reject or ignore negative accounts of their behavior that differ from their own or invoke an external frame of reference. Further still Podsa et al (1989) as cited in Hattie and Timperley (2007) observed that upon receiving negative feedback, individuals become more dissatisfied with their previous levels of performance set higher performance goals for their future performance and perform at high level than those who receive positive feedback or no feedback at all. This, however, was found untrue for Yumbe District Local Government, as evidenced by the persistent under performance over a number of years, calling for this study to find out the cause of such a persistence, despite feedbacks.

On the other hand Van-Dijk and Kuiger (2001) as cited in Hattie and Timperley, (2007) demonstrated that positive feedback increases motivation relative to negative feedback. They further found out that people are committed to a goal that they are more likely to learn as a function of positive feedback. American Psychological Associates and Daisy foundation (2009) with studies on Nurses found out that positive feedback increases an employee's self-esteem and positive self-identify leads to satisfaction at work, hence, performance.

In summary, the above empirical studies emphasize the fact that feedback is a major factor in enhancing performance; What has remained a discrepancy in the literature is that negative feedback affects performance but the findings of study established that negative feedback if provided well will still boost performance as the affected staff will have to improve upon receiving the feedback. This study had to find out the relationship between feedback and staff performance in Yumbe District.

Methodology

The importance of research methodology to a study cannot be under looked as it provides the philosophy or the general principles which guide the researcher's study (Dawson, 2002) and also the various sequential steps (along side the rationale of each step) to be adopted by a researcher in studying a problem with certain objects in view (Kothari, 1999). This section, therefore, presents the overall approach to the study of feedback and staff performance in Yumbe District Local Government. It has addressed research design, study population, sample size and selection, sampling procedure and techniques. The section also presents methods of data collection, instruments of collecting data, data quality control and assurance. It finally presents data collection procedure and data analysis.

Research Design

This study adopted Cross –Sectional Correlational Survey design. This design was adopted because it is comparatively quick to conduct given the limited time for this study, there is also limited control effect as subjects will only participate once and the large and representative sampling enables different groups to be compared (Kompo & Tromp, 2006). This design involved gathering data or obtaining information about preference, attitudes, practices and concerns from a sample of a population at a particular time. It was a snapshot description of what was happening (Amin, 2005). This design employed both qualitative and quantitative approaches. Through these approaches, the researcher gained an insight on more understanding of the problem by intensive collection of narrative and numerical data on motivational strategies and Staff Performance from decentralized staff, teachers, and health workers in Yumbe District Local Government.

Population, Sampling Size and Sampling Techniques

The population studied included teachers, health workers and traditional civil servants. This provided a parent population of 2,027. This was, however, too large a population to be studied in the limited time and available financial resources. For purposes of this study, the researcher developed an accessible population of 360. This included 8 Heads of department, 12 sub county chiefs, 135 classroom teachers, 55 head teachers, 65 other decentralized staff, 95 health workers which represents 18% of the parent population.

The study involved 186 respondents. This sample was arrived at using the statistical table by Krejcie and Morgan as stated in Amin (2005). This is shown in Table 1 below;

Table 1: Sample size and Sampling Techniques

Category	Target population	Sample size	Sampling Techniques
Heads of Departments	8	5	Purposive
Sub county chiefs	12	8	Purposive
Other Decentralized Staff	65	34	Stratified Sampling
Head Teachers	55	28	Simple random
Class room Teachers	135	70	Convenience Sampling
Health Workers	95	41	Stratified Sampling
Total	360	186	

Source: Yumbe District Staff List, Human Resource Section

Sampling Techniques and Procedure

In this study the researchers employed purposive, stratified and convenience sampling techniques to generate the sample size. Stratified sampling technique involved dividing the population into homogeneous subgroups and then taking simple random sample in each sub-group (Sekaran, 2003). This technique was employed because it helped to represent not only the overall population, but also key sub-groups of the population (Mugenda and Mugenda, 2003). It also made easy focus on important sub-population and made the researchers ignore irrelevant ones. This made the researchers to generate more representation of the population than the simple random sampling (Neuman, 2003). The technique was used to generate sample from other decentralized staff both at the Town Council and the district; two strata were generated representing senior decentralized staff (U-3 to U-1) and junior staff (U7-U4). It was also used to select sample from health workers. Two strata were also generated here representing health unit in charges and other health workers.

