

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Effect of Non-monetary Rewards on Employee Performance in Homa Bay County Government, Kenya

Beatrice Apuko

MBA student, Department of Business Administration, Maseno University, Kenya

Dr. Samson Ntongai Jeremiah

Lecturer, Department of Business Administration, Maseno University, Maseno, Kenya

Abstract:

Despite Homa Bay County in Kenya spending 70% of its total budgetary allocation on recurrent expenditures like salaries and allowances, it was still struggling with poor service delivery and staff performance issues. Past empirical studies on non-monetary rewards have not established a link between non-monetary rewards and employee performance. Therefore, this study aims to examine the effect of non-monetary rewards on employee performance in Homa Bay County, Kenya. The study population constitutes 373 employees of HBCG, out of which a sample of 146 respondents was selected using stratified sampling techniques. Management staff, including branch managers, assistant managers, and supervisors of the five Nakumatt branches in the Western region, were selected for the study. A sample of 73 respondents was selected using saturated sampling techniques, while the remaining 10 were used for the pilot study. The findings revealed that non-monetary rewards explained a 62.7% ($R^2 = 0.627$) variation in employee performance. The study concludes that employee recognition, training, and development are both critical antecedents of employee performance in Homa Bay County, Kenya. The results of the study may be useful for the County Government administration's human resource reward policy formulation that might enhance employee performance and effective service delivery.

Keywords: Non-monetary rewards, employee performance, and Homa Bay county government

1. Introduction

1.1. Background of the Study

According to Armstrong (2010), reward management is defined as the strategies, policies, and processes required to ensure that the value of people and their contribution to achieving organization, departmental, and team goals is recognized and rewarded. It also deals with the design, implementation, and maintenance of reward processes and practices geared toward improving organizational, team, and individual performance (Armstrong and Murlis 2004). Rewards include both monetary and non-monetary rewards. Monetary rewards enhance the direct satisfaction of employees, and non-monetary rewards are helpful for the recognition of employees. That recognition is a motivational tool for the employees and leads to work engagement (Burgess & Ratto, 2003). Non-monetary incentives are rewards other than money, for instance, employee recognition, training and development for employees' learning needs, and flexible working hours (Burgess & Ratto, 2003). Organizational performance can be raised to the highest level by offering non-monetary rewards to the workers/employees (Heyman & Ariely, 2004).

According to Nikos Andriotis (2018), Employee recognition is the acknowledgment of a company's staff for exemplary performance. Recognition is one of the most important things you can do to increase retention and lower turnover. Research from Deloitte (2016) found that Organizations with recognition programs that are highly effective at enabling employee engagement had 31% lower voluntary turnover than organizations with ineffective recognition programs. According to Harrison (2005), employee recognition involves the timely, informal, and/or formal acknowledgment of a person's behavior, effort, or business result that supports the organization's goals and values and has been beyond normal expectations. According to Nyakundi, Karanja, Charles & Bisobori (2012), employee recognition:

- Aims to allow individuals to know and understand that their work is valued and appreciated,
- Provides a sense of ownership and belongingness,
- Improves morale,
- Enhances loyalty and
- Increases employee retention rate in the organization

Flexible work practices allow employees the freedom to work outside the standard work schedules (Hill, Martinson, Ferris, & Baker, 2001). According to Rau (2003), flexible work practices are different forms of working schedules that enable employees to work outside the normal work day. Some of the various forms of flexible work practices include – telecommuting, compressed hours, shifts, flexi-time, and annualized hours (Kelly & Kalev, 2008).

According to Golden (2008), flexible practices are not new and have been used by other organizations. This has been made possible because of technological advancements. Some of the Flexible work practices used in organizations today include:

- Flextime: It is an arrangement that enables one to work from home or office,
- Compressed hours: They enable employees to work extra hours to get off,
- Part-time: It involves working for less time in a week,
- Job sharing: It enables two people to share a full-time job

Thus, they alternate two days a week depending on the arrangement (Golden, 2008). According to Tang and Dermid (2008), a survey found that 87% of the workforce preferred flexible work, which would take priority while looking for new employment.

