

EFFECT OF RESULT-BASED MANAGEMENT ON EMPLOYEE PERFORMANCE AT PUBLIC SERVICE COMMISSION. A CASE OF MUHANGA DISTRICT.

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Abstract: *This study examined the effect of Result-Based Management (RBM) on employee performance at the Muhanga District, Rwanda. The study was conducted to determine how strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability influence employee performance. A descriptive-correlational research design employing both quantitative and qualitative approaches was adopted. The target population comprised 80 district officials and employees involved in planning, implementation, monitoring, evaluation, and performance management. Using a census approach, data was collected from 77 respondents through questionnaires, interviews, and documentary reviews. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis with the aid of SPSS, while qualitative data were analyzed thematically. The findings revealed that Result-Based Management practices were effectively implemented, with mean scores ranging from 3.97 to 4.03. Employee performance was also found to be high, with mean scores ranging from 4.18 to 4.24 across achievement of assigned targets, quality of work, quantity of work, timeliness of task completion, and employee productivity. Correlation analysis established a very strong positive and statistically significant relationship between Result-Based Management and employee performance ($r = 0.925$, $p < 0.01$). Multiple regression analysis indicated that RBM dimensions explained 85.9% of the variation in employee performance ($R^2 = 0.859$). Adaptive learning, strategic planning, and performance accountability emerged as the most significant predictors of employee performance. The study concluded that effective implementation of Result-Based Management substantially enhances employee performance. The study recommends strengthening employee learning and development programs, strategic planning processes, and accountability mechanisms to further improve organizational performance and public service delivery.*

Keywords: *Result-Based Management, Employee Performance, Strategic Planning, Performance Accountability, Adaptive Learning.*

0. Introduction

Result-Based Management (RBM) has become an important approach in public-sector management as governments increasingly seek to improve accountability, efficiency, service delivery, and the use of public resources. RBM focuses on achieving clearly defined results through planning, target setting, monitoring, evaluation, feedback, and accountability. Unlike traditional approaches that may concentrate mainly on activities and procedures, RBM places greater emphasis on what an institution and its employees achieve. According to Schnell et al. (2021), effective performance management in public administration requires clear objectives, appropriate performance information, continuous monitoring, leadership support, and the use of results in decision-making (Schnell, 2021). Similarly, Van der Kolk (2022) explains that performance measurement has become an important component of public-sector management because it provides information that can support organizational improvement and accountability (Van der Kolk, 2022).

Employee performance, which is the dependent variable in this study, refers to the extent to which employees accomplish the duties, responsibilities, and targets assigned to them. It involves more than the quantity of work completed and may include the quality of work, achievement of objectives, commitment, cooperation, reliability, and effective use of organizational resources. Pattnaik and Pattnaik (2020) argue that employee performance has several dimensions, including task performance, interpersonal contribution, and dedication to work. In public institutions, employee performance is particularly important because the effectiveness of public services depends substantially on the ability of employees to translate organizational plans and policies into practical results (Pattnaik, 2020).

The relationship between RBM and employee performance can be observed in different parts of the world. In Asia, countries such as Malaysia, Singapore, South Korea, and India have introduced various performance-oriented management practices in their public sectors. In Malaysia, public-sector performance management seeks to connect individual employee performance with organizational objectives through performance assessment, feedback, career development, and training (Public Service Department Malaysia, 2022). Singapore has similarly emphasized productivity, service transformation, and the contribution of public officers to institutional objectives, demonstrating the importance of linking employee efforts to public-service outcomes (Public Service Department Malaysia, 2022). In South Korea, performance information is increasingly connected to strategic planning, evaluation, and resource allocation, supported by digital government systems (OECD, 2021). In India, studies have shown that employee performance in public-sector organizations involves different dimensions and that systematic assessment can help organizations better understand employees'

contributions (Pattnaik & Pattnaik, 2020). These experiences suggest that result-oriented management can provide employees with clearer expectations and strengthen accountability when properly implemented (Pattnaik, 2020).

In the Americas, similar practices can be observed. In Canada, performance management is used to establish work expectations, assess individual achievements, and improve the performance and productivity of employees, teams, and organizations (TBCS, 2021). In the United States, federal agencies use structured performance-management systems to establish objectives, assess employee performance, and monitor institutional progress through measurable indicators (USOPM, 2023). Brazil has also continued to strengthen public employment and management systems, with emphasis on developing a capable and high-performing public service (OECD, 2023). These examples demonstrate that performance management is increasingly viewed as a means of connecting individual responsibilities with broader institutional results. However, Deschamps (2022) cautions that performance information does not always produce better performance automatically. The usefulness of performance systems depends on the quality of information, management practices, employee understanding, and the way the system is implemented (Deschamps, 2022).

European countries have also adopted performance-oriented approaches within their public administrations. In the United Kingdom, the Civil Service uses a performance-management framework that involves setting expectations, regular performance discussions, assessment, feedback, and interventions where performance falls below expected standards. France has similarly emphasized performance and accountability in public administration, particularly in relation to senior public officials and institutional results (OECD, 2021). Germany has strengthened the use of strategic planning, measurable objectives, monitoring, and performance information to support public-sector decision-making. In Portugal, research has shown that the impact of performance-management practices can be influenced by organizational and institutional conditions. The European experience therefore indicates that establishing performance indicators alone is insufficient; leadership, organizational culture, employee involvement, and appropriate support are also necessary for performance management to contribute to improved employee outcomes (Abane, 2021).

In Africa, RBM and other performance-management approaches have been introduced as part of public-sector reforms aimed at improving accountability and service delivery. However, the effectiveness of these systems varies between countries and institutions. In Ghana, Abane and Brenya (2021) found that organizational environmental conditions, stakeholder support, and political support influence performance management in local government. In South Africa, Maake et al. (2021) found that performance management is associated with work engagement and employment relationships, while Tyokwe and Naicker (2021) highlighted the importance of effective implementation of performance-management systems in public institutions. Ethiopia has also used several results-oriented management approaches, including strategic planning, management by objectives, and integrated performance management. Gebremedhin (2023) examined the effect of performance-management systems on employee performance in selected public institutions in Addis Ababa, demonstrating the continued relevance of this relationship in African public administration (Maake, 2021; Abane, 2021; Gebremedhin, 2023).

Nigeria has also placed considerable attention on performance management as a mechanism for improving public-sector productivity. Okafor (2023) argues that performance management can help public organizations establish standards, monitor employee progress, assess performance, and improve outputs. In Zambia, Meddiah and Wui (2022) found that performance management and staff development are relevant to employee performance in the public sector. Zimbabwe provides another important example because the government introduced a Results-Based Personnel Performance System, although challenges related to implementation, training, and management commitment have affected its effectiveness (Chiwere & Vyas-Doorgapersad, 2022). In Botswana, Bester (2021) observed that performance management should move beyond simply assigning employee ratings and place greater emphasis on coaching and performance improvement. These African experiences demonstrate that RBM can support employee performance, but its effectiveness depends heavily on how the system is implemented and supported within individual institutions (Okafor, 2023; Meddiah, 2022; Chiware, 2022; Bester, 2021).

The importance of performance management is also evident in East Africa. In Kenya, the Public Service Commission established Performance Management Regulations in 2021, providing a framework for performance assessment, moderation, rewards, sanctions, and performance improvement within the public service (PSC, 2021). In Uganda, performance appraisal, performance ratings, training, communication, and other performance-management practices have been used within public institutions. However, Orikiriza (2023) identified implementation challenges that may affect the effectiveness of such practices. Tanzania has also strengthened public-sector performance management through the Public Employees Performance Management Information System (PEPMIS), which supports performance planning, monitoring, assessment, and reporting. These East African experiences show that governments are increasingly seeking to connect employee performance with institutional objectives through structured and measurable systems (Orikiriza, 2023).

In Rwanda, RBM is strongly associated with the country's performance-oriented public administration system. One of the most recognized mechanisms is Imihigo, through which government institutions and leaders commit themselves to measurable development targets. The approach links planning, implementation, monitoring, and evaluation and has been used to strengthen accountability and accelerate development outcomes. Recent evaluations by the National Institute of Statistics of Rwanda (NISR) continue to demonstrate the importance of performance contracts in assessing the achievement of national and local government targets (NISR, 2023, 2026). At the public-service level, the Ministry of Public Service and Labour has also maintained a Result-Based Performance Management System intended to integrate employee performance with human-resource management and institutional objectives (MIFOTRA, 2023; NISR, 2023, 2026).

The continued use of results-based approaches in Rwanda provides a relevant environment for examining employee performance. The evaluation of the 2021/2022 Imihigo cycle showed an average district performance of 76.50%, while subsequent evaluations have continued to show differences in performance among districts (NISR, 2023, 2026). Such differences are important because they suggest

that the existence of a national performance framework does not necessarily produce identical results in every local government institution. Organizational leadership, employee commitment, communication, resources, monitoring, skills, and the way performance targets are implemented may influence the achievement of expected results (NISR, 2023, 2026).