The researchers also used simple random sampling technique the head teachers in Yumbe District Local Government. In this technique all the 124 head teachers in the district had equal and independent chance of being selected as a member of the sample (Cohen, et al, 2000). This was equal true for each head of department.

The researchers also employed Purposive sampling technique which refers to those samples which were biased on the choice of the researchers (Kothari 1999). The researchers adopted this technique because they believed that those people had reliable information that would help to inform the study (Mugenda and Mugenda, 2003). The researchers used this technique to sample the sub-county chiefs.

Finally, the researchers used convenience sampling techniques for the classroom teachers. This method was employed because classroom teachers were spread all over the district; it was therefore expensive and time consuming to use other sampling techniques. The researchers therefore collected information from classroom teachers who were readily available to provide information (Sekaran, 2003).

Data Collection Methods

The researchers, to collect data, used Questionnaire surveys, interviews and documentary review methods. Questionnaire survey method was used to collect quantitative data from classroom teachers, head teachers, health workers, other decentralized staff, heads of departments and the sub-county chiefs. This method involved developing a pre-formulated written set of questions to which respondents recorded their answers (Sekaran 2003). The researcher used this method because a large proportion of the respondents knew how to read and write. Besides a no bias nature from the researchers was ensured and it covered a wide area of the sample selected quickly. The researchers also conducted face to face interviews with respondents to generate qualitative data to supplement information generated through questionnaires. The researchers had interviews with 2 heads of departments, 1 Sub County chief, 2 health workers. Other interviews were also conducted with 2 other decentralized staff and 3 head teachers. The researchers used this method because they wanted to get complete and detailed understanding of the issues from the respondents through probing and clarifications (Neuman 2006). Besides it also gave the researchers in- depth information about particular cases of interest in the study.

The researchers finally used documentary review method which involved studying relevant documents in form of reports, district technical planning committee meetings, relevant legal documents and administrative instruments issued from time to time to obtain data which could not easily be obtained through the other methods. The researchers also obtained information from journals articles, reports and thesis. These were reviewed to obtain the needed information for this study. The method was used because the documents contained vast amount of information and provided cost effective method of gathering data (Denscombe, 2000).

Instruments of Data Collection

The researchers used three instruments to gather data in this study and this included; questionnaires, interview guides and documentary review checklist.

Questionnaires is a research instrument that gathers data over a large sample (Kompo and Tromp 2006). The researchers used questionnaire to generate information from classroom teachers, head teachers, decentralized staff, health workers, heads of departments and sub-county chiefs. The researchers selected this instrument because of the nature of confidentiality of the instrument, its time saving and above all information was collected from a large sample. The researchers developed the questionnaire on a five Likert scale. The response categories were weighed from scale 1 to 5. As recommended by Amin (2005) for its flexibility and ability to be constructed more easily than other attitude scales.

According to Kompo and Tromp (2006) interviews are questions asked orally. The researchers used an interview guide since it is flexible for measuring certain characteristics which were not possible to be measured by developing scales Kothari (1999). This instrument was applied on 2 heads of departments, 1 Sub County chief, 2 health unit in charges. Other interviews were also conducted with 2 other decentralized staff and 3 head teachers. This instrument was also used because it allowed in-depth probing and such officers easily gave their time to be interviewed than filling lengthy questionnaires.

The researchers finally used a documentary review checklist. This contained a list of all documents reviewed. Relevant documents were studied to obtain data which could not easily be obtained through the other instruments Denscombe (2000).