Training is viewed as a systematic learning and development approach that improves individuals, groups, and organizations (Khawaja & Nadeem, 2013). According to Manju & Suresh (2011), training serves as an act of intervention to improve an organization's goods and services quality in stiff competition through improvements in the technical skills of employees. According to Goldstein & Ford (2002), training and development play an essential role in the effectiveness of the organization and the experiences of people at work. Improved capabilities, knowledge, and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). Developing the desired knowledge, skills, and abilities of the employees to perform well on the job requires effective training programs that may also affect employee motivation and commitment (Meyer & Allen, 1991). Training affects employees' behavior and working skills, resulting in enhanced performance and constructive changes (Satterfield & Hughes, 2007). Training is the most effective way of motivating and retaining high-quality human resources within an organization (Kate, Cherrie, Brain, Cooper, Yiming & Sijun, 2009).

Employee performance signifies an individual's work achievement after exerting the required effort on the job, which is associated with getting meaningful work, engaging profile, and compassionate colleagues/employers (Hellriegel, Jackson, & Slocum, 1999; Karakas, 2010). Employee performance is influenced by motivation because if employees are motivated, they will do work with more effort, and performance will ultimately improve (Azar & Shafiqhi, 2013). Homa Bay county government is one of the 47 counties in Kenya that has been in the spotlight. Despite being endowed with natural resources and the best brains in terms of human resources, its level of employee productivity has been very low, as characterized by high staff absenteeism at the rate of 30%. This is despite over 70% of its budgetary allocation being spent on expenditure on staff, particularly salaries (Omollo, 2019).

The Constitution of Kenya, among other changes, allows for the establishment of forty-seven (47) County Governments, which has the main mandate to allow local people and communities to make decisions and manage their affairs through their elected leaders and representatives. Despite spending 70% of its total budgetary allocation on recurrent expenditures like salaries and allowances, Homa Bay County has been struggling with poor service delivery and staff performance issues such as chronic absenteeism, poor working conditions, strikes, and rampant corruption. This suggests that monetary rewards alone in salaries and allowances are not enough to incentivize higher staff performance and cause greater motivation among staff in county government. Past literature suggests that non-monetary rewards can improve employee performance and service delivery and contribute to the achievement of organizational goals. However, past empirical studies on non-monetary rewards did not establish the empirical link between non-monetary rewards and employee performance, particularly along its three main facets, namely: employee recognition, flexi-time, and training and development. Consequently, the effect of employee recognition, flexi-time, and training and development as elements of non-monetary reward on employee performance, particularly in the context of county government structure in Kenya, has not been fully explored yet. Therefore, this study aims to examine the effect of non-monetary rewards on employee performance in Homa Bay County.

2. Literature Review

2.1. Concept of Reward Management

According to Armstrong (2010), reward management is defined as the strategies, policies, and processes required to ensure that the value of people and their contribution to achieving organization, departmental, and team goals is recognized and rewarded. Reward management deals with designing, implementing, and maintaining reward processes and practices geared toward improving organizational, team, and individual performance (Armstrong and Murlis, 2004).

2.2. The Concept of Non-Monetary Reward

Bratton (2007) defines rewards as all monetary, non-monetary, and psychological payments an organization provides for its employees in exchange for the work they perform. Banfield et al. (2007) identify non-monetary rewards as psychological or intrinsic rewards that people do and their working environment. According to Herzberg (1966), while financial rewards are purely hygiene factors, non-financial rewards address the psychological needs of employees and can unlock latent effort and engender greater organizational commitment. Pfeiffer (2006) identifies that those non-financial rewards focus on achievement, recognition, responsibility, influence, and personal growth. Torrington (2002) establishes that in the organization, non-monetary rewards range from small merchandise rewards to certificates of appreciation. The technical requirements are equally varied, ranging from rewards with no documentation (certificates of appreciation) to rewards requiring management's signature (external rewards) before being submitted to the employees. Armstrong et al.

(1994) identify that those non-financial rewards focus on the needs most people have, including the need for achievement, responsibility, recognition, influence, and achievement.

2.2.1. The Concept of Employee Recognition

Harrison (2009) defines Employee recognition as the timely, informal, or formal acknowledgment of a person's or team's behavior, effort, or business result that supports the organization's goals and values and has been beyond normal expectations. Employee recognition is one of the non-monetary rewards employers can offer to employees. Sarvadi (2005) establishes that the key focus of recognition is to make employees feel appreciated and valued. Mason (2001), in his research, has proven that employees who get recognized tend to have higher self-esteem, more confidence, more willingness to take on new challenges, and more eagerness to be innovative. For organizations to address these expectations, an understanding of employee motivation is required, and employee recognition is one of them. Robbins (2005) identifies appreciation as a fundamental human need. Employees respond to appreciation expressed through recognition of their good work because it confirms that their work is valued. When employees and their work are valued, their satisfaction and productivity rise, and they are motivated to maintain or improve their good work. Kim (2004) views employee recognition as a fundamental aspect of employee motivation, as everyone wants a pat on the back to make them feel good.