The situation in Muhanga District provides a useful context for this study. Muhanga is one of Rwanda's districts and has responsibilities for implementing government policies, delivering public services, and coordinating local development activities. Like other districts, it uses performance commitments and Imihigo to translate development priorities into measurable targets. During the 2023/2024 performance cycle, district leaders and heads of administrative units signed performance commitments, with emphasis placed on teamwork, accountability, commitment, and achievement of agreed targets (Muhanga District, 2023). The district's performance has also varied across different Imihigo evaluation periods. Such variation does not by itself prove that employee performance has increased or decreased because of RBM, but it provides an important reason to examine the management practices that may contribute to the achievement of institutional results (District, 2025).

The evidence from Asia, the Americas, Europe, Africa, East Africa, and Rwanda therefore show that RBM has become an important instrument for linking organizational objectives with employee responsibilities. It can clarify expectations, strengthen accountability, encourage monitoring, and provide information for improving performance. Nevertheless, the experience of different countries also demonstrates that the introduction of a results-based system does not automatically lead to improved employee performance. Leadership support, employee participation, feedback, training, incentives, organizational culture, adequate resources, and fair performance assessment can influence the effectiveness of the system (Schnell et al., 2021; Maake et al., 2021; Chiware & Vyas-Doorgapersad, 2022).

It is against this background that the present study investigates the effect of Result-Based Management on employee performance at the Public Service Commission, using Muhanga District as a case study. While Rwanda has made significant efforts to institutionalize results-oriented management, there is still a need for evidence showing how such practices influence the performance of employees within the local public-service context. The study therefore seeks to establish whether the implementation of RBM contributes to improved employee performance and to identify lessons that may help strengthen performance management within public institutions.

1. Problem Statement

Despite the continued implementation of Result-Based Management through Imihigo and the Result-Based Performance Management System in Rwanda, variations in institutional and district performance continue to be observed. Imihigo evaluation reports indicate differences in performance outcomes among districts across various performance cycles, suggesting that the achievement of expected results remains inconsistent despite the presence of a national performance management framework.

Ideally, Result-Based Management (RBM) should enable public institutions to translate organizational priorities into clear employee targets, monitor progress, provide timely feedback, and hold employees accountable for achieved results. When properly implemented, such a system can help employees understand what is expected of them and encourage institutions to focus on measurable improvements in service delivery and organizational performance (Schnell et al., 2021). In Rwanda, the use of performance contracts and result-based performance management reflects the government's commitment to strengthening accountability and improving public-sector performance (MIFOTRA, 2023).

However, the existence of a formal performance-management system does not necessarily mean that employees will perform at the expected level. Evidence from different public-sector settings indicates that challenges such as inadequate feedback, limited employee involvement, weak managerial support, insufficient training, and difficulties in implementing performance systems can reduce their effectiveness (Deschamps, 2022; Chiware & Vyas-Doorgapersad, 2022). In Rwanda, variations in district performance across different Imihigo evaluation periods also suggest that achieving agreed institutional results remains uneven (NISR, 2023, 2026). Although In Muhanga District, employees are expected to achieve performance targets, provide quality services, and contribute to institutional objectives through RBM practices. However, the extent to which strategic planning, monitoring, evaluation and reporting, adaptive learning, and accountability mechanisms contribute to employee performance remain unclear. This creates uncertainty among managers and policy makers regarding which RBM practices are most effective in improving employee performance.

Existing studies have largely focused on leadership, training, employee engagement, organizational culture, and general human resource management practices, while limited empirical attention has been given to the combined effect of key Result-Based Management dimensions on employee performance within local government institutions in Rwanda. Furthermore, no known study has specifically examined this relationship in Muhanga District.

If this knowledge gap remains unaddressed, weaknesses in planning, monitoring, reporting, learning, and accountability may continue to affect employee performance and service delivery without clear evidence to guide corrective interventions.

The current study therefore seeks to address this gap by examining the effect of Result-Based Management on employee performance at the Public Service Commission, using Muhanga District as a case study. The study will assess the extent to which RBM practices are associated with employee performance and generate evidence that can help managers and public-service stakeholders strengthen the implementation of results-based approaches. The findings may contribute to improving employee accountability, achievement of institutional targets, and the quality of public-service delivery in Muhanga District and similar public institutions.

2. Literature Review

Result-Based Management (RBM) is widely recognized as a management approach that improves employee performance through strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability. Strategic planning provides a clear direction, aligns employee activities with organizational goals, and enhances accountability and engagement,

thereby improving performance outcomes (Johnsen & Reid, 2021; Ali et al., 2021; Chiwawa et al., 2021). Performance monitoring supports continuous assessment of progress, facilitates timely corrective actions, and strengthens employee motivation and productivity through regular feedback and supervision (Muravu, 2021; Cioca & Gifford, 2022; Maseke et al., 2022). Evaluation and reporting contribute to evidence-based decision-making, organizational learning, transparency, and accountability by assessing achievements against established targets and communicating results to stakeholders (USOPM, 2021; Muravu, 2021; Maseke et al., 2022). Furthermore, adaptive learning promotes knowledge sharing, innovation, resilience, and continuous improvement by enabling organizations to learn from previous experiences and adjust strategies accordingly (Chughtai et al., 2023; McKinsey & Company, 2023). Performance accountability strengthens employee commitment, ownership of responsibilities, and good governance through clear performance expectations and result-oriented assessment systems (Ali et al., 2021; GAO, 2021).

Employee performance is commonly assessed through achievement of assigned targets, quality of work, quantity of work, timeliness of task completion, and employee productivity. Achievement of targets demonstrates employees' ability to meet organizational expectations and contribute to institutional objectives (Alqarni, 2023; CIPD, 2023; Maryadi et al., 2026). Quality of work reflects accuracy, professionalism, and consistency in task execution, while quantity of work measures employees' capacity to produce outputs efficiently within a given time (Alqarni, 2023; Kippy, 2024; HR Lineup, 2024; AcademyOcean, 2024; Okafor, 2023). Timeliness indicates employees' effectiveness in completing assignments within established deadlines, contributing to organizational efficiency and service delivery (CIPD, 2023; Kippy, 2024). Productivity remains the most comprehensive indicator, capturing both efficiency and effectiveness in transforming resources into desired outcomes (Alqarni, 2023; Maryadi et al., 2026).

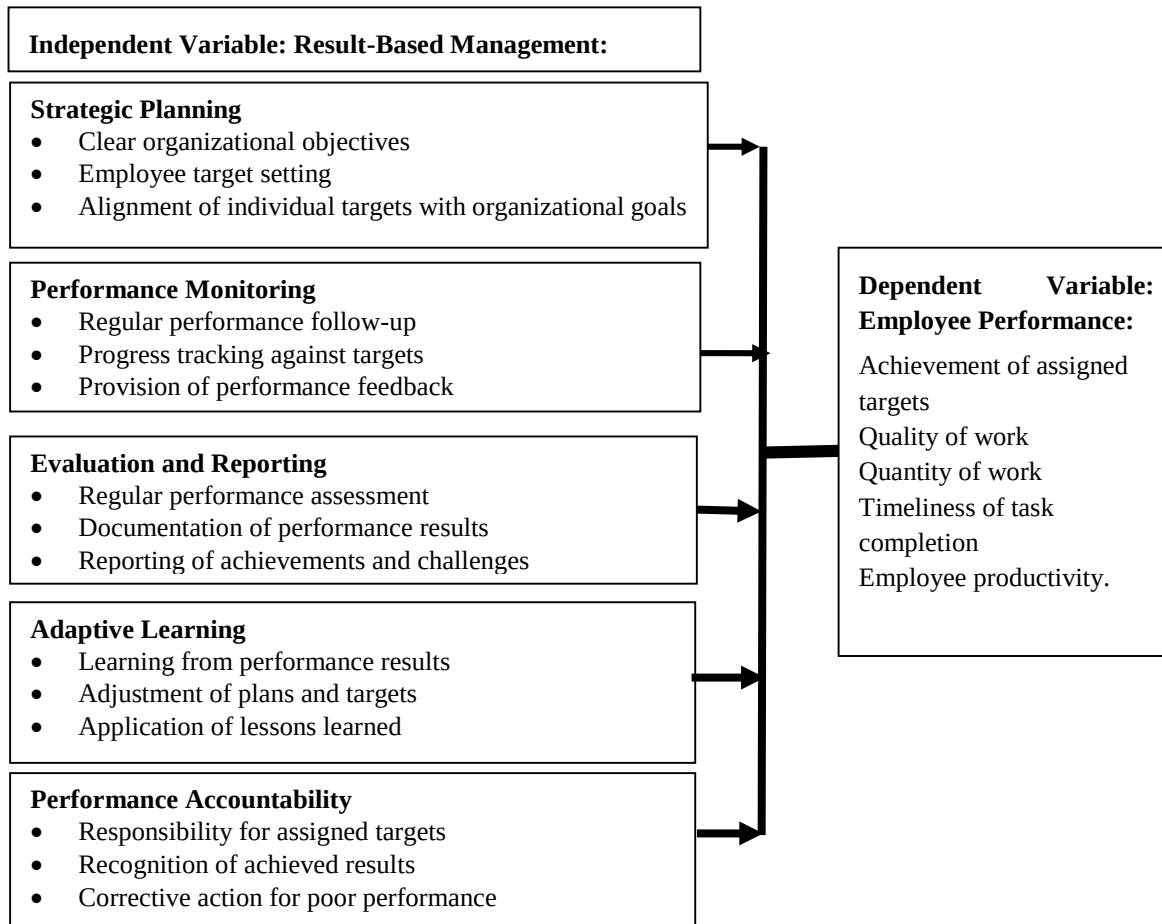
The study was grounded in Goal-Setting Theory (Locke, 1968; Locke & Latham, 2002), Human Capital Theory (Schultz, 1961; Becker, 1964), and Expectancy Theory (Vroom, 1964), which collectively explain how goal clarity, learning and capacity development, and performance-reward expectations influence employee performance. Empirical evidence from studies conducted in Asia, Africa, and Rwanda consistently indicates that strategic planning, monitoring mechanisms, evaluation systems, learning and development practices, and accountability frameworks positively influence employee performance (Khusanova et al., 2021; Ali et al., 2021; Maake et al., 2021; Kampororo et al., 2023; Beza & Satyendra, 2023; Rutaganda & Narayan, 2024; Makunyi et al., 2022; Nyaguthii, 2022; Francois et al., 2025; Maryadi et al., 2026). However, previous studies largely focused on isolated management practices, organizational performance, or contexts outside Muhanga District. Consequently, a significant gap remained regarding the combined effect of strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability on employee performance indicators. The present study addressed this gap by examining the influence of these key RBM dimensions on employee performance within Muhanga District, Rwanda.