Data Quality Control

To control quality, the researchers attain validity and reliability coefficient of at least 0.6. Validity according to Kompo & Tromp, (2006) refers to a measure of how well a test measures what is suppose to measure. To ensure validity, the researchers subjected the instruments to three research experts to evaluate the relevance of each item in the instruments to the objective of the study and rate each item to the scale of relevant and not relevant. The researcher finally determined validity by computing the content validity index (C.V.I) which represented all questions rated relevant by the three experts divided by the total number of questions. The first expert rated the questionnaire instrument at 35, the second expert rated at 36 and the third expert rated the instrument at 34. Validity was then computed as below;

$$C.V.I = \frac{35+36+34}{3} = \frac{105}{37} = 0.95$$

The researchers considered this validity very high because according to Amin (2005) and Kathuri and Pals as cited in (Oso & Onen, 2009) for survey of this nature validity of instruments of at least 0.7 is considered to be good enough.

Reliability

According to Mugenda and Mugenda (2003) reliability refers to measure of the degree to which a research instrument yields consistent results or data after repeated trails. To ensure reliability, the researcher pretested the questionnaire instrument once on 10 people of the study population. This was intended to determine the internal consistence of the instrument. The scores obtained from the pre-test were then correlated using Cronbach's coefficient alpha since multiple response items were involved. The results are as shown in Table 2 below.

Table 2 showing Reliability Index for study variables

Variables	Reliability Index
Feedback	0.612
Staff Performance	0.732
Overall Reliability	0.672

Source: primary data

The overall reliability of the instrument showed Chronbach Alpha value of 0.672. This value was considered high enough by the researchers because according to Hair etal (1998) for studies of this nature, Chronbach's Alpha value greater than 0.60 are acceptable. Also according to Cohen, et al (2000) correlations ranging from 0.60 to 0.85 make possible group predictions that are accurate enough for most purposes.

Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involved uncovering underlining structures, extracting important variables, detecting any anomalies and testing any underlining assumptions (Kompo & Tromp, 2006). The researcher collected both quantitative and qualitative data. Data was therefore analyzed in this study through quantitative and qualitative data analysis methods.

Quantitative data analysis

Quantitative data analysis consisted of measuring numerical values from which descriptions such as mean and

standard deviations were made (Kompo & Tromp 2006). The researcher used both descriptive and inferential statistics to analyze the data from the questionnaires. The data from the questionnaires were sorted, coded, categorized and entered in to the computer and analyzed using the Statistical Packages for Social Scientists (SPSS) program. Under Descriptive statistics, the researcher used frequencies and percentages to summarize the information of the respondents and to describe the distribution of respondents on the variables of the study (Amin, 2005).

Inferential statistical analysis included correlation and multiple regressions, which were used to test the hypotheses. The correlation coefficient (r) was used to determine the strength of the relationship between the independent variable (IV) and the dependent variable (DV). The sign of the coefficient (positive or negative sign) was used to determine the changes in the relationship between the IV and the DV. The significance of the coefficient (p) was used to test the relationship between the independent variable and the dependent variable by comparing it to the critical significance level at 0.05. The regression coefficient (R) was used to determine the linearity of the relationship (Amin, 2005). In order to determine how much the IV contributed on the DV, the regression coefficient was squared to obtain "R Squared".

Qualitative data analysis

In this study, qualitative data analysis involved 'cleaning up' data from the interview guide, categorizing it into patterns, and then making a content analysis to determine the adequacy of the information, credibility, usefulness, and consistency (Mugenda & Mugenda, 1999).

Data Presentation, Analysis and Interpretation of Results

The researchers set out to establish how feedback affects staff performance in Yumbe District Local Government. In this section, the researchers present the findings of the study. It is divided into three parts; part one presents the response rate and the other parts present the descriptive statistics and finally the testing of hypotheses.

Response Rate

In this study, the researchers targeted to collect data from 186 respondents drawn from classroom teachers, head teachers, heads of department, health workers and the decentralized staff. The actual number of respondents who participated in the study were 132 this is as shown in Table 3 below. The researchers calculated the response rate to establish the representation of the respondents and data in the study and according to Wiseman (2002) as cited in Nalwanga (2010) response rate has to be presented in research results as it presents the validity of the study. Table 1 below shows the response rate of each category of the respondents and the overall response rate.