2.2.2. The Concept of Flexi-time

Flexible work practices allow employees the freedom to work outside the standard work schedules (Hill, Mårtinson, Ferris, & Baker, 2001). It has been termed as another form of non-monetary reward approach that can be applied to employees with a significant positive influence on their performance. According to Rau (2003), flexible work practices are different forms of working schedule that enables employees to work outside the normal work day. Some of the various forms of flexible work practices include – telecommuting, compressed hours, shifts, flexi-time, and annualized hours (Kelly & Kalev, 2008). However, this study was interested in only four types of flexible work practices, namely:

- Telecommuting,
- Compressed work week,
- Job sharing, and
- Flexi-time

According to Tang and Dermid (2008), a survey found that 87% of the workforce preferred flexible work, which would take priority while looking for new employment. Flexible work practices have been practiced in both developing and developed countries, and both employers and employees have benefitted from them. Research has indicated that there are benefits associated with flexible work schedules. According to Galinsky and Halpern (2005), work flexibility enables workers to seek a new job or employer. Therefore, labor turnover will be linked to the degree of flexibility the organization practices. Employee absenteeism reduces due to work scheduling (Kelly, Kalev, Kossek & Hammer, 2008). As a result of practicing this scheduling flexibility, the organization's productivity improves. Research has shown that organizations using schedule flexibility tend to perform better (Combs, Hall & Ketchen, 2006).

2.2.3. The Concept of Training and Development

Training is viewed as a systematic learning and development approach that improves individuals, groups, and organizations (Goldstein & Ford, 2002; Khawaja & Nadeem, 2013). According to Manju & Suresh (2011), training serves as an act of intervention to improve an organization's goods and services quality in stiff competition through improvements in the technical skills of employees. According to Goldstein I. L. & Ford K. (2002), Training and development play an important role in organizations' effectiveness and people's work experiences. Improved capabilities, knowledge, and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). Developing the desired knowledge, skills, and abilities of the employees to perform well on the job requires effective training programs that may also affect employee motivation and commitment (Meyer & Allen, 1991). Training is the most effective way of motivating and retaining high-quality human resources within an organization (Kate, Cherrie Zhu, Brain, Cooper, Yiming & Sijun, 2009). Also added by Lowry, Simon & Kimberley (2002), training enhances employee commitment and maximizes employee potential. According to Konings & Vanormelingen (2009), Colombo & Stanca (2008), and Sepulveda (2005), training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives.

2.3. The Concept of Employee Performance

Employee performance signifies an individual's work achievement after exerting the required effort on the job, which is associated with getting meaningful work, engaging profile, and compassionate colleagues/employers (Hellriegel, Jackson, & Slocum, 1999; Karakas, 2010). Improving performance has become one of the most important goals for several organizations because higher levels of productivity lead to favorable economic growth, large profitability, and better social progress (Hanaysha, 2016; Sharma & Sharma, 2014). In fact, (Hill et al., 2014) noted that higher performance tends to maximize organizational competitive advantage through cost reductions and improvement in high-quality output (Hanaysha, 2016). Therefore, it is critically important to look at the antecedents of organizational productivity to ensure its continued survival and long-term prosperity. Everything private and public sector organizations do or want to do relates to performance. In actual terms, performance is a component that directly affects the company's profits (Gummesson, 1998; Sels et al., 2006). Performance may be evaluated in terms of an employee's output in a specific period. However, challenges affecting staff performance at Homa Bay County Government in Kenya have negatively impacted the

effective and efficient service delivery in Homa Bay County. Reports by Ouko and Abich (2019) have indicated staff absenteeism, numerous strikes, poor working conditions, and corruption as common problems affecting service delivery to the residents of Homa Bay. Currently, in Homa Bay County Government, 70 percent of its budget is spent on recurrent (Ouko, 2019). However, the level of service delivery is at 15 percent (Neto, 2019).