3. Conceptual framework of the study

The indicators in the conceptual framework are closely interconnected because effective Result-Based Management (RBM) requires the different practices to work together rather than operate independently. Strategic planning provides employees with clear objectives and targets, which creates a basis for performance monitoring and follow-up. The information obtained through monitoring is then used in evaluation and reporting to determine whether the expected results have been achieved and to identify areas that require improvement. These findings support adaptive learning, where employees and managers adjust their plans, targets, and working approaches based on lessons from previous performance. At the same time, performance accountability encourages employees to take responsibility for their assigned results and respond appropriately to both achievements and shortcomings. When these RBM practices are consistently implemented, they are expected to improve employee performance through better achievement of targets, higher quality and quantity of work, timely completion of duties, and increased overall productivity.

The conceptual framework was developed based on the study objectives and illustrates the relationship between Result-Based Management dimensions and employee performance. Strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability constitute independent variables, while employee performance is the dependent variable measured through achievement of assigned targets, quality of work, quantity of work, timeliness of task completion, and employee productivity. Each specific objective corresponds to one RBM dimension, and the framework assumes that improvements in these practices lead to enhanced employee performance.

Figure 1: Conceptual Framework of the Study



Source: Compiled by the researcher, 2026

4. Study Methodology

This section presents the methodology that was employed to achieve the objectives of the study. It describes research design, study population, sample size, sampling techniques, data collection methods and instruments, validity and reliability testing, data processing and analysis procedures, limitations of the study, and ethical considerations that guided the research process. Here below are details:

4.1 Study objective

The study was guided by the following specific objectives:

- To assess the effect of strategic planning and performance monitoring on employee performance at the Public Service Commission in Muhanga District.
- To examine the influence of evaluation and reporting, and adaptive learning on employee performance at the Public Service Commission in Muhanga District.
- To determine the effect of performance accountability on employee performance at the Public Service Commission in Muhanga District.
- To establish the relationship between Result-Based Management practices and employee performance at the Public Service Commission in Muhanga District.

4.2 Study Hypotheses

The study tested the following null hypotheses:

- H₀₁: Strategic planning has no significant effect on employee performance at the Public Service Commission in Muhanga District.
- H₀₂: Performance monitoring has no significant effect on employee performance at the Public Service Commission in Muhanga District.

- (iii) H₀₃: Evaluation and reporting have no significant effect on employee performance at the Public Service Commission in Muhanga District.
- (iv) H₀₄: Adaptive learning has no significant effect on employee performance at the Public Service Commission in Muhanga District.
- (v) H₀₅: Performance accountability has no significant effect on employee performance at the Public Service Commission in Muhanga District.
- (vi) H₀₆: There is no significant relationship between Result-Based Management practices and employee performance at the Public Service Commission in Muhanga District.

4.3 Summary of Methodology

This study employed a descriptive-correlational research design within a mixed-methods approach to examine the effect of Result-Based Management (RBM) on employee performance in Muhanga District. The descriptive design was used to assess the level of implementation of RBM practices and employee performance, while the correlational design enabled the examination of relationships between strategic planning, performance monitoring, evaluation and reporting, adaptive learning, performance accountability, and employee performance. The mixed-methods approach combined quantitative and qualitative techniques to provide both statistical evidence and contextual explanations of the study findings (Creswell & Creswell, 2018).

The target population comprised 80 district and sector officials involved in planning, monitoring, evaluation, reporting, accountability, and performance management within Muhanga District. These included district executive management staff, human resource and administrative personnel, planning and monitoring officers, heads of departments, sector executive secretaries, sector administrative secretaries, and other technical staff. Given the relatively small and manageable population, a census approach was adopted whereby all 80 respondents were included in the study, ensuring comprehensive coverage and eliminating sampling error (Kothari, 2004; Mugenda & Mugenda, 2020).

Data was collected from both primary and secondary sources. Primary data were obtained using structured questionnaires and key informant interviews, while secondary data was gathered from district strategic plans, performance reports, Imihigo reports, and monitoring and evaluation documents. The questionnaire consisted of closed-ended items measured on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Interviews were conducted with selected managers and technical staff to complement quantitative findings with qualitative perspectives.

Validity and reliability of the research instruments were established before the main survey. Content validity was assessed using the Content Validity Index (CVI), calculated as:

$$CVI = \text{Number of relevant items} \div \text{Total number of items}$$

A minimum CVI of 0.70 was considered acceptable (Amin, 2005). Reliability was tested through a pilot study conducted in Kamonyi District using Cronbach's Alpha coefficient. The overall reliability coefficient was $\alpha = 0.832$, indicating high internal consistency and confirming the suitability of the instrument for data collection (Hair, 2019).

Following data collection, responses were edited, coded, entered, and analyzed using SPSS Version 27. Descriptive statistics including frequencies, percentages, means, and standard deviations were used to summarize respondents' characteristics and assess the implementation of RBM practices and employee performance indicators. The mean score was computed using:

$$\bar{X} = \Sigma X / n$$

where $\bar{X}$ is the mean score, ΣX is the total score, and n is the number of respondents.

Inferential statistics were employed to test study hypotheses. Pearson Product Moment Correlation was used to determine the strength and direction of relationships between RBM dimensions and employee performance, while multiple linear regression analysis established the individual and combined effects of the independent variables. The regression model was specified as:

$$Y = \beta_0 + \beta_1 SP + \beta_2 PM + \beta_3 ER + \beta_4 AL + \beta_5 PA + \varepsilon$$

where Y represents employee performance, SP is strategic planning, PM is performance monitoring, ER is evaluation and reporting, AL is adaptive learning, PA is performance accountability, β_0 is the constant term, β_1 – β_5 are regression coefficients, and ε is the error term. The coefficient of determination (R^2) was used to determine the proportion of variation in employee performance explained by the RBM dimensions.

Qualitative data obtained from interviews and documentary review were analyzed using thematic analysis and integrated with quantitative findings to enrich interpretation of the results. Ethical principles were observed throughout the study, including informed consent, voluntary participation, confidentiality, anonymity, and the use of data strictly for academic purposes. Approval of the study was obtained from the University of Kigali and Muhanga District authorities before data collection commenced.

5. Findings

5.1 Respondents' Characteristics

Out of the targeted 80 employees, 77 participated in the study, yielding a response rate of 96.3%, which was considered adequate for analysis and generalization of findings. The respondents were predominantly male (58.4%), married (75.3%), and highly educated, with 89.6% holding at least a bachelor's degree. Most respondents were aged between 25 and 44 years (65.0%) and had more than six years of work experience (84.5%). Nearly half (46.8%) occupied middle-management positions, indicating that the respondents possessed sufficient experience and knowledge regarding Result-Based Management (RBM) and employee performance.

Table 1: Respondents' Characteristics (N=77)

Characteristic	Dominant Category	Percentage (%)
Gender	Male	58.4
Age	35-44 years	33.8
Marital Status	Married	75.3
Education Level	Bachelor's Degree	61
Work Experience	6-10 years	31.2
Position	Middle Management	46.8

Source: Primary Data, 2026

The findings suggest that respondents were qualified and experienced enough to provide reliable information regarding RBM implementation and employee performance in Muhanga District.

5.2 Result-Based Management Practices

The study assessed five dimensions of Result-Based Management: strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability.

