



UGANDA MANAGEMENT INSTITUTE

TRAINING PROGRAMS AND STAFF PERFORMANCE:

A CASE STUDY OF UGANDA POLICE FORCE

BY

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Declaration

I Apolot Helen Olinga declares that this dissertation entitled: “*Training programs and staff performance: A case study of the Uganda Police Force*” is my original work and has not been submitted anywhere for any academic award and should never be reproduced without my consent.

Signature.....

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APPROVAL

This dissertation has been submitted with the approval of my supervisors (UMI Based).

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Date:

DEDICATION

This research is dedicated to my children Kulume Angel Lenah, Among Pearl Elizabeth, Egadu Emmanuel and Oonyu Isreal.

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LIST OF ABBREVIATIONS

AIGP	Assistant Inspector General of Police.
AIP	Assistant inspector of police
ASP	Assistant Superintendant of Police
ETC	Ex cetera (And Others)
IP	Inspector of Police
MPS	Ministry of Public Service
NCO	Non Commissioned Officers
PC	Police Constable
PTS	Police Training School
SGT	Sergeant
SP	Superintendent of Police
SPSS	statistical package for social scientists

Abstract

The study investigated the relationship between training programs and staff performance in the Uganda Police Force. Training programs were taken as an independent variable and staff performance as the dependent variable. The objectives of the study were to establish the relationship between induction training programs and staff performance in Uganda Police Force, to examine the relationship between on-the-job training programs and staff performance in Uganda Police Force, to determine the relationship between off-the-job training programs and staff performance in Uganda Police Force. A case study design was adopted for the study and Data was collected using questionnaires and interview guides. Both qualitative and quantitative methods that included descriptive and inferential statistical techniques were used to analyze the study. The study revealed a statistically significant positive correlation between induction training programs, off-the –job training programs and staff performance. However the study revealed a statistically non-significant positive correlation between on- the –job training programs and staff performance.

The study recommends that the Uganda Police Force should drastically improve on the relationship between induction training programs and staff performance while focusing on new employees and those promoted, uphold coaching of junior staff by senior management so as to improve on performance, emphasize more on seminars, lectures by resource persons and distance learning and also consider other factors like leadership, supervision and policy issues to improve on staff performance besides training programs.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study intends to examine the relationship between training programs and staff performance in Uganda Police Force. In this study, training programs were treated as the independent variable, whilst staff performance was treated as the dependent variable. This chapter thus presented the background to the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses, conceptual framework, significance, justification, scope of the study, and operational definitions of terms.

1.2 Background of the Study

The background to the study is presented in four themes including historical, theoretical, conceptual, and contextual background.

1.2.1 Historical Background

Traditionally, employee training is traced to have started during and after World War II. During this time in-service training by employers was a common practice because there was rapid change in industry from peace to war which called for training schemes for semi-skilled workers, for workers transferred to new jobs, and for women newly brought into industry (Duff, 2003).

After, we saw the emergence of the rapid contemporary advance of technological change in successful economies such as Japan, German, and Sweden which was heavily influenced by global competition. At the operating level in industry and in public utilities, new techniques, new methods, new tools, new synthetics, new sources of power, and increased uses of automation had brought

extensive changes in the past decades, and the rate of change tended to increase as time went by. Comparable changes were taking place in the office with the extended use of computers and data processors, which provided for the storing and recall of information in amounts unknown 20 years ago. All of this brought about a new approach to training. Great emphasis is now placed on a good start through initial job training, supplemented by orientation sessions or by attractively produced printed material describing the nature and objectives of the employment and the conditions of work. Since changes were frequent with technological advances, refresher training became common in clerical as well as in industrial work.

In developing countries particularly those in Africa, training was entirely been done depending largely on the introduction of new and unfamiliar techniques (Armstrong, 2006). Training in organizations was needed in basic skills, both industrial and clerical, and for the provision of adequate quantities of trained technicians, supervisors, and competent managers. To achieve planned progress these nations needed skilled administrators in large numbers, and above all they required educators and instructors.

Employee training in Uganda has evolved from mere vocational training in the early stages of colonial administration in the early 1920s to being multi-dimensional today. Despite Uganda's efforts to implement the best practices, it was constrained by the financial resources at their disposal. Hence addressing better human resource management in the public sector still desired a lot in providing better service delivery.