Considering the aforementioned literature, the following conceptual framework is proposed in this study, as shown in figure 1.

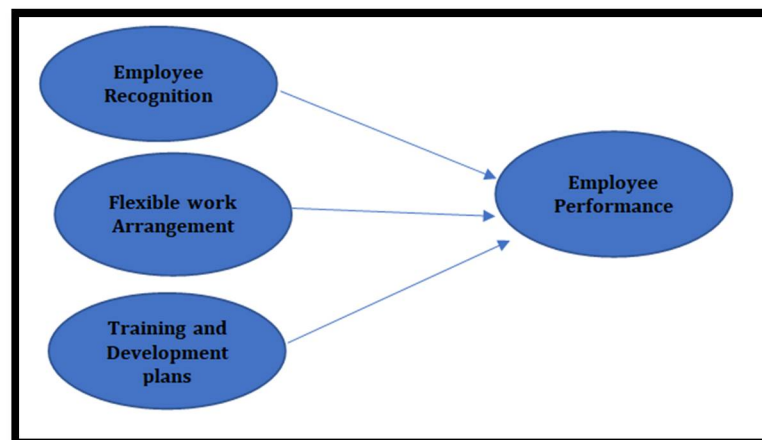


Figure 1: Conceptual Model

From the above framework, the following three specific objectives and their corresponding null hypothesis guided the study as stated below:

2.4. Specific Objectives

The study was guided by the following specific objectives:

- To establish the influence of employee recognition practices on employee performance in the Homa Bay county government in Kenya.
- To determine the influence of flexible work arrangements on employee performance in the Homa Bay county government in Kenya.
- To analyze the influence of training and development plans on employee performance in the Homa Bay county government in Kenya.

2.5. Hypotheses of the Study

To realize the outcome, the following hypotheses underpinned the study:

- H₀₁. Employee recognition does not significantly influence the performance of employees in the Homa Bay County Government in Kenya.
- H₀₂. Flexi time does not significantly influence the performance of employees in the Homa Bay County Government in Kenya.
- H₀₃. Training and development do not significantly influence the performance of employees in the Homa Bay County Government in Kenya.

3. Research Methodology

The study employed a correlation research design. The study was conducted in Homa Bay Town, in the County of Homa Bay in Kenya. Homa Bay County is located in the former Nyanza Province, along the south shore of Lake Victoria's Winam Gulf. The target population of this study comprised 330 employees of the Homa Bay County Government. A sample of 146 respondents was selected using a stratified simple random sampling technique using the formula suggested by Corbett (2003). Primary data was collected using pre-validated questionnaires. On the other hand, secondary data was collected from newspapers, published books, journals, magazines, and company handbooks. The researcher edited the completed questionnaires for completeness and consistency. Data clean-up followed; this process involves editing, coding, and tabulation to detect any anomalies in the responses and assign specific numerical values to the responses for further analysis. The data were analyzed using descriptive statistics. To test the hypothesis, the study employed a multivariate regression model to study the relationship between non-monetary rewards and employee performance. The researcher used linear regression analysis to analyze the data. The findings were presented using tables and graphs for further analysis and to facilitate comparison, while an explanation of the table and graphs will be given in prose. This generated quantitative reports through tabulations, percentages, and measures of central tendency.

4. Results and Discussion

4.1. Descriptive Statistics

Researchers used descriptive analysis techniques to obtain information regarding the characteristics of respondents. Descriptive analysis is an analytical technique used to explain how the characteristics of the study sample can be described and understood properly. The discussion on the characteristics of respondents in this study will show several aspects, such as gender, the number of years they worked at the institution, education level, and position held in the company. The gender summary of the respondents was, as per table 1, of the total no. of respondents, 66 were male, representing a sample of 55% of the total study population, while 54 were female, with 45% of the total population. This, therefore, means that there were slightly more Male respondents than female respondents during the study. Further, from table 1, the majority of the respondent sampled have a strong relationship to formal education, 52.5% comprised Bachelor's degree levels while 35.8% comprised Advance Diploma level. Only 11.7% comprised Master's Degree level. This, therefore, implies that most participants have acquired formal education and are well-versed with the issues the study was interrogating. From table 1 majority of respondents (47.5%) reported that they worked for a period of between 0-5 years. Only 6.7% reported that they worked for the County Government for 11-15 years. Finally, the majority of respondents (53.3 %) reported that they hold a middle-level management position in the devolved unit, while 31.7% reported that they work at a lower management carder. The remaining 15% reported that they are part of top management in the County governance structure. This infers that most respondents who participated in the study are employees who hold a middle management position.