Table 1: Result-Based Management Practices (N=77)

RBM Dimension	SA n (%)	A n (%)	NS n (%)	D n (%)	Mean	SD	Interpretation
Strategic Planning	17 (22.3)	41 (53.5)	17 (23.1)	1 (1.3)	3.97	.706	High
Performance Monitoring	18 (22.9)	42 (54.5)	16 (21.3)	1 (1.3)	3.99	.705	High
Evaluation and Reporting	18 (23.9)	42 (54.0)	16 (20.8)	1 (1.3)	4	.708	High
Adaptive Learning	18 (23.9)	44 (57.1)	13 (17.1)	1 (1.8)	4.03	.698	High
Performance Accountability	17 (22.1)	42 (54.5)	17 (22.1)	1 (1.3)	3.99	.692	High
Overall Average	18 (23.0)	42 (54.7)	16 (20.9)	1 (1.4)	4	.702	High

Source: Primary Data, 2026

Table 2 indicates that Result-Based Management practices were implemented at a high level in Muhanga District, with an overall mean score of 4.00 (SD = 0.702). Adaptive Learning recorded the highest mean score (M = 4.03, SD = 0.698), followed by Evaluation and Reporting (M = 4.00, SD = 0.708), while Strategic Planning recorded the lowest though still high mean score (M = 3.97, SD = 0.706). More than three-quarters of respondents either agreed or strongly agreed with statements relating to all RBM dimensions, indicating that employees perceived planning, monitoring, reporting, learning, and accountability systems as effectively implemented. The relatively small standard deviations suggest moderate consistency of respondents' views. Overall, the findings imply that Muhanga District operates within a strong results-oriented management framework that supports employee performance.

5.3 Employee Performance

Employee performance was measured using achievement of assigned targets, quality of work, quantity of work, timeliness of task completion, and employee productivity.

Table 3: Employee Performance Indicators (N=77)

Employee Performance Indicator	SA n (%)	A n (%)	NS n (%)	D n (%)	Mean	SD	Interpretation
Achievement of Assigned Targets	27 (35.1)	38 (49.4)	11 (14.3)	1 (1.3)	4.19	.7	High
Quality of Work	25 (32.7)	42 (54.1)	10 (13.2)	0 (0.0)	4.19	.66	High
Quantity of Work	28 (36.9)	39 (50.1)	10 (13.0)	0 (0.0)	4.24	.67	High
Timeliness of Task Completion	25 (33.2)	40 (52.5)	11 (14.3)	0 (0.0)	4.18	.68	High
Employee Productivity	25 (33.0)	41 (53.5)	11 (13.5)	0 (0.0)	4.19	.66	High
Overall Average	26 (34.2)	40 (51.9)	11 (13.7)	0 (0.3)	4.2	.67	High

Source: Primary Data, 2026

Table 3 presents the descriptive statistics for employee performance indicators. The findings indicate that employee performance was high, with an overall mean score of 4.20 (SD = 0.671). Quantity of Work recorded the highest mean score (M = 4.24, SD = 0.667), suggesting that employees effectively manage workloads and achieve expected output. Achievement of Assigned Targets, Quality of Work, and Employee Productivity each recorded mean scores of 4.19, while Timeliness of Task Completion recorded the lowest though still high score (M = 4.18, SD = 0.676). On average, over 86% of respondents either agreed or strongly agreed that they achieve assigned targets, produce quality outputs, maintain productivity, manage workloads efficiently, and meet deadlines. These findings demonstrate that employees perform effectively across all assessed dimensions, reflecting a strong level of organizational performance within Muhanga District.

The high scores recorded for both Result-Based Management practices (M = 4.00) and Employee Performance (M = 4.20) suggest that effective implementation of strategic planning, monitoring, evaluation and reporting, adaptive learning, and accountability mechanisms may contribute to enhanced employee performance. These findings provide preliminary evidence supporting the study hypothesis that Result-Based Management positively influences employee performance in Muhanga District.

5.4 Relationship between Project Design Quality and Energy Project Performance

This section examines the relationship between Result-Based Management practices and employee performance. Inferential statistical techniques are used to determine the strength, direction, and significance of the associations between the study variables. The analysis seeks to establish whether improvements in Result-Based Management practices correspond with improvements in employee performance.

5.4.1 Correlation Analysis between RBM Dimensions and Employee Performance

This subsection presents the results of correlation analysis conducted to determine the nature and strength of relationships between the dimensions of Result-Based Management and employee performance. The findings indicate the extent to which changes in strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability are associated with changes in employee performance levels.

Table 4: Correlation between Result-Based Management Dimensions and Employee Performance Indicators

		Correlations				
		Achievement of Assigned Targets	Quality of Work	Quantity of Work	Timeliness	Employee Productivity
Strategic Planning	Pearson Correlation	.734**	.762**	.775**	.753**	.789**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	77	77	77	77	77
Performance Monitoring	Pearson Correlation	.837**	.742**	.748**	.832**	.751**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	77	77	77	77	77
Evaluation & Reporting	Pearson Correlation	.785**	.829**	.763**	.812**	.755**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	77	77	77	77	77
Adaptive Learning	Pearson Correlation	.813**	.805**	.773**	.814**	.780**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	77	77	77	77	77
Performance Accountability	Pearson Correlation	.790**	.775**	.761**	.832**	.754**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	77	77	77	77	77

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Calculated based on Primary data, 2026

Table 4 presents the Pearson correlation analysis results showing the relationship between the five dimensions of Result-Based Management (RBM) and the five indicators of employee performance. The correlation coefficients range between 0.734 and 0.837, indicating strong positive relationships among the study variables. Furthermore, all p-values are 0.000, which is less than the significance level of 0.01, implying that all observed relationships are statistically significant. Therefore, improvements in Result-Based Management practices are associated with corresponding improvements in employee performance indicators. The findings indicate that Strategic Planning has a strong and positive relationship with all employee performance indicators. Strategic Planning was positively correlated with Achievement of Assigned Targets ($r = 0.734$, $p = 0.000$), Quality of Work ($r = 0.762$, $p = 0.000$), Quantity of Work ($r = 0.775$, $p = 0.000$), Timeliness of Task Completion ($r = 0.753$, $p = 0.000$) and Employee Productivity ($r = 0.789$, $p = 0.000$). The strongest relationship was observed between Strategic Planning and Employee Productivity, suggesting that effective planning contributes substantially to employee efficiency and output.

Regarding Performance Monitoring, the findings reveal significant positive relationships with Achievement of Assigned Targets ($r = 0.837$, $p = 0.000$), Quality of Work ($r = 0.742$, $p = 0.000$), Quantity of Work ($r = 0.748$, $p = 0.000$), Timeliness ($r = 0.832$, $p = 0.000$) and Employee Productivity ($r = 0.751$, $p = 0.000$). The strongest association was between Performance Monitoring and Achievement of Assigned Targets, indicating that regular monitoring and feedback mechanisms play an important role in helping employees attain expected performance outcomes. The results further show that Evaluation and Reporting is strongly and positively related to Achievement of Assigned Targets ($r = 0.785$, $p = 0.000$), Quality of Work ($r = 0.829$, $p = 0.000$), Quantity of Work ($r = 0.763$, $p = 0.000$), Timeliness ($r = 0.812$, $p = 0.000$) and Employee Productivity ($r = 0.755$, $p = 0.000$). The highest relationship was observed between Evaluation and Reporting and Quality of Work, implying that fair evaluations and effective reporting contribute significantly to improved work standards and performance quality.

Similarly, Adaptive Learning exhibited strong positive correlations with Achievement of Assigned Targets ($r = 0.813$, $p = 0.000$), Quality of Work ($r = 0.805$, $p = 0.000$), Quantity of Work ($r = 0.773$, $p = 0.000$), Timeliness ($r = 0.814$, $p = 0.000$) and Employee Productivity ($r = 0.780$, $p = 0.000$). The strongest relationship was found between Adaptive Learning and Timeliness of Task Completion, suggesting that learning from previous experiences and applying lessons learned enhances employees' ability to complete assignments within established deadlines. The findings also reveal that Performance Accountability is strongly and positively associated with Achievement of Assigned Targets ($r = 0.790$, $p = 0.000$), Quality of Work ($r = 0.775$, $p = 0.000$), Quantity of Work ($r = 0.761$, $p = 0.000$), Timeliness ($r = 0.832$, $p = 0.000$) and Employee Productivity ($r = 0.754$, $p = 0.000$).

= 0.000), Timeliness ($r = 0.832$, $p = 0.000$) and Employee Productivity ($r = 0.754$, $p = 0.000$). The strongest relationship occurs between Performance Accountability and Timeliness of Task Completion, indicating that accountability mechanisms motivate employees to complete assigned duties within the required timeframes.

The findings demonstrate that all dimensions of Result-Based Management are strongly and significantly related to employee performance. This implies that strengthening strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and accountability practices is likely to result in improved achievement of targets, higher work quality, greater work output, timely task completion, and enhanced employee productivity within Muhanga District. The positive and significant correlations imply that improvements in Result-Based Management practices are associated with improvements in employee performance. These findings support previous empirical studies which established that planning, monitoring, learning and accountability contribute significantly to organizational performance.