In this case therefore, employee training in Uganda Police Force has evolved since colonial times in the virtue of improving staff performance. However, the performance of Uganda Police Force has always been ranked lacking in many frontiers (Transparency international, 2011).

1.2.2 Theoretical Background

This study was guided by the Constructivist Learning theory advanced by Bartlett in 1932 and formalized by Jean Piaget in 1950. Under this framework the role of the trainer becomes that of a facilitator, providing guidance so that learners can construct their own knowledge. A constructivist-based training program to improve work performance will, therefore, accentuate that the learner should be an active participant constructing knowledge about tasks so as to enhance their performance, and not just a passive receptacle for information (Chen, 2001). This idea intimates that in the workplace, learning-by-doing and on-the-job training can be among the most effective ways of training workers. In a nutshell, the constructivist learning theory advocates alignment of employee training with real organizational activities if the goal of melioration of staff performance was to be realized.

1.2.3 Conceptual Background

Many scholars defined the concept of training and performance as inseparable elements of any organization. In this study, Training has been conceptualized as a planned and systematic effort to modify or develop knowledge, skills or attitude through a learning experience to achieve effective performance in an activity or range of activities (Cole, 1983; Saleemi, 1999; Buckey & Caple, 2000; MPS, 2010).

Training program, in this study, operationally included; induction, on-the-job and off-the-job training. Induction, in this study, was conceptualized as a process involving initiation of public servants into their new jobs in order to orientate them to the culture of the public service as well as the challenges of their new jobs.

Induction operationally included; orientation and on-boarding.

On-the-job training, in this study, was conceptualized as training that gives employees normal working situations designed to change the skills, attitude, and knowledge that has been directly related to the performance demands of their tasks. On-the-job training operationally includes; coaching, job rotation and delegation.

Off-the-job training, in this study, was conceptualized as training provided away from the civil servants job site and s/he will stop their usual duties/work during training. Off-the-job training operationally include; seminars, lectures and distance learning.

Bernadin, Kane, Ross, Spina and Johnson (1995), Kane (1996) and Armstrong (2000) regarded performance as simply the record of outcomes achieved. Brumbach (1988), however, looked at performance from a broader perspective and referred to it as both the behaviors and results of manpower when executing a task. Accordingly, in this study, performance will operationally be measured by completion of tasks/assignments (rate at which assignments meant for a police officer are completed for instance cases investigated, prosecutions achieves by the end of the year) , achievement of desired outputs with minimum cost (level at which police officers deliver output with minimum costs for instance damage to property or reduced casualties during an operation or riot), accuracy (quality of being true or correct or exact to the expected output), timeliness (level of promptness in completing tasks for instance time taken in investigating a case file or response to emergencies like accidents fire break out) , quality (extent to which the work produced by police officers met the standards set by line managers) creativity (the level of ingenuity demonstrated by a police officers in performing tasks for instance mobilizing a community to build a police station) and absenteeism (police officers incidence of absence from duty).

1.2.4 Contextual Background

The Uganda police Force under its human resource department is responsible for the overall management of the human resource and the provision of structures' standards and operating systems that provide an effective and harmonized service; supported by a well-developed and motivated human resource that delivers timely and cost effective works affordable by the Ugandan government and responsive to the needs of the people (Ministry of Internal Affairs, 2006). According to the integrated performance management framework for the Uganda Public Service, July 2007, performance of employees was based on Result Oriented Management (ROM) which emphasizes tasks accomplishment to meet targets, quality service, timeliness, creativity, and outputs. Complementary to that, the Uganda public service training policy 2006, the induction training manual for newly appointed officers 2006, the coaching and mentoring guide 2006, the staff performance appraisal scheme 2007, and the Uganda public service standing orders 2010 in the Public Sector, focused on promoting training and having skilled personnel enrolled in the civil service. The existing dismay however, was that this state of affairs has not translated into significant performance improvement. It was evident that the training given in form of induction, on-the-job, and off-the job training was still being queried.