Demographic Variable	Category	Frequency	Percentage
Gender	Male	66	55
	Female	54	45
Number of Years Working	0-5 years	57	47.5
	6-10 Years	55	45.8
	11-15 Years	8	6.7
Level of Education	Advanced Diploma	43	35.8
	Degree	63	52.5
	Postgraduate (Masters and Ph.D.)	14	11.7
Position Held in the Company	Senior management level	18	15
	Middle-level management	64	53.3
	lower-level management	38	31.7

Table 1: Characteristics of Respondents
Source: Survey Data, (2022)

4.2. Effect of Non-Monetary Rewards on Employee Performance

To actualize the study objectives, regression analysis between the three dimensions of non-monetary rewards, namely: employee recognition, Flexi-Time, Training, and Development practices, and the dimensions of employee performance, were undertaken. The direction and magnitude of influence or effect of each of the dimensions of non-monetary reward on employee performance were eventually established using the regression model, whose findings were presented in tables 2, 3, and 4.

Table 2 gives the model summary, which shows that the proportion of variance in the employee performance that is explained by the independent variables (non-monetary rewards) is 62.7% ($R^2 = .627$, $p < 0.001$). The coefficient of determination ($R^2 = 0.627$) and the model are acceptable since the F-statistic is significant and suggests that the independent variables jointly influence the dependent variable. The value of Durbin-Watson is 1.706. Generally, the value of the Durbin-Watson statistic ranges from 0 to 4. As a rule of thumb, the residuals are uncorrelated if the Durbin-Watson statistic is approximately 2. A value close to 0 indicates a strong positive correlation, while a value of 4 indicates a strong negative correlation. The computed value is also close to 2, which indicates the absence of serial correlation.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.792 ^a	.627	.617	.57180	.627	64.980	3	116	.000	1.706
a. Predictors: (Constant), TRAINING_DE, FLEXI_TIME, Employee Recognition										
b. Dependent Variable: EMPLOY_PERF										

Table 2: The Estimated Model of Employee Performance
Source: Survey Data (2019)

Table 3 shows the ANOVA results of the estimated model. The data test revealed that $F(3, 11) = 64.980$ at $p < 0.01$, indicating that the model fits the research data well. The researcher can, therefore, deduce that all the independent variables (i.e., Employee recognition, flexi-time, and Training and Development) jointly explain the employee performance of the Homa Bay County Government.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63.736	3	21.245	64.980	.000 ^b
	Residual	37.927	116	.327		
	Total	101.663	119			
a. Dependent Variable: EMPLOY_PERF						
b. Predictors: (Constant), TRAINING_DE, FLEXI_TIME, Employee Recognition						

Table 1 ANOVA Results on the Estimated Employee Performance Model

The regression model was in the form $Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \epsilon_i$ and by adding regression coefficient as was shown in table 4. This was later transformed into:

$$Y = -.250 + 0.401 X_i + 0.150 X_i + 0.422 X_i \dots \dots \dots \text{equation 4.1}$$

$$R^2 = 0.627 (62.7\%)$$

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-.250	.227		-1.102	.273	-.699	.199		
Employee Recognition	.401	.088	.353	4.540	.000	.226	.576	.532	1.880
FLEXI_TIME	.150	.091	.118	1.658	.100	-.029	.330	.639	1.565
TRAINING_DE	.422	.076	.435	5.555	.000	.272	.573	.525	1.903
a. Dependent Variable: EMPLOY_PERF									

Table 4: Estimated Regression Coefficient for Variables in the Employee Performance Model

Source: Survey Data (2019)

4.3. Hypothesis Testing

- Hypothesis 1: H_{01} , Employee recognition does not significantly influence the performance of employees in Homa Bay County

The first objective of the study was to establish the influence of employee recognition on the performance of employees in Homa Bay County. In this regard, employee recognition was found to have a significant positive influence on employee performance at ($B = 0.401, p = 0.000$), thereby rejecting the null hypothesis H_{01} , which states that employee recognition does not significantly influence the performance of employees in Homa Bay County. This means that a unit change in employee recognition practices causes a 0.401-unit change in employee performance, and the change is significant. Therefore, this implies that employee recognition practice is a significant determinant of employee performance at Homa Bay County Government

- Hypothesis 2: H_{02} , Flexible working Arrangement does not significantly influence the performance of employees in Homa Bay County

The second objective of the study was to examine the influence of Flexi-Time on employee performance at Homa Bay County. In this regard, Flexible working arrangement was found to have an insignificant positive influence on performance ($B = .150, p = .100$), thereby accepting the second null hypothesis H_{02} , which states that flexi-time does not significantly affect the performance of employees in Homa Bay County Government. This implies that Flexi-Time is not a significant predictor of employee performance in the context of the study areas.