Table 5: Correlation between Overall Result-Based Management and Overall Employee Performance

Correlations			
		Result-Based Management	Employee Performance
Result-Based Management	Pearson Correlation	1	.925**
	Sig. (2-tailed)		.000
	N	77	77
	Pearson Correlation	.925**	1
Employee Performance	Sig. (2-tailed)	.000	
	N	77	77

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Calculated based on Primary data, 2026

Table 5 presents the Pearson correlation analysis between the aggregate Result-Based Management variable and the aggregate Employee Performance variable. The findings reveal a correlation coefficient of $r = 0.925$ with a significant value of $p = 0.000$, based on responses from 77 respondents. Since the p-value is less than 0.01, the relationship is statistically significant at the 1 percent significance level.

The correlation coefficient of 0.925 indicates a very strong positive relationship between Result-Based Management and Employee Performance. This means that improvements in strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability are associated with substantial improvements in employee performance. The strength of the relationship suggests that RBM practices play a critical role in influencing employees' ability to achieve assigned targets, maintain high-quality outputs, increase workload accomplishment, complete tasks on time, and improve productivity.

The positive nature of the relationship further implies that as the implementation of Result-Based Management practices increases, employee performance also increases. Conversely, weaknesses in implementing RBM practices are likely to negatively affect employee performance outcomes. The findings therefore provide strong empirical evidence that Result-Based Management is an important determinant of employee performance within Muhanga District.

Based on the correlation coefficient ($r = 0.925$) and significance level ($p = 0.000$), the study concludes that there is a statistically significant and very strong positive relationship between Result-Based Management and Employee Performance. These findings support the conceptual framework of the study and suggest that effective implementation of RBM practices is essential for improving employee performance in public sector institutions.

5.4.2 Multiple Regression Analysis of RBM and Employee Performance

This subsection presents results of multiple regression analysis used to determine the individual and combined effect of Result-Based Management dimensions on employee performance. The analysis establishes the contribution of each independent variable toward explaining variations in employee performance within the Public Service Commission in Muhanga District.

1. Correlation between Result-Based Management Dimensions and Achievement of Assigned Targets

This subsection examines the relationship between each Result-Based Management dimension and achievement of assigned targets. The analysis seeks to determine whether strategic planning, monitoring, evaluation and reporting, adaptive learning, and accountability contribute significantly to employees' ability to achieve their assigned responsibilities and expected results.

Table 6: Multiple Regression Analysis of Result-Based Management Dimensions and Achievement of Assigned Targets

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.869 ^a	.754	.737	.284		
a. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.623	5	3.525	43.634	.000 ^b
	Residual	5.735	71	.081		
	Total	23.358	76			
a. Dependent Variable: Achievement of Assigned Targets						
b. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.538	.254		2.116	.038
	Strategic Planning	-.002	.110	-.002	-.014	.988
	Performance Monitoring	.401	.136	.410	2.960	.004
	Evaluation & Reporting	.026	.130	.027	.200	.842
	Adaptive Learning	.314	.124	.313	2.525	.014
	Performance Accountability	.173	.125	.174	1.380	.172

a. Dependent Variable: Achievement of Assigned Targets

Source: Calculated based on Primary data, 2026

Table 6 presents the multiple regression results examining the influence of Result-Based Management dimensions on achievement of assigned targets. The Model Summary results indicate a correlation coefficient ($R = 0.869$), implying a strong positive relationship between the five RBM dimensions and achievement of assigned targets. The coefficient of determination ($R^2 = 0.754$) shows that 75.4% of the variation in achievement of assigned targets is explained by Strategic Planning, Performance Monitoring, Evaluation and Reporting, Adaptive Learning, and Performance Accountability. The remaining 24.6% is attributable to other factors outside the model.

The ANOVA results indicate that the regression model is statistically significant ($F = 43.634$, $p = 0.000$). This implies that the combined effect of the five Result-Based Management dimensions significantly predicts employees' achievement of assigned targets.

The regression model for Achievement of Assigned Targets was expressed as:

$$AAT = 0.538 - 0.002SP + 0.401PM + 0.026ER + 0.314AL + 0.173PA + \varepsilon$$

Where: AAT = Achievement of Assigned Targets; SP = Strategic Planning; PM = Performance Monitoring; ER = Evaluation and Reporting; AL = Adaptive Learning; PA = Performance Accountability and ε = Error Term.

The model indicates that a one-unit increase in Performance Monitoring would increase Achievement of Assigned Targets by 0.401 units, while a one-unit increase in Adaptive Learning would increase Achievement of Assigned Targets by 0.314 units, holding other factors constant. These were the only significant predictors of target achievement.

The coefficient results reveal that Performance Monitoring ($\beta = 0.410$, $p = 0.004$) and Adaptive Learning ($\beta = 0.313$, $p = 0.014$) have a statistically significant positive influence on achievement of assigned targets. This implies that effective monitoring systems and continuous learning opportunities enhance employees' ability to attain performance targets. Conversely, Strategic Planning ($p = 0.988$), Evaluation and Reporting ($p = 0.842$), and Performance Accountability ($p = 0.172$) were not statistically significant predictors. Among all variables, Performance Monitoring emerged as the strongest predictor of achievement of assigned targets.

2. Correlation between Result-Based Management Dimensions and Quality of Work

This subsection presents correlation results between Result-Based Management dimensions and quality of work. The analysis evaluates whether implementation of Result-Based Management practices contributes to improved accuracy, consistency, reliability, and overall quality of employee output.

Table 7: Multiple Regression Analysis of Result-Based Management Dimensions and Quality of Work

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.867 ^a	.751	.734	.273	
a. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.976	5	3.195	42.840	.000 ^b
	Residual	5.296	71	.075		
	Total	21.272	76			
a. Dependent Variable: Quality of Work						
b. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.716	.244		2.931	.005
	Strategic Planning	.200	.106	.214	1.891	.063
	Performance Monitoring	-.183	.130	-.196	-1.406	.164
	Evaluation & Reporting	.412	.125	.445	3.290	.002
	Adaptive Learning	.277	.120	.289	2.316	.023
	Performance Accountability	.162	.120	.170	1.342	.184

a. Dependent Variable: Quality of Work

Source: Calculated based on Primary data, 2026

Table 7 presents the multiple regression results for the influence of Result-Based Management dimensions on quality of work. The findings indicate a strong relationship between RBM dimensions and quality of work ($R = 0.867$). The coefficient of determination ($R^2 = 0.751$) reveals that 75.1% of variations in quality of work are explained by the five RBM dimensions included in the model.

The ANOVA findings show that the overall regression model is statistically significant ($F = 42.840$, $p = 0.000$), confirming that the RBM dimensions jointly explain significant changes in employees' quality of work.

The regression model for Quality of Work was expressed as:

$$QW = 0.716 + 0.200SP - 0.183PM + 0.412ER + 0.277AL + 0.162PA + \varepsilon$$

Where: QW = Quality of Work; SP = Strategic Planning; PM = Performance Monitoring; ER = Evaluation and Reporting; AL = Adaptive Learning and PA = Performance Accountability.

The equation indicates that Evaluation and Reporting and Adaptive Learning positively contribute to quality of work. Evaluation and Reporting was the strongest predictor with a coefficient of 0.412, implying that improvements in evaluation and reporting systems significantly enhanced work quality.

The coefficient results indicate that Evaluation and Reporting ($\beta = 0.445$, $p = 0.002$) and Adaptive Learning ($\beta = 0.289$, $p = 0.023$) significantly and positively influence quality of work. This suggests that effective evaluation procedures, performance feedback, reporting systems, and continuous learning contribute substantially to improving work quality. Strategic Planning, Performance Monitoring, and Performance Accountability were not statistically significant predictors at the 5% significance level. Evaluation and Reporting recorded the highest standardized coefficient, indicating that it exerts the strongest influence on quality of work.

3. Correlation between Result-Based Management Dimensions and Quantity of Work

This subsection analyses the relationship between Result-Based Management practices and quantity of work performed by employees. It determines whether the implementation of effective management practices is associated with increased employee output and improved workload accomplishment.

Table 8: Multiple Regression Analysis of Result-Based Management Dimensions and Quantity of Work

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833 ^a	.694	.673	.302

a. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.717	5	2.943	32.223	.000 ^b
	Residual	6.486	71	.091		
	Total	21.203	76			

a. Dependent Variable: Quantity of Work

b. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.847	.270		3.132	.003
	Strategic Planning	.293	.117	.314	2.504	.015
	Performance Monitoring	-.006	.144	-.006	-0.040	.968
	Evaluation & Reporting	.150	.139	.162	1.080	.284
	Adaptive Learning	.251	.132	.262	1.896	.062
	Performance Accountability	.161	.133	.170	1.207	.231

a. Dependent Variable: Quantity of Work

Source: Calculated based on Primary data, 2026

Table 8 presents regression findings regarding the relationship between Result-Based Management dimensions and quantity of work. The Model Summary shows a strong positive relationship ($R = 0.833$) between the independent variables and quantity of work. The coefficient of determination ($R^2 = 0.694$) indicates that 69.4% of the variation in quantity of work is explained by the five RBM dimensions. The ANOVA results show that the model is statistically significant ($F = 32.223$, $p = 0.000$). Thus, the RBM dimensions collectively exert a significant influence on the quantity of work accomplished by employees.