Table 3. Illustrating the Response Rate from the various respondents

Category Of Respondents	Sample Size (S)	Response Rate	Response %ge
Heads of Departments	5	4	80%
Sub county chiefs	8	6	75%
Other Decentralized Staff	34	30	88%
Head Teachers	28	20	71%
Class room Teachers	70	52	74%
Health Workers	40	20	50%
Over all Total	186	132	71%

Source: Primary data

Table 3 indicates that, of the 5 heads of department targeted 4 participated; of the 8 sub-county chiefs targeted 6 participated; of the 34 other decentralized staff targeted, 30 participated; of the 28 head teachers targeted, 20 participated; of the 70 class room teachers targeted, 52 participated; the 40 health workers targeted, 20 participated. The remaining participants did not participate partly because certain parts of the district (Kerwa, Midigo, and Ariwa Sub counties) were not easily accessible because of floods. This made the collection of the questionnaires from the schools and health units in those Sub-counties difficult. From the sample size of 186 respondents, a total of 132 questionnaires were returned. Ten respondents were interviewed. This presented an overall response rate of 76%. This response rate is considered excellent because according to Blaikie (2009) samples with response rate above 50% are regarded to be good enough. Amin (2005) on the other hand noted that for survey studies of this nature a response rate of 70% is considered valid. This therefore means that the findings of this research is valid.

Empirical Findings

The researchers sought to investigate the relationship between feedback and staff performance in Yumbe District Local Government. The researchers now present the descriptive statistics regarding respondents' opinion on motivational strategies -feedback and staff performance as obtained from the self-administered questionnaire and interviews of key informants and also tests hypotheses to determine the relationship between the independent variable and the dependent variable. Findings were then analyzed, presented and interpreted. The findings obtained from the questionnaire are summarized in Table 4 below.

Table 4. Showing the summary of descriptive statistic on the views of respondents on feedback and staff performance

Feedback	Percentage Responses					Mean	SD
	SDA	D	N	A	SA		
Feedback is provided in writing in organization	6.1% (8)	4.4% (6)	10.6% (14)	34.8% (46)	43.9% (58)	4.06	1.131
Sometimes feedback is informal or verbal	3.0% (4)	7.6% (10)	16.7% (22)	42.4% (56)	30.3% (40)	3.89	1.021
Feedback is immediately provided	3% (4)	4.5% (6)	15.2% (20)	48.5% (64)	28.8% (38)	3.95	0.948
Feedback is sometimes delayed	4.5% (6)	7.6% (10)	3% (4)	54.5% (72)	30.3% (40)	3.98	1.026
I mostly receive positive feedback	3.0% (4)	9.1% (12)	7.6% (10)	47% (62)	33.3% (44)	3.98	1.026
I sometimes receive negative feedback	6.1% (8)	12.1% (16)	12.1% (16)	45.5% (60)	24.2% (32)	3.70	1.145
Feedback is provided in a group in my organization	3% (4)	9.1% (12)	30.3% (40)	42.2% (56)	15.2% (20)	3.58	0.958
Feedback is provided to individuals	8.4% (11)	8.4% (11)	13.6% (18)	40.9% (54)	28.8% (38)	3.82	1.032
Feedback is provided by supervisors	4.5% (6)	13.6% (18)	25% (34)	42% (56)	13.6% (18)	3.47	1.37

Source: primary data

From Table 4 above when respondents were asked whether they receive written feedback in the organization, majority (78.7%) agreed, minority (10.5%) disagreed while few (10.7%) remained undecided. Still when respondents were asked whether sometimes feedback is verbally given, majority (72.7%) agreed, minority (10.6%) disagreed and a few (16.7%) remained undecided. This implied that feedback was given both in writing and also verbally in Yumbe District Local Government. The above finding is in agreement with the interview results for instance one head teacher noted “*feedback provided in writing is good evidence, a reminder and a true spirit of good performance management. However, verbal feedback though sometimes people think is not okay, to me it is still good for expeditious communication especially where distance is wide in between schools and the district headquarters in Yumbe District Local Government*”.