- Hypothesis 3: H_{03} , Training, and Development do not significantly influence the performance of employees in Homa Bay County

The third objective of the study was to establish the effect of training and development on employee performance in Homa Bay County. In this regard, Training and Development practices were found to have a significant positive influence on employee performance ($B = 0.422, p = .000$), thereby rejecting the third null hypothesis H_{02} , which states that training and development practices do not significantly influence employee performance in Homa Bay County. This means that a unit change in Training and Development practices will cause a 0.422-unit change in performance, and the change is significant. This implies that Training and Development is indeed a significant determinant of employee performance In the Homa Bay County Government. It further suggests that compared to the other two variables, Training and Development exert the greatest significant influence on employee performance in Homa Bay County, as was shown by the high value of B-statistics.

5. Discussion of Results

The finding that employee recognition has exerted a significant positive influence on employee performance has received some support from theoretical literature and past empirical studies. For instance, Lynn (2006) studied the impact of recognition on employee performance in Bemis Company and found that employees appear to be less satisfied in their jobs if they receive little or no recognition. Similarly, Rashmi (2017) collaborates with the finding of the current study by

stating that both monetary and non-monetary rewards can affect employee performance. In addition, more support for the current finding was offered by Selina and Tarisai (2013). They looked at the recognition of employees and the impact it will have on performance and found that recognition positively impacted employee performance. The current study, however, was a significant milestone in terms of hypothesizing, empirically testing, and establishing the link between employee recognition as a facet of non-monetary reward and employee performance that hitherto remained unexplored, especially in the context of Devolved units called County Government.

The finding that flexi-Time has exerted an insignificant positive influence on employee performance is at variance with many other previously reviewed studies. For instance, the current result differed from that of Njiru (2016), who sought to establish the effect of flexible work practices on employee performance in the ministry of interior and coordination of national government in Embu County and found a positive relationship between the two. Similarly, the current study differed from Giovanni's (2015) study, which analyzed Flexible Employment Arrangements and employee Performance in Britain and found that, indeed, it had a significant influence. Despite drawing a sharp contrast in terms of findings, the current study, however, has made an enormous contribution to new knowledge in terms of hypothesizing, empirically testing, and establishing the link between flexi-time and performance that hitherto remained unexplored, especially in the context of County Government structure.

The finding that training and development have exerted a significant positive influence on employee performance concurs with other theoretical literature and past empirical studies. For instance, the current findings concur with that of Neelam's (2014) study, which sought to analyze the impact of training and development and employee performance and productivity in United Banks Limited in Pakistan and found that there was a positive significance between the two. Kesen (2016) offered a similar finding. His study revealed that training plans could be used to increase employee performance. Enga (2017) agreed with the result of the current study by stating that training needs were to be identified and programs organized to address the needs as it would go a long way in improving workers' performance and organizational performance too. Similarly, Shafiq (2017) and Abdul (2014) looked at training and development as a tool for employee performance. Although Abdul had a general view that T&D positively impacted employee performance, for Shafiq (2017), job enrichment had the most impact on employee performance. Elsewhere, Elnaga (2013) and Boadu (2014) linked employee training and development to performance and found a positive relationship between the two variables.

The current study, however, has made an enormous contribution to new knowledge in terms of hypothesizing, empirically testing, and establishing the link between Training and Development practices and performance that hitherto remained unexplored, especially in the context of small and medium enterprises.

6. Conclusions

- First, the study concludes that employee recognition practice is a critical antecedent of employee performance in Homa Bay County
- Secondly, the study concludes that flexi-Time has an insignificant positive influence on employee performance Homa Bay County Government

Therefore, it is not a significant determinant of employee performance in Homa Bay County. Finally, the study concludes that there is a statistically significant positive relationship between training and Development practices and the performance of employees in Homa Bay County.