The regression model for Quantity of Work was expressed as:

$$QTY = 0.847 + 0.293SP - 0.006PM + 0.150ER + 0.251AL + 0.161PA + \varepsilon$$

Where: QTY = Quantity of Work; SP = Strategic Planning; PM = Performance Monitoring; ER = Evaluation and Reporting; AL = Adaptive Learning and PA = Performance Accountability. The equation shows that Strategic Planning positively influences Quantity of Work by 0.293 units and was the only statistically significant predictor. This implies that clear planning, goal setting, and target alignment enhance employees' work output.

The coefficient analysis reveals that Strategic Planning ($\beta = 0.314$, $p = 0.015$) is the only statistically significant predictor of quantity of work. This finding implies that employees who clearly understand organizational goals, targets, and work plans are more likely to produce higher volumes of work. Although Adaptive Learning showed a positive coefficient ($\beta = 0.262$), its significance level ($p = 0.062$) exceeded the acceptable 0.05 threshold. The remaining variables were not statistically significant predictors. Therefore, Strategic Planning emerged as the key determinant of quantity of work within the institution.

4. Correlation between Result-Based Management Dimensions and Timeliness of Task Completion

This subsection presents findings regarding the relationship between Result-Based Management practices and timeliness of task completion. The analysis assesses whether the various dimensions of Result-Based Management contribute to employees' ability to meet deadlines and complete assignments within the required timeframes.

Table 9: Multiple Regression Analysis of Result-Based Management Dimensions and Timeliness of Task Completion

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.881 ^a	.776	.761	.259		
a. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.568	5	3.314	49.289	.000 ^b
	Residual	4.773	71	.067		

Total		21.341	76			
a. Dependent Variable: Timeliness						
b. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.615	.232		2.652	.010
	Strategic Planning	.011	.100	.011	.105	.917
	Performance Monitoring	.231	.124	.246	1.864	.066
	Evaluation & Reporting	.122	.119	.131	1.024	.310
	Adaptive Learning	.224	.114	.233	1.972	.053
	Performance Accountability	.305	.114	.321	2.669	.009

a. Dependent Variable: Timeliness

Table 9 presents regression results examining the effect of RBM dimensions on timeliness of task completion. The findings indicate a very strong relationship between independent variables and timeliness ($R = 0.881$). The coefficient of determination ($R^2 = 0.776$) shows that 77.6% of variations in timeliness of task completion are explained by the five RBM dimensions. The ANOVA results further indicate that the regression model is highly significant ($F = 49.289$, $p = 0.000$), confirming that the five RBM dimensions jointly influence employees' ability to complete work on time.

The regression model for Timeliness of Task Completion was expressed as:

$$TIM = 0.615 + 0.011SP + 0.231PM + 0.122ER + 0.224AL + 0.305PA + \varepsilon$$

Where: TIM = Timeliness of Task Completion; SP = Strategic Planning; PM = Performance Monitoring; ER = Evaluation and Reporting; AL = Adaptive Learning; PA = Performance Accountability. The equation indicates that Performance Accountability has the strongest contribution to timely completion of tasks, with a coefficient of 0.305. This suggests that accountability mechanisms encourage employees to complete assignments within the prescribed deadlines.

The coefficient results show that Performance Accountability ($\beta = 0.321$, $p = 0.009$) is the only statistically significant predictor of timeliness of task completion. This suggests that accountability mechanisms, clear responsibilities, and performance obligations encourage employees to meet deadlines and complete tasks within the required timeframes. Although Performance Monitoring and Adaptive Learning displayed positive coefficients, their p-values exceeded the 0.05 significance level. Therefore, Performance Accountability emerged as the strongest determinant of timely task completion.

5. Correlation between Result-Based Management Dimensions and Employee Productivity

This subsection examines the association between Result-Based Management dimensions and employee productivity. The analysis focuses on determining whether enhanced management practices contribute to more efficient utilization of resources and improved employee output.

Table 10: Multiple Regression Analysis of Result-Based Management Dimensions and Employee Productivity

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.839 ^a	.704	.683	.281		
a. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.341	5	2.668	33.725	.000 ^b
	Residual	5.617	71	.079		
	Total	18.958	76			

a. Dependent Variable: Employee Productivity

b. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.972	.252	3.860	.000
	Strategic Planning	.326	.109	.371	.004
	Performance Monitoring	.008	.134	.009	.955
	Evaluation & Reporting	.087	.129	.100	.501
	Adaptive Learning	.277	.123	.306	.028
	Performance Accountability	.108	.124	.121	.387

a. Dependent Variable: Employee Productivity

Source: Calculated based on Primary data, 2026

Table 10 presents regression findings regarding the influence of Result-Based Management on employee productivity. The Model Summary indicates a strong positive relationship between the predictors and employee productivity ($R = 0.839$). The coefficient of determination ($R^2 = 0.704$) shows that 70.4% of changes in employee productivity are explained by the five RBM dimensions. The ANOVA findings indicate that the model is statistically significant ($F = 33.725$, $p = 0.000$), demonstrating that the combined effect of the five RBM dimensions significantly predicts employee productivity.

The regression model for Employee Productivity was expressed as:

$$EP = 0.972 + 0.326SP + 0.008PM + 0.087ER + 0.277AL + 0.108PA + \varepsilon$$

Where: EP = Employee Productivity; SP = Strategic Planning; PM = Performance Monitoring; ER = Evaluation and Reporting; AL = Adaptive Learning and PA = Performance Accountability. The equation demonstrates that Strategic Planning and Adaptive Learning have positive and statistically significant effects on Employee Productivity. Strategic Planning emerged as the strongest predictor with a coefficient of 0.326.

The coefficient analysis reveals that Strategic Planning ($\beta = 0.371$, $p = 0.004$) and Adaptive Learning ($\beta = 0.306$, $p = 0.028$) have statistically significant positive effects on employee productivity. This implies that clear organizational planning and continuous learning opportunities help employees become more productive and efficient in utilizing available resources. Strategic Planning emerged as the strongest predictor of employee productivity, while Performance Monitoring, Evaluation and Reporting, and Performance Accountability were not statistically significant predictors.

6. Correlation between Result-Based Management Dimensions and Employee Performance

This subsection presents the aggregate relationship between the overall Result-Based Management construction and overall employee performance. The findings provide a comprehensive assessment of whether the implementation of Result-Based Management practices is significantly associated with higher levels of employee performance within the institution.

Table 11: Multiple Regression Analysis of Result-Based Management Dimensions and Overall Employee Performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.927 ^a	.859	.849	.188		
a. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.282	5	3.056	86.625	.000 ^b
	Residual	2.505	71	.035		
	Total	17.787	76			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Performance Accountability, Adaptive Learning, Strategic Planning, Evaluation & Reporting, Performance Monitoring						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.738	.168		4.389	.000
	Strategic Planning	.166	.073	.194	2.279	.026
	Performance Monitoring	.090	.090	.105	1.006	.318

Evaluation & Reporting	.159	.086	.188	1.850	.069
Adaptive Learning	.269	.082	.306	3.265	.002
Performance Accountability	.182	.083	.209	2.194	.032

a. Dependent Variable: Employee Performance

Source: Calculated based on Primary data, 2026

Table 11 presents the overall regression analysis of Result-Based Management dimensions and employee performance. The Model Summary indicates an exceptionally strong relationship between the five dimensions of Result-Based Management and employee performance ($R = 0.927$). The coefficient of determination ($R^2 = 0.859$) shows that 85.9% of variations in employee performance are explained by Strategic Planning, Performance Monitoring, Evaluation and Reporting, Adaptive Learning, and Performance Accountability. This demonstrates a very high explanatory power of the model. The ANOVA results indicate that the regression model is highly significant ($F = 86.625$, $p = 0.000$). This confirms that the combined effect of the five RBM dimensions significantly influences employee performance within Muhanga District.

The overall regression model was expressed as:

$$EMP = 0.738 + 0.166SP + 0.090PM + 0.159ER + 0.269AL + 0.182PA + \varepsilon$$

Where: EMP = Employee Performance; SP = Strategic Planning; PM = Performance Monitoring; ER = Evaluation and Reporting; AL = Adaptive Learning and PA = Performance Accountability. The equation indicates that, holding other factors constant, Employee Performance increases by 0.166 units for every unit increase in Strategic Planning, 0.269 units for every unit increase in Adaptive Learning, and 0.182 units for every unit increase in Performance Accountability. Adaptive Learning recorded the highest coefficient among the significant predictors, implying that it exerts the greatest influence on Employee Performance. Therefore, strengthening learning opportunities, knowledge sharing, and continuous improvement practices is likely to result in substantial improvement in employee performance within Muhanga District.

The coefficient findings reveal that Strategic Planning ($\beta = 0.194$, $p = 0.026$), Adaptive Learning ($\beta = 0.306$, $p = 0.002$), and Performance Accountability ($\beta = 0.209$, $p = 0.032$) have statistically significant positive effects on employee performance. Among these variables, Adaptive Learning recorded the highest standardized coefficient, indicating that it is the strongest predictor of employee performance. This finding suggests that organizations that encourage learning, capacity development, knowledge sharing, and continuous improvement are more likely to achieve higher employee performance levels. In contrast, Performance Monitoring ($p = 0.318$) and Evaluation and Reporting ($p = 0.069$) did not have statistically significant effects in the presence of the other variables.