1.3 Statement of the Problem

The performance and image of the Uganda Police has often come under scrutiny from the public and international community such as Transparency International for being unprofessional and brutal as they perform their duties. This fact was confirmed in the Uganda Police Annual Report of 2012 which partially stated generically that the Uganda Police Force employees had their targets unmet at the end of assessment periods, the quality of work that employees produce many a time fell short of the standards set by the police statues and standards, timeliness in attainment of targets was not given

due regard, creativity in accomplishment of assignments was grossly wanting, tasks were not completed to expectation and if they are completed, they are completed with exorbitant costs, and the level of absenteeism was reportedly high (Uganda Police Annual Report, 2012). Therefore, this resulted into loss of public faith in the police resulting into incidences of mob justice, direct violence against the police and general failure to report crime to the police. This study therefore investigated whether training programs of induction, on -the – job and off- the –job practiced in the Uganda Police Force has a relationship with staff performance.

1.4 Purpose of the Study

The purpose of this study was to examine the relationship between training programs and staff performance in Uganda Police Force.

1.5 Objectives of the Study

The objectives of this study are:

- i. To establish the relationship between induction training programs and staff performance in Uganda Police Force.
- ii. To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.
- iii. To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

1.6 Research Questions

This study sought to answer the following questions:

- i. What is the relationship between induction training programs and staff performance in Uganda Police Force?

- ii. What is the relationship between on-the-job training programs and staff performance in the Uganda Police Force?
- iii. What is the relationship between off – the – job training programs and staff performance in the Uganda Police Force?

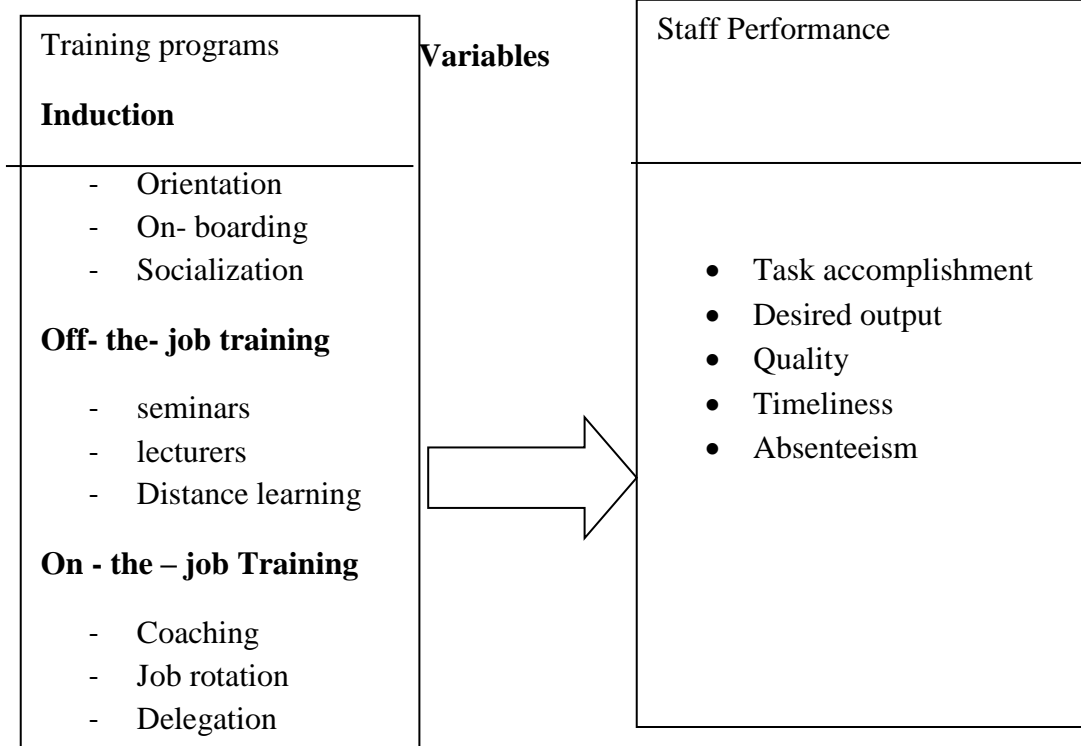
1.7 Hypotheses

This study tested the hypotheses that:

- i. There is a relationship between induction training programs and staff performance in Uganda Police Force.
- ii. There is no relationship between on-the-job training programs and staff performance in the Uganda Police Force.
- iii. There is a relationship between off-the-job training programs and staff performance in the Uganda Police Force.