7. Recommendations

Based on the findings and conclusions, the study, therefore, recommends the following:

- First of all, since a significant positive relationship exists between recognition and employee performance, County administration, particularly the Department of Human Resources, should lay more emphasis on employee recognition practices to a greater extent as it was found to positively influence the performance of organizations
- Secondly, since Flexi-Time exerts a positive insignificant effect on employee performance, the county administration should de-emphasize the activities of flexi-time as it will not significantly enhance employee performance. Perhaps more effort and resources should be dedicated to the implementation of the other two dimensions of reward management, namely: training and development and employee recognition
- Thirdly, since the study revealed that Training and development practices exert the greatest significant positive influence on the performance of employees in Homa Bay County, Management in County Administration should focus their attention on the following aspects of training, namely: Skills training, soft skills training, technical training, on the job training, off the job training

8. References

- i. Armstrong, M and Brown, D (2006) *Strategic Reward*, Kogan Page, London.
- ii. Armstrong, M. (2010). *Handbook of Human-resource Management Practice* (11th ed.). Emerald Group Publishing Limited.
- iii. Armstrong, M and Murlis, H. (2004). *Reward Management: A Handbook of Remuneration Strategy and Practice*. Kogan Page.
- iv. Brown, D (2001) *Reward Strategies: From intent to impact*, Chartered Institute of Personnel and Development, London
- v. Corbetta, P (2003). *Social Research: Theory, Methods, and Techniques*. SAGE Publications London.