The regression results demonstrate that Result-Based Management significantly influences employee performance, with Adaptive Learning, Performance Accountability, and Strategic Planning emerging as the most important determinants of employee performance at the Muhanga District. The model explains 85.9% of the variation in employee performance (Adjusted $R^2 = 0.849$), demonstrating that Result-Based Management dimensions collectively provide a very strong explanation of employee performance within Muhanga District.

The coefficient of determination ($R^2 = 0.859$) indicates that 85.9% of the variation in employee performance is explained by the selected Result-Based Management dimensions. This demonstrates that the model possesses strong explanatory power and confirms the importance of Result-Based Management in influencing employee performance within Muhanga District.

5.4.3 Hypothesis Testing

This subsection presents the results of hypothesis testing based on the study hypotheses. The decisions to accept or reject the null hypotheses were based on the significance values obtained from correlation and multiple regression analyses at a 5% level of significance. According to the study decision rule, the null hypothesis was rejected when the p-value was less than 0.05 and accepted when the p-value was greater than 0.05. The results are presented in Table 12.

Table 12: Summary of Hypothesis Testing Results

Hypothesis	Statistical Evidence	p-value	Decision	Conclusion
H ₀₁ : Result-Based Management practices (strategic planning, performance monitoring, evaluation and reporting, adaptive learning, and performance accountability) are not effectively implemented at the Public Service Commission in Muhanga District.	Descriptive analysis showed high implementation levels for all RBM dimensions with mean scores ranging from 3.97 to 4.03.	< .050	Rejected	RBM practices are effectively implemented.
H ₀₂ : Employee performance, measured by achievement of assigned targets, quality of work, quantity of work, timeliness, and productivity, is not at a satisfactory level at the Public Service Commission in Muhanga District.	Descriptive analysis showed high employee performance with mean scores ranging from 4.18 to 4.24.	< .050	Rejected	Employee performance is satisfactory.
H ₀₃ : There is no significant relationship between Result-Based Management practices and	Pearson correlation coefficient ($r = 0.925$) and	.000	Rejected	There is a significant

Hypothesis	Statistical Evidence	p-value	Decision	Conclusion
employee performance at the Public Service Commission in Muhanga District.	regression model significance (F = 86.625, p = 0.000).			positive relationship between RBM and employee performance.

Source: Researcher's Analysis based on the study results, 2026

The findings regarding the first hypothesis indicate that all dimensions of Result-Based Management recorded high mean scores, namely Strategic Planning (Mean = 3.97), Performance Monitoring (Mean = 3.99), Evaluation and Reporting (Mean = 4.00), Adaptive Learning (Mean = 4.03), and Performance Accountability (Mean = 3.99). These results demonstrate that Result-Based Management practices are effectively implemented within the institution. Consequently, the null hypothesis stating that Result-Based Management practices are not effectively implemented at the Public Service Commission in Muhanga District was rejected.

Regarding the second hypothesis, the findings showed that all indicators of employee performance attained high mean scores, namely Achievement of Assigned Targets (Mean = 4.19), Quality of Work (Mean = 4.19), Quantity of Work (Mean = 4.24), Timeliness of Task Completion (Mean = 4.18), and Employee Productivity (Mean = 4.19). These findings indicate that employees perform at a satisfactory level across the key dimensions of performance considered in this study. Therefore, the null hypothesis stating that employee performance is not at a satisfactory level at the Public Service Commission in Muhanga District was rejected.

The third hypothesis sought to establish whether a significant relationship exists between Result-Based Management and employee performance. The correlation analysis produced a Pearson correlation coefficient of $r = 0.925$ with a significant value of $p = 0.000$, indicating a very strong positive relationship between the two variables. Furthermore, the regression model was statistically significant (F = 86.625, $p = 0.000$) and explained 85.9% of the variation in employee performance ($R^2 = 0.859$). Since the p-value was less than 0.05, the null hypothesis was rejected. The study therefore concluded that there is a statistically significant positive relationship between Result-Based Management practices and employee performance at the Public Service Commission in Muhanga District.

The hypothesis testing results confirm that Result-Based Management practices are effectively implemented, employee performance is maintained at a satisfactory level, and a significant positive relationship exists between Result-Based Management and employee performance. The findings further demonstrate that improvements in strategic planning, adaptive learning, performance monitoring, evaluation and reporting, and accountability practices are associated with improvements in employee performance outcomes within Muhanga District.

The findings established that all dimensions of Result-Based Management have strong positive and significant relationships with employee performance indicators. Correlation coefficients ranged from 0.734 to 0.837 at the indicator level, while the overall relationship between Result-Based Management and employee performance was extremely strong ($r = 0.925$, $p = 0.000$). This implies that improvements in strategic planning, monitoring, evaluation and reporting, adaptive learning, and accountability are associated with corresponding improvements in employee performance outcomes. These findings are consistent with Schnell et al. (2021), who argued that effective performance management systems improve employee effectiveness through clear targets, monitoring, feedback, and learning processes. The findings also agree with Gebremedhin (2023), who found significant positive relationships between performance management systems and employee performance in public institutions. Similarly, Meddiah and Wui (2022) established that performance management systems significantly improve employee productivity and effectiveness in public sector organizations. The findings further support Expectancy Theory, which suggests that employees exert greater effort when performance expectations and outcomes are clearly defined. The results therefore confirm the proposition that Result-Based Management contributes significantly to employee performance improvement within public institutions.

The multiple regression analysis established that Result-Based Management explains 85.9% of the variation in employee performance ($R^2 = 0.859$), implying that the five dimensions of Result-Based Management collectively exert a substantial influence on employee performance. The model was statistically significant (F = 86.625, $p = 0.000$). Among the predictors, adaptive learning ($\beta = 0.306$, $p = 0.002$), performance accountability ($\beta = 0.209$, $p = 0.032$), and strategic planning ($\beta = 0.194$, $p = 0.026$) emerged as significant determinants of employee performance. Adaptive learning was identified as the strongest predictor of employee performance.

These findings are consistent with Kampororo et al. (2023), Beza and Satyendra (2023), and Rutaganda and Narayan (2024), who found that learning and employee development significantly improve employee productivity and effectiveness. The findings also support Makunyi et al. (2022), who reported that accountability mechanisms positively influence employee commitment and performance. Furthermore, the findings concur with Ali et al. (2021), who established that strategic planning, accountability, and people-management systems are among the most important determinants of public-sector performance. The findings strongly support Human Capital Theory, Goal-Setting Theory, and Principal-Agent Theory, which collectively emphasize learning, clear goals, and accountability as drivers of employee performance. Consequently, the study concludes that effective implementation of Result-Based Management significantly enhances employee performance at Muhanga District, with adaptive learning emerging as the most influential dimension.

The qualitative findings strongly supported the statistical evidence indicating a positive relationship between Result-Based Management and employee performance. Most key informants agreed that the implementation of strategic planning, monitoring, evaluation, learning, and accountability mechanisms has significantly improved employee effectiveness and productivity. Respondents emphasized that employees are better able to understand their responsibilities, track progress, receive feedback, learn from experience, and remain accountable for results. According to one key informant, "Result-Based Management has transformed the way employees

work by creating a culture of planning, monitoring, learning, and accountability, which has significantly improved performance." Another interviewee remarked, "When employees know what is expected and receive regular feedback and support, they are more likely to achieve their targets and contribute to organizational goals." These qualitative findings reinforce the quantitative results demonstrating a strong positive relationship between Result-Based Management and employee performance at Muhanga District.

5.5 Discussion of Findings

This section discusses the findings of the study in relation to the theories, empirical literature, and conceptual framework presented in Chapter Two. The discussion focuses on the extent to which the current findings support or differ from previous studies concerning the influence of Result-Based Management (RBM) on employee performance at the Muhanga District. The findings are interpreted within the context of Goal-Setting Theory, Human Capital Theory, and Expectancy Theory, which guided the study.

5.5.1 Strategic Planning and Employee Performance

The study found that strategic planning has a positive and significant effect on employee performance, particularly on quantity of work ($\beta = 0.314$, $p = 0.015$), employee productivity ($\beta = 0.371$, $p = 0.004$), and overall employee performance ($\beta = 0.194$, $p = 0.026$). The descriptive findings further revealed that employees agreed that organizational goals are clearly communicated, employees participate in target setting, and individual objectives are aligned with organizational goals. These findings suggest that strategic planning provides employees with a clear understanding of what needs to be achieved, thereby enabling them to focus their efforts toward expected organizational outcomes.

These findings are consistent with the assertions of Johnsen and Reid (2021), who argued that strategic planning enhances organizational and employee performance by providing clear direction and aligning individual activities with institutional objectives. Similarly, Ali, Fuenzalida, Gómez, and Williams (2021) found that public sector organizations with clearly communicated goals and performance expectations tend to achieve higher employee performance levels because employees better understand their responsibilities and expected outputs. The findings further agree with Maryadi et al. (2026), who identified planning and performance management systems among the major determinants of employee performance.