Further still the respondents were asked whether feedback is provided immediately to staff on performance of an activity, most (77.3%) agreed; minority (7.5%) disagreed and only (15.2%) were undecided. When the respondents were asked whether feedback on activities were sometimes delayed, majority (84.8%) agreed that feedback is sometimes delayed while minority (12.1%) disagreed. This implied that feedback is both provided immediately and sometimes it is delayed to staff in Yumbe District Local Government. This finding is in line with the interview results for instance one head of department observed that “*providing immediate feedback on activity is very good basis for managing progress and overall performance but sometimes I had to delay feedback because I felt it would likely affect the morale of my subordinates who were handling very important issue*”.

Furthermore, the respondents were asked whether they mostly receive positive feedback, majority (80.3%) agreed, minority (11.1%) disagreed and (7.6%) remained non-committal. Meanwhile when respondents were asked whether sometimes they receive negative feedback on an activity, majority (69.7%) agreed, minority (18.2%) disagreed and a few (12.1%) remained undecided. This implied that both positive and negative feedback is provided to staff in Yumbe District Local Government. This finding is also consistent with interview results for example one health unit in charge remarked that “*irrespective of whether feedback is negative or positive what is important to me as a supervisor is, I have to provide feedback. I cannot hide negative feedback for long after all my subordinates will realize it. I would have not served my mandate as a supervisor*”.

Respondents were also asked whether feedback is done in a group in the organization, most (57.4%) agreed, a few (3%+9.1%=12.1%) disagreed and a good number (30.3) remained undecided. On the other hand when the respondents were asked whether feedback is given individually, majority (69.7%) agreed, minority (16.8%) disagreed and (13.6%) remained undecided. This implied that feedback is provided both in a group and sometimes individually in Yumbe District Local Government. This finding tallies with the interview results for example one sub county chief noted that “*whether feedback is provided in a group or to an individual does not matter the most important thing is to provide the right feedback to the right person. But activities done by an individual requires individual feedback while activities done in a group requires the entire group to receive the feedback*”.

Staff Performance

The research set out to generate respondents view on the dependent variable (staff performance). The summary of the responses are provided in the Table 5 below.

Table 5 summary of descriptive statistic on the views of respondents on Staff performance

Staff Performance	Percentage Responses						
	SDA	D	N	A	SA	Mean	SD
I don't miss coming for work	7.6% (10)	24.2% (32)	19.7% (26)	34.8% (46)	13.6% (18)	3.23	1.183
I meet my time deadlines	9.8% (13)	15.9% (21)	15.9% (22)	18.9% (25)	38.6% (51)	3.41	1.241
I accomplish all my tasks given	1.5% (2)	9.1% (12)	7.6% (10)	39.4% (52)	42.4% (56)	4.12	.996
I work beyond normal working hours	3% (4)	3% (4)	1.5% (2)	30.3% (40)	62.1% (82)	4.45	.911

Source: primary data

From Table 5 above when the respondents were asked whether they don't miss coming for work, majority (48.6%) agreed, minority (38.8%) disagreed and few (19.7%) remained undecided. When the participants were asked whether they meet time deadlines, majority (57.5%) were in agreement, minority (15.7%) disagreed and (16.7%) remained non-committal. The respondents were also further asked whether they accomplish all the tasks given to them, majority (81.8%) agreed, minority (10.6%) disagreed and 7(.6%) remained undecided. The researchers further inquired whether respondents worked beyond normal working hours, majority (92.4%) agreed, minority (6%) disagreed and (1.5%) were undecided. The above findings indicate that there is high staff performance with most of the staff meeting their deadlines. This finding is supported by the interview results for example one respondent noted *"meeting time deadline is one of the qualities I bear. I remember a moment I produced the district performance form "B" in time and submitted to the Ministry of Finance Planning and Economic Development and we were among the few districts who got that quarters release of funds and am proud of that performance"*.