- vi. Cooper, R.D & Schindler, S.P (2003) *Business Research Method*, 8th ed., Tata McGraw-Hill Publishing Company, New Delhi.
- vii. Kombo, K.D & Delmo, L.A (2006) *Proposal and Thesis writing*: Africa, Pauline publications.
- viii. Singh, P. J, & Smith, A (2006), *An Empirically Validated Quality Management Measurement Instrument*. Benchmarking: An International Journal, 13 (4), 493-523.
- ix. Murlis, H (1996) *Pay at the Crossroads*, Institute of Personnel and Development, London.
- x. Wright, C (2005) *Reward strategy, Reward Management Manual*, Chartered Institute of Personnel and Development, London.
- xi. Schiemann, W.A. J Bus Psychol (1987). *The impact of corporate compensation and benefits policy on employee attitudes and behavior and corporate profitability*. *Journal of Business and Psychology*. 2(1), 8-26.
- xii. Saunders, M Lewis & Thornhill, A. (2007) *Research Methods in Business*, New York, McGraw Hill Publishers
- xiii. Mugenda, O & Mugenda, A., (1999) *Research Methods Quantitative Approaches*, Nairobi African Centre of Technology Studies.
- xiv. Mugenda, O. & Mugenda, A. (2009). *Research methods: Qualitative and Quantitative*. Nairobi: Acts Press.
- xv. Mugenda, O. M., & Mugenda, A. G (2003). *Research Methods, Quantitative & Qualitative Approaches, Nairobi: Acts Press*.
- xvi. Mugenda, A.G. (2008). *Social science research, Theory and principles, applied research and Training services ARTS*.
- xvii. Borg, W., & Gall, M. D. (2009). *Educational Research: An introduction* (5th ed.). New York: Longman.
- xviii. Boadu, F. (2014). Training and development: A tool for employee performance in the district assemblies in Ghana. *International Journal of Education and Research*. 2, (2), 1-10.
- xix. Kothari, C.R. (2004): *Research Methodology-Methods and techniques*. New Age international publishing Ltd
- xx. Freud, J.E. (1988): *Modern Elementary Statistics*. Arizona State University, Prentice-Hall Englewood Cliff, New Jersey.
- xxi. Callahan, B. (2013, May). *Life-long learning pays off*. *Industrial Distribution*, 89 (5), 116.
- xxii. Carnall, C. (2013, July 8). *Learning to work in corporate colleges*: Professor Colin Carnall of Henley Management College looks at a future where companies' own education programs achieve true excellence. *The Guardian*, 29-31.
- xxiii. Cuniff, J. (2013, July 26). *Lifelong education has become the norm*. *Milwaukee Journal Sentinel*, 35Q.
- xxiv. Dillich, S. (2013, August 4). *Corporate universities*. *Computing Canada*, 26 (16), 25.
- xxv. Dobbs, K. (2013, April). *Tires Plus takes the training high road*. *Training*, 37 (4), 56-63.
- xxvi. Enga, E. (2017). The impact of training and development on Organizational performance. Case study: National Financial Credit. Published Thesis: Central University of Applied Science. Business management.
- xxvii. Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5(4), 137-147.
- xxviii. Feldman, D. (2013, May). *The Dilbert syndrome*: How employee cynicism about ineffective management is changing the nature of careers in organizations. *American Behavioral Scientist*, 43, 1286-1301.
- xxix. Fenn, D. (2011, February). *Corporate universities for small companies*. *Inc*, 21 (2), 95-96.
- xxx. Garger, E. M. (2011, November). *Goodbye training, hello learning*. *Workforce*, 78 (11), 35-42.
- xxxi. Gerbman, R. V. (2013, February). *Corporate universities 101*. *HR Magazine*, 45 (2), 101-106.
- xxxii. Greengard, S. (2013, June). *Going the distance*. *Workforce*, 79 (6), 22-23.
- xxxiii. Heimstead, M. (2013, June). *Career steps: Help staff focus on skills needed to advance*. *Credit Union Magazine*, 23 (6), 37-39.
- xxxiv. Innovative career program reflects changing times. (2010, February). *HR Focus*, 72 (2), 20.
- xxxv. Jurkiewicz, C.L. (2013). *Generation X and the public employee*. *Public Personnel Management*, 29 (1), 55-75.
- xxxvi. Kesen, M. (2016). The Impact of Employee Training and Innovation on Turnover Intention: An Empirical Research. *International Journal of Academic Research in Business and Social Sciences*. 6
- xxxvii. Kleiman, M. (2013, January). *What happens if you do not train them and they stay?* *Occupational Health & Safety*, 69 (1), pp. 18, 70.
- xxxviii. Kottke, J. L. (2011). *Corporate universities: Lessons in building a world-class workforce* (revised). *Personnel Psychology*, 52, 530-533.
- xxxix. Neelam, T; Israr, K. Y; Shahid J, & Muhammad, H. (2014). The Impact of Training and Development on Employees' Performance and Productivity: A Case Study of United Bank Limited Peshawar City, KPK, Pakistan. *International Journal of Academic Research in Business and Social Sciences*. 4 (4), 86-98.
- xl. Laabs, J. (2013, August). *Learning to learn: How to find training and classes that work for you*. *Workforce*, 79 (8), 100-102.
- xli. Logan, J. K. (2013, April). *Retention tangibles and intangibles: More meaning in work is essential, but good chair massages won't hurt*. *Training & Development*, 54 (4), 48-50.
- xlii. Meister, J. C. (2011, November). *Ten steps to creating a corporate university*. *Training & Development*, 52 (11), 38-43.
- xliii. Melymuka, K. (2013, April 3). *Keeping your star performers*. *Computerworld*, 34 (14), 44.
- xliv. Moses, B. (2013, June). *Give people belief in the future: In these cynical times, HR must assure employees that faith and work can coexist*. *Workforce*, 79 (6), 134-139.
- xlvi. Mottl, J. N. (2011, March 15). *Corporate universities grow*. *Internet week*, 756, 23.

- xlvi. Nunn, J. (2013, September/October). *Career planning is key to employee retention*. Journal of Property Management, 65 (5), 20-21.
- xlvii. O'Herron, P., & Simonsen, P. (2010, May). *Career development gets a charge at Sears Credit*. Personnel Journal, 74 (5), 103-106. (2013, May 1). *Agencies teach skill building*. Advertising Age, 71 (19), 12.
- xlviii. Rosenwald, M. (2013, October 15). *Working class: More companies are creating corporate universities to help employees sharpen skills and learn new ones*. Boston Globe, H1.
- xlix. Schaaf, D. (2011, September). *What workers really think about training*. Training, 35 (9) 59-66.
- I. Shafiq, S and Hamza, S.M (2017). The effect of training and development on employee performance in a private company, Malaysia. *International Journal of Education, Learning, and Training*. 2 (2), 49
 - ii. Suzik, H. A. (2011, April). *Corporate universities on the rise*. Quality, 38 (5), 22.
 - lii. Zenger, J., Ulrich, D., & Smallwood, N. (2013, March). *The new leadership development: It's about results for your company*. Now. Training & Development, 54 (3), 22-27.