The findings are also supported by Goal-Setting Theory developed by Locke (1968), which argues that employees perform better when they are provided with specific, challenging, and clearly defined goals. Strategic planning establishes this clarity by linking organizational targets to employee responsibilities. Therefore, the findings confirm that strategic planning remains a critical foundation for effective Result-Based Management and improved employee performance within public institutions.

5.5.2 Performance Monitoring and Employee Performance

The study established that performance monitoring significantly influences achievement of assigned targets ($\beta = 0.410$, $p = 0.004$), although its effect on overall employee performance was not statistically significant when considered alongside other RBM dimensions. The descriptive findings showed that employees generally agreed that performance monitoring practices, progress reviews, and target tracking systems are effectively implemented within the institution.

These findings are consistent with the study conducted by Maake, Harmse, and Schultz (2021), which found that regular monitoring, employee involvement, and performance reviews contribute positively to employee effectiveness within public institutions. The findings also support Ali et al. (2021), who observed that effective monitoring systems strengthen performance through regular performance assessment and feedback mechanisms. Likewise, Muravu (2021) emphasized that continuous monitoring enables organizations to identify performance gaps and implement timely corrective actions.

The findings also align with Performance Management Theory, which suggests that continuous monitoring and feedback improve employee commitment and facilitate achievement of expected results. The significant contribution of performance monitoring to achievement of assigned targets demonstrates that employees are more likely to meet performance expectations when their progress is regularly assessed and guided. Therefore, monitoring remains an important component of Result-Based Management even though its overall predictive power becomes less prominent when combined with other RBM dimensions.

5.5.3 Evaluation and Reporting and Employee Performance

The findings revealed that evaluation and reporting significantly influence quality of work ($\beta = 0.445$, $p = 0.002$), although its contribution to overall employee performance was not statistically significant in the final regression model. Employees generally agreed that performance evaluations are conducted fairly, evaluation outcomes are communicated effectively, and performance reports support accountability and organizational improvement.

These findings support the work of Ali et al. (2021), who found that evaluation systems strengthen accountability and help employees remain aligned with organizational objectives. The findings also agree with Maseke et al. (2022), who reported that performance evaluations improve employee effectiveness by increasing awareness of organizational expectations and standards. Similarly, Muravu (2021) observed that performance reporting facilitates organizational learning and informed decision-making through effective communication of performance information.

The strong effect of evaluation and reporting on quality of work suggests that employees tend to improve work standards when performance outcomes are regularly assessed and communicated. These findings are consistent with Expectancy Theory, which argues

that employees increase effort when they understand how performance is assessed and how achievements are recognized. Therefore, evaluation and reporting contribute to improved work quality by promoting awareness, accountability, and continuous improvement.

5.5.4 Adaptive Learning and Employee Performance

The study found that adaptive learning significantly influences achievement of assigned targets ($\beta = 0.313$, $p = 0.014$), quality of work ($\beta = 0.289$, $p = 0.023$), employee productivity ($\beta = 0.306$, $p = 0.028$), and overall employee performance ($\beta = 0.306$, $p = 0.002$). Among all the predictors, adaptive learning emerged as the strongest determinant of overall employee performance. The descriptive findings further indicated that employees agreed that lessons learned are used to improve performance, continuous learning is encouraged, and opportunities for capacity building are available.

These findings are consistent with the study by Kampororo, Njenga, and Irechukwu (2023), which reported that employee development enhances performance through increased knowledge and competencies. Similar findings were reported by Beza and Satyendra (2023), who found that training significantly improves employee performance in public institutions. The findings also support Rutaganda and Narayan (2024), who established that employee development initiatives positively affect performance outcomes in public organizations. Furthermore, Chelimo et al. (2026) found that learning opportunities improve employee effectiveness and performance.

The findings strongly support Human Capital Theory developed by Schultz (1961) and expanded by Becker (1964), which argues that investment in employee knowledge, skills, and competencies leads to improved productivity and performance. The findings also agree with Organizational Learning Theory, which emphasizes continuous learning and adaptation as mechanisms for enhancing organizational effectiveness. Consequently, adaptive learning appears to be the most influential RBM dimension in improving employee performance within Muhanga District.

5.5.5 Performance Accountability and Employee Performance

The findings revealed that performance accountability significantly influences timeliness of task completion ($\beta = 0.321$, $p = 0.009$) and overall employee performance ($\beta = 0.209$, $p = 0.032$). Employees generally agree that responsibilities are clearly defined, accountability systems are operational, corrective measures are applied when necessary, and employees are recognized for achieving expected results.

These findings are consistent with Makunyi, Mugambi, Mwirigi, and Bengat (2022), who found that accountability and responsibility positively influence employee performance in county governments. The findings further support Nyaguthii (2022), who observed that accountability mechanisms improve employee commitment and performance. Similarly, Ali et al. (2021) argued that accountability systems enhance ownership of responsibilities and strengthen commitment to organizational goals. The findings are also consistent with the observations of the Government Accountability Office (GAO) (2021), which noted that accountability mechanisms improve organizational performance by encouraging corrective action and responsibility for results.

The findings support Principal-Agent Theory, which emphasizes monitoring, accountability, and responsibility in ensuring that employees act in accordance with organizational expectations. They also align with Expectancy Theory because accountability creates a link between employee effort, performance outcomes, and recognition. Therefore, performance accountability contributes to improved employee performance by strengthening responsibility, commitment, and adherence to deadlines within the institution.

The discussion demonstrates that the study findings are largely consistent with the reviewed theories and empirical literature. The results confirm that Result-Based Management practices contribute significantly to employee performance, with adaptive learning, strategic planning, and performance accountability emerging as the most influential predictors of overall employee performance in Muhanga District.

6. Conclusion

Based on the first objective, the study concludes that strategic planning positively influences employee performance at the Public Service Commission in Muhanga District. The findings demonstrated that clear communication of organizational goals, employee participation in target setting, alignment of individual objectives with institutional priorities, and realistic performance targets improve employee productivity, quantity of work, and overall performance. Therefore, effective strategic planning provides employees with direction and clarity, enabling them to focus their efforts on achieving institutional goals.

Regarding the second objective, the study concludes that performance monitoring contributes significantly to employee performance, particularly in the achievement of assigned targets. Regular supervision, progress reviews, performance tracking, and feedback mechanisms help employees remain focused on expected outcomes and allow management to identify and address performance gaps in a timely manner. Consequently, performance monitoring serves as an essential mechanism for ensuring that employees achieve established performance commitments and institutional targets.

Concerning the third objective, the study concludes that evaluation and reporting positively influence employee performance, especially the quality of work. Fair evaluations, effective communication of evaluation results, performance reporting, and constructive feedback enhance employees' understanding of organizational expectations and encourage continuous improvement. As a result, evaluation and reporting systems promote accountability, transparency, and higher standards of work performance.

In relation to the fourth objective, the study concludes that adaptive learning has a significant positive effect on employee performance and emerged as the strongest predictor of overall employee performance. The findings indicate that continuous learning, capacity-building opportunities, knowledge sharing, utilization of lessons learned, and application of feedback improve achievement of

assigned targets, quality of work, employee productivity, and overall effectiveness. Therefore, adaptive learning is a critical driver of sustainable employee performance improvement within the institution.

Regarding the fifth objective, the study concludes that performance accountability significantly influences employee performance, particularly timeliness of task completion and overall performance. Clear assignment of responsibilities, recognition of achievements, corrective measures, and accountability mechanisms encourage employees to take ownership of their duties, remain committed to expected results, and complete assigned tasks within established deadlines. Consequently, performance accountability promotes greater responsibility, commitment, and effectiveness among employees.

The study concludes that Result-Based Management significantly influences employee performance in Muhanga District. Among the examined dimensions, adaptive learning, strategic planning and accountability emerged as the strongest predictors of employee performance. Effective implementation of these practices contributes to improved productivity, service delivery and achievement of institutional goals.

7. Recommendations

Based on the study findings, Muhanga District should strengthen the implementation of Result-Based Management by enhancing employee participation in strategic planning, institutionalizing regular performance monitoring and feedback mechanisms, improving transparency in evaluation and reporting systems, and expanding continuous training and capacity-building programs. Special attention should be given to adaptive learning and performance accountability, which were identified as the strongest drivers of employee performance, through increased investments in professional development, knowledge sharing, documentation of lessons learned, clear definition of responsibilities, and effective recognition and accountability mechanisms. Policy makers should continue promoting RBM across public institutions while prioritizing learning, accountability, monitoring, and capacity development systems to improve service delivery and organizational effectiveness. The study contributes to knowledge by providing empirical evidence that RBM significantly improves employee performance in Rwanda's local government context, particularly through enhanced target achievement, quality of work, productivity, timeliness, and accountability. It further identifies adaptive learning and performance accountability as critical determinants of employee performance and fills an important gap in RBM literature by offering context-specific evidence from Muhanga District. Future studies should extend the analysis to other public institutions and districts and examine additional factors such as organizational culture, leadership style, and employee motivation as potential influences on the RBM-performance relationship.

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