Finally respondents were also asked whether feedback in the organization is provided by the supervisor, majority (55.8%) agreed, minority (18.1%) disagreed and (25%) remained undecided. This implied that feedback in Yumbe District Local Government is provided by the supervisors. This finding is in line with the interview results for example one class room teacher remarked *"feedback provided by my supervisor helps me a lot to improve as opposed to those provide through a fellow class room teacher"*.

Hypothesis testing

Under this variable the researcher set out to test the hypothesis that there is a significant relationship between feedback and staff performance. To verify this, a null hypothesis was derived as; there is no significant relationship between feedback and staff performance. The above findings were then analyzed using Pearson correlation technique to establish the relationship between Feedback (independent variable) and staff performance (dependent variable). The results are presented in Table 6 below.

Table 6: Showing correlation between feedback and staff performance

		Feedback	Performance
Feedback	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	132	132
Performance	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

The results from Table 6 above indicate that feedback had a strong positive correlation with staff performance ($r=0.641$ $**P<0.05$). This means that the two variables are positively related and significant. This supports the hypotheses that feedback has significant effect on staff performance in Yumbe District Local Government. This implies that the more you provide feedback to staff the more staff perform well their activities; this telltale linearity. This was corroborated with the findings from the interviews where one respondent observed that *"feedback on how one is performing is central to improve performance. But when feedback is not provided one feels relaxed and will be surprised when things go wrong"*.

A linear regression model was used to determine the proportion that the independent variable feedback contributes to staff performance. The results are summarized in Table 7 below.

Table 7: Significance of feedback to staff performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.617	1	25.617	90.715	.000 ^a
	Residual	36.711	130	.282		
	Total	62.328	131			
a. Predictors: (Constant), Feedback						
b. Dependent Variable: Staff performance						

Source: Primary data

The findings in Table 7 above, indicate that the independent variable, feedback was statistically significant in affecting staff performance, $F=90.715$ (0.01). This implied that there is a meaningful positive relationship between the independent variable, feedback and the dependent variable, staff performance. The researchers therefore accepted the alternative hypothesis and rejected the null hypothesis. The researchers then performed the regression as the results are in Table 8 below.

Table 8 Causal relationship between feedback and staff performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.041	.281		3.699	.000
	Feedback	.691	.073	.641	9.524	.000
a. Dependent Variable: Staff performance						

Source: Primary data

The regression results in Table 8 above indicate that a unit change in feedback brings about 0.641 changes in staff performance. The coefficients above indicate that feedback significantly contributes to the equation for predicting staff performance, $(y=a+bx)$ where “y” is the dependent variable, “a” is the constant and b is feedback value. The p-value (0.000) clearly reflects a statistically significant relationship. This therefore meant that this relationship was reliable and could be used to make predictions hence (Staff performance = 1.041 + 0.691 feedback).

Table 9: Variations in staff performance caused by feedback

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641 ^a	.411	.406	.53140
a. Predictors: (Constant), Feedback				

Source: Primary data

Table above 9 shows the model summary of regression. It indicates R squared that tells how an independent variable explains the variations in a dependent variable. It revealed that correlation coefficient (R), using the predictor; feedback, is .641 and the R^2 (.406). This implied that 40.1% (.406*100%) variations in staff performance are explained by feedback, while the remaining percentage of variations can be explained by other factors.

Discussion, Conclusion and Recommendation

The researchers originally set out to establish the relationship between feedback and staff performance in Yumbe District Local Government. In this sub-section the researchers discussed the major findings, generated conclusions of the study and gave recommendation.

Discussion of the study findings

In the course of the discussions, attempt is made to cross reference the implications of the findings with the existing literature.

The researchers set out to establish how feedback affects staff performance in Yumbe District Local Government. The Pearson correlation findings ($r=0.641$ $**P<0.05$) - Table 8 indicated that there was a strong significant positive relationship between feedback and staff performance in Yumbe District Local Government. The regression model summary result (Table 9) showed that feedback Adjusted R squared was 0.405; this meant that involvement explained 40.5% of the variation in staff performance in Yumbe District Local Government. These findings are in tandem with existing literature for instance, Kern S, (2007) established that effective delivery of quality performance feedback is critical to improving performance only when the delivery is thoughtful, well

organized, clear and concise. Another study by Hattie and Timperley, (2007) found out that power of feedback is influenced by the directions of the feedback relative to performance on task. This means that the quality of feedback, clarity and regular nature has to be checked in Yumbe District Local Government to enhance performance of staff.