1.8 Conceptual Framework

Independent Variables



Source: Adapted from Dysvik & Kuvaas (2008) and modified by the researcher

From the conceptual framework, it was hypothesized that training programs have a relationship with staff performance. If employees were given induction, on-the-job and off-the-job training, it could influence their performance in terms of tasks accomplishment, achieving desired outputs, quality, timeliness, creativity, and absenteeism.

1.9 Significance of the study

It is hoped that the study would be useful to the Uganda Police Force which by statute (Public Service Act No. 18 of 1969) was mandated to formulate, coordinate and implement training policies related to the public service. The study was also expected to provide a contemporary cornerstone for implementation of induction, on-the-job and off-the-job training programs for police officers. The policy makers in the Ministry of Public Service would also find the study utilitarian because the

current public service training policy to a significant extent had suffered implementation paralysis and some of the underlying causes could be unearthed by the study.

1.10 Justification of the study

Prior studies had been done on training programs and staff performance but no study had been done on training programs and staff performance in Uganda Police Force. On top of that such studies considered other dimensions of training programs other than induction, on-the-job and off-the-job training. Thus, the rationale behind the choice of this study was to empirically establish the impact of induction, on-the-job and off-the-job training on staff performance in Uganda Police Force. The researcher therefore felt the need to carry out such a research in order to understand the linkage between the aforementioned dimensions of training and staff performance in Uganda Police Force. The result of this study is hoped to contribute positively to the field of training management in Uganda Police Force.

1.11 Scope of the Study

Content Scope

This study limited itself to examining the relationship between training programs and staff performance in Uganda Police Force. Training programs in this study had the dimensions of induction, on-the-job, and off-the-job training, whilst, staff performance was measured by tasks accomplishment, achievement of desired outputs with minimum cost, quality, timeliness, creativity, and absenteeism.

Time scope

The study focused on the time frame between 2007-2015 because this was the period when staff performance of Uganda Police Force staffs had been discredited as sighted by (Kalanzi, 2013).

Geographical Scope

The study was conducted in the Police Headquarters located in Naguru and two police stations of Wandegeya and Kawempe all located in Kampala district in Uganda. This case study was chosen because it was accessible to the researcher and ties in very well with the operationalization of the research problem under study.

1.12 Operational Definitions of key Terms and Concepts

Induction: For the purpose of this study, this meant the initial training that the police officers go through at the training schools like Police Training School Kabalye in Masindi district and the training they receive during attachment and before confirmation which is usually one year after pass out from the training school.

Off-the-job training: This referred to the seminars, lecturers, courses and distance learning offered to police officers out of the police environment for instance study courses abroad, departmental workshops and seminars to impart knowledge and skills to officers under it. Lectures from resource persons impacting knowledge to police officers in a specific field. Study programs in higher learning for instance graduate, post graduate, masters and PhD programs.

On-the-job training: This referred to training between the officers within the police setting for example between the lower ranked officers and their supervisors. It involves coaching, job rotation and delegation.

Task accomplishment: This referred to the rate at which assignments or tasks meant for police officers are completed for instance cases investigated and prosecutions achieved in a year.

Desired output: Referred to the level at which police officer deliver output with minimum costs for instance damage to property and casualties etc.

Quality: Referred to the extent to which the work produced by a police officer met the standards set by line managers.

Timeliness: Referred to the level of promptness in completing tasks for instance time taken in investigating a case file. Response to emergencies like accidents, mob justice, fires etc.

Creativity: Referred to the level of ingenuity demonstrated by a police officer in performing tasks. For instance mobilization of the community to build a station.

Absenteeism: Referred to the police officers incidence of absence from work

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to establishing the relationship between training and staff performance. The review was conceptualized under the objectives of the study and focused primarily on induction, on-the-job, and off-the-job training and their relationship with staff performance. These were considered the pillars of the study.

2.2 Theoretical framework

The theoretical framework for this study was derived from the constructivist learning theory pioneered by Bartlett in 1932. Formalization of the theory of constructivism was generally attributed to Jean Piaget (1950). The constructivist learning theory was an alternative to two theories, videlicet the behaviorist learning theory which views a learner as passive, akin to a programmed animal that merely responds to environmental stimuli and the cognitive learning theory which views a learner as only an information processor and nothing beyond that (Gagne, 1972). The theory of constructivism posits that each individual will utilize their prior knowledge and experiences to construct new, related, and/or adaptive concepts in learning. In the constructivist's view, meaning was closely connected with experience as individuals come to a learning situation with a cognitive structure based on previous experiences (Hanley, 1994). Based on this view, training programs should be designed such that training content is directly related to improving employee performance. Constructivism built on the findings of behaviorism and cognitivism learning theories by establishing that besides response to environmental stimuli and information processing using a learner's cognitive structures, a learner constructs information.

On the basis of the constructivist standpoint, training to enhance work performance of learners should involve the facilitation of learning by coaching them in the knowledge construction process (Kerka, 1997). A constructivist-based training program to improve work performance therefore, accentuated that the learner should be an active participant constructing knowledge about tasks, and not just a passive receptacle for information (Chen, 2001).

As adapted in this study, the constructivist learning theory holds that training of employees influences their job performance. Induction, on-the-job, and off-the-job training of employees of an organization influenced their behaviors and results as they executed their duties and responsibilities. However, in adopting the constructivist learning theory for this study, the researcher was not ignorant of its shortcomings. Constructivism promotes an open-ended learning experience where the methods and results of learning are not easily measured and may not be the same for each learner (George, 1991).

2.3 Induction training programs and Performance of Public Servants

According to Kumar, Mohapatra, and Chandrasekhar (2009), induction covered orientation and on-boarding which facilitates the socialization of new employees in an organization. Orientation refers to as training program that occur when an employee first begins employment within an organization (Society for Human Resource Management [SHRM], 2006). It prepares employees to perform their jobs effectively, learn about the organization and establish work relations.

On-boarding referred to the orientation process for newly hired managers (SHRM, 2006). Similar to orientation, an on-boarding program involves introducing new managers to the work they should be supervising and helping them to understand the culture and the operation of the company.

Effective orientation and on-boarding are important components of induction as they help new appointees to quickly take charge of their work as they get to learn the organizational culture and behavior.

The impact of induction on the performance of Uganda's public servants has been recognized in a number of Government of Uganda publications. According to the Uganda Public Service Standing Orders (2010), supervisors in Ministries, Departments, and Local Governments across the public service are charged with the responsibility of ensuring that new staff, transferees and promotees are inducted within three months of appointment. This generates efficiency in the aforementioned categories of staff right away at their initial performance and participation. This was because the induction formally introduced them to work, they get motivated, and they pick interest to focus on their jobs immediately which leads to teamwork or immediate cooperation to perform job tasks. According to MPS (2006), which gives inductors a curriculum of the induction course, the thrust of induction training was to provide basic knowledge, skills, and attitudes regarding public service as an institution and specific jobs, all of which are required to quickly get new appointees productive. According to MPS (2006), induction of new staff, promotees, and transferees was mandatory in the Uganda public service with the rationale of ensuring that such staffs know what was expected of them right at embryonic stages of their service to be able to perform with dignity, pride, and joy.

2.4 On-the-job Training and Performance of Public Servants

According to Okanya (2008), on-the-job training refers to coaching, job rotation, and delegation amongst employees.

Coaching was a form of on-the-job training described as a partnership between a coach (manager) and a coachee (employee) in which the manager provides timely guidance and feedback to help the

employee strengthen specific knowledge/skills areas needed to accomplish a task or solve a problem (Berard, 2005). Coaching was indeed a performance oriented approach to training as it was normally done to address a known skills shortage quickly and to base the learning on real life on-the-job experience, rather than on theoretical understanding gained via classroom.

Job rotation was a form of on-the-job training that involves transferring an employee from one department to another in order to diversify his or her job skills during a specific period of time; it was also regarded as a practical approach to enrich and expand job assignments (Seibert, Kramer & Liden, 2001; Bio Med Central [BMC], 2009). In so doing, an employee not only learns job skills from different departments, but also rids oneself of the monotony that comes along with performing the same tasks on a daily basis. Consequently, the new assignments stimulate an employee's enthusiasm once again, something that translates into improved job performance.

Delegation referred to an on-the-job training approach where a manager assigns a task to an employee who might not be the best suited for the task but who was nonetheless up to the challenge (Gazda, 2002). In this case, the employee gained invaluable experience and knowledge for his or her consequent performance, providing him or her opportunity to grow. Coaching, job rotation, and delegation are important components of on-the-job training involving a collaborative effort between employees and supervisors or more experienced co-workers, something that goes a long way in enhancing the skills required of employees to effectively perform their jobs.

The relationship between on-the-job training and the performance of Uganda's public servants has been recognized in a number of Government of Uganda dossiers. According to MPS (2007), on-the-job training of employees in the Uganda Public Service encouraged their maximum contribution to goals of government institutions. This was because on-the-job training interventions like delegation

provided hands-on participation in workplace activities that have a direct contribution to organizational goals. The Uganda Public Service Standing Orders (2010) foreground on-the-job training interventions as key in unlocking the potential of serving public officers since such training takes place in the working environment. The Uganda Public Service Training Policy (2006) strongly advocated for on-the-job training for public servants, as a competence based approach to training since it provided the guidance and support required by public servants to master their jobs as opposed to merely acquiring academic papers.

2.5 Off-the-job Training and Performance of Public Servants

According to Okanya (2008), off-the-job training refers to seminars, lectures, and distance learning. A seminar brings together a group of people who pool and discuss ideas. It was meant to stimulate intellectual input. Papers presented were critiqued and corrections suggested (Aidelomon, 2010). Lectures, conducted at training centres and academic institutions, involved the transmission of knowledge, ideas, and factual information from the instructor to a larger group of trainees at one time thereby having the advantage of being a relatively low cost training method (Aidelomon, 2010).

Distance learning was an instructional delivery system that connects learners with educational resources. It provided educational access to learners not enrolled in educational institutions and can augment the learning opportunities of contemporary employees. Distance learning can be synchronous or asynchronous. Synchronous distance learning requires the simultaneous participation of all students and instructors, and takes on forms like interactive tele courses and web conferencing, where all students study at the same time. Asynchronous distance learning allows the students to study at their own pace and takes on forms like audiocassette courses, e-mail, videotaped courses, and correspondence courses. Seminars, lectures, and distance learning were important forms of off-the-job training because they were conducted in such a relaxed environment, free from the frustrations

and the bustle of work, such that employees can absorb more information required for their enhanced performance back at their work stations.

The relationship between off-the-job training and the performance of Uganda's public servants has been recognized in a number of Government of Uganda publications. According to Uganda's Public Service Training Policy (2006), off-the-job training was a requirement for public servants in so far as enhancement of job performance was concerned.

On-the-job training alone cannot address all the training needs of public servants, the two types of training mutually support each other because each has an edge over the other. Overseas training, a form of off-the-job training for top, senior, and middle level government officials, was necessary for such officers to learn from cross-country experiences, a training requirement that cannot be met locally yet so performance oriented. According to the Uganda Public Service Standing Orders (2010), all public servants were supposed to have training milestones to enhance their present and future job performance. Training milestones are specific training courses mandatory in the career path of an official as a strategy for career growth and development. Such training courses were more of theoretical and were as such attended as part of off-the-job training and were relevant to the job performance of the officials. According to the Ministry of Public Service [MPS] (2006), off-the-job training in the form of workshops, seminars, and conferences was conducted by Ministry of Public Service across public service institutions on an adhoc basis to enlighten public officials on performance appraisal system and results oriented management which enabled public servants to appreciate the need for planning, monitoring, and evaluation of their job performance. This had gone a long way in meliorating the performance of employees in the Uganda public service.

2.6 Summary of Literature Review

The literature reviewed clearly indicates that there are a number of studies in place that have viably established a relationship between training programs and staff performance world over, in Uganda, but not in Uganda Police Force. However, the literature reviewed is reportedly done in previous years of 2010 and below. Currently, we are in 2015 and new developments have come up which a call for a study like this to try to empirically test the literature reviewed and weigh the progress of the new programs in place. This revealed new works in place especially on the relationship between induction (orientation, on boarding and socialization), on-the-job (job rotation, delegation, coaching), and off-the-job training programs (seminars, lectures, distance learning) and staff performance (task accomplishment, desired output, quality, timeliness, absenteeism).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter indicated how data for the study was collected, analyzed and interpreted in order to answer the research questions or test the research hypotheses, thereby meeting the purpose of this study. This chapter therefore comprised research design, study population, determination of sample size, sampling techniques, data collection methods, data collection instruments, quality control, data collection procedures, data analysis, measurement of variables, and ethical considerations.

3.2 Research Design

This study used a correlational research design. A correlational research design enabled the researcher to find out the relationship between the study variables as recommended by (Sekaran, 2003). This type of research design was selected as ideal for this research because the study intended to identify predictive relationships by using correlations. In this study, numerical figures and descriptive information was obtained, giving it both a quantitative and qualitative research dimension. The study used both qualitative and quantitative approaches during sampling, data collection, quality control, and analysis. At data collection stage, qualitative design involved administering open ended interview and questionnaire questions to the respondents, whilst the quantitative design involved administering closed ended interview and questionnaire questions to respondents.

3.3 Study Population

This study was conducted in the Police headquarters at Naguru at the human resource department, Regional headquarters Kampala Metropolitan North (Kawempe Police Station) and two police stations of Wandegaya and Kawempe. The study population consisted of 85 respondents. 3 from

police headquarters (human resource department), 2 from the regional headquarters of Kampala Metropolitan North in Kawempe police station, 80 from Wandegeya and Kawempe police stations. The break down consisted of 3 senior officers from the rank of AIGP (Assistant Inspector General of Police) to SP (Superintendent of Police) from the human resource department, 2 regional staff from Kampala Metropolitan North headquarters in Kawempe from the rank of SSP (Senior Superintendent of Police) to ASP (Assistant Superintendent of Police) 80 implementers from both police stations (10 officers from the rank of ASP (Assistant Superintendent of Police) to AIP (Assistant Inspector of Police) and 70 officer from the rank of Sgt (Sergeant) to PC (Police constable)

The senior management staffs from the human resource department were chosen in this study because they have that absolute role to manage the training programs and to see whether they are leading to the staff performance and service delivery. The supervisory staffs from the regional headquarters were chosen since they have the immediate responsibility to see whether the performance of staff at the divisions (Police stations of Wandegeya and Kawempe) tallies with what is taught to them. The staff at the divisions (implementers) from the police stations were chosen because they had a direct role to play in this study as they were the very people whose performance was being measured in relation to training as far as the implementation of law and order in society was concerned.

3.4 Determination of the Sample Size

The sample size was determined using the table in Appendix C from a study by Morgan and Krejcie (1970, as cited in Amin, 2005). This therefore means that the sample will include 60 police officers. The sample sizes are depicted in Table 3.1.

Table 3. 1: Population Samples and Sampling Techniques

Category of population	Population Size	Sample Size	Sample Techniques
Senior Management staff	3	3	Purposive sampling
Supervisors	2	2	Purposive Sampling
Implementers(officers from the rank of Assistant Superintendant to Assistant Inspector)	10	10	Purposive Sampling
Implementers (junior staff from the rank of sergeant to constable)	70	45	Simple Random Sampling
Total	85	60	

Source: Uganda Police Force Human Resource Manual (2012) pay roll

3.5 Sampling Techniques

The study used both probabilistic and non-probabilistic sampling techniques.

3.5.1 Probabilistic Sampling Techniques

From the existing probabilistic sampling techniques, the study used simple random sampling technique. Simple random sampling was used to select police officers from the police stations. This technique was chosen because this category of police officers has a large population size and as such

warranted simple random sampling to minimize sampling bias as recommended by (Mugenda & Mugenda, 2003).

3.5.2 Non-probabilistic Sampling Techniques

From the existing non-probabilistic sampling techniques, purposive sampling was employed to select, senior management staff, and supervisors who were targeted due to their perceived knowledge arising out of known experience that they have. This technique was employed following the postulate that if sampling had to be done from smaller groups of key informants, there was need to collect very informative data, and thus the researcher needed to select the sample purposively at one's own discretion as recommended by (Sekaran, 2003).

3.6 Data Collection Methods

3.6.1 Self-administered questionnaires

These were used to collect primary data from junior staff and officers from the police station of Wandegeya and Kawempe between the ranks of ASP (Assistant Superintendent of Police) and PC (Police Constable) and it involved use of a semi-structured questionnaire depicted in Appendix A. The method of