The above results indeed are also in agreement with the findings in descriptive statistic where majority (78%) agreed to have received feedback in writing. This is also in agreement with the existing literature for instance Fletcher as cited Psychological Association and Daisy Foundation (2009) found out that written feedback has been found to be good for continued self-assessment and future performance. This implied that written feedback needed to be encouraged in Yumbe District Local Government to improve on especially work on progress. Majority (72.7%) still also agreed that verbal feed is sometimes provided in Yumbe District Local Government. This, however, disagrees with study by Kliuger and Denisi as cited in Kerns, (2007) in which he found out that over 38% of verbal feedback interventions had a negative effect on performance. This could imply that verbal feedback should not be practiced because what is provided as feedback may be used for future reference. On the other hand, interview results showed no problem with verbal feedback and instead encouraged it as it tends to be faster. This apparent variance could be explained by the difference in the milieu of the two studies.

It was also found (Table 4) that feedback in Yumbe District Local Government majorly (77.3%) is provided immediately though often (84.8%) it is also delayed. This implied that feedback in Yumbe District Local Government is both provided immediately on performance of an activity or it is delayed up to the end of the performance period. This view is backed by the existing literature for instance Calariana, Wagner and Roher (2000) as cited in Hattie and Timberlay, (2007) found out that the effectiveness of delayed feedback compared with immediate feedback varied as a function is either difficult or not, thus, difficult tasks are more likely to involve greater degrees of processing about the tasks, hence, delayed feedback. Whereas easy items do not require this processing and so delay is both unnecessary and undesirable. This means that activities that require immediate feedback and those requiring delayed should be profiled and communicated widely in the district.

The study also found out (Table 4) that feedback provided in Yumbe District Local Government is both positive with majority (80.3%) agreeing so and also negative feedback too is provided because majority (69.7%) also agreed. This is in agreement with the existing literature for instance Van-Dijk and Kuiger (2001) as cited in Hattie and Timperley, (2007) that demonstrated that positive feedback increases motivation relative to negative feedback. They further found out that people are committed to a goal that they are more likely to learn as a function of positive feedback. This therefore means that negative feedback may have negative effect on staff performance if not handle well. What could be done in Yumbe District Local Government is to ensure that care is taken in providing negative feedback if staff performance is to be enhanced.

Majority (57.4%) in this study, as revealed (Table 4), opined that feedback is provided in a group as well as individually (69.7%). This is in agreement with the interview results for example one respondent noted that *“whether feedback is provided in a group or to an individual does not matter, the most important thing is to provide the right feedback to the right person. But activities done by an individual requires individual feedback while activities done in a group requires the entire group to receive the feedback”*. This implied that activities performed by a group needs group feedback while daily activity by an individual can receive individually.

Conclusions

The researchers set out to establish how feedback affects staff performance in Yumbe District. From the correlation analysis presented and the discussed above, the study concludes that feedback has remained a critical non-financial reward with a significant positive correlation with staff performance. This implies that the more quality feedback is provided the higher the level of staff performance is realized and the less feedback provided, the lower staff performance is noticed. Basing on the findings, the study concludes that, provision of regular quality feedback, drawing a blue-print on how feedback can be provided and provision of written feedback to staff can enhance staff performance.

Recommendations

Performance in the public service has been on spot light and this is more glaring in the local governments. This is so because local governments have become the vehicle for service delivery. From the analysis of the findings and from the conclusions drawn above, it is recommended that in order to improve of staff performance in Yumbe District Local Government, the administrative machineries have to ensure that feedback is given to staff in a manner which is appropriate.

Areas for further research

Further research can still be done on non-pecuniary rewards and staff retention in Yumbe District Local Government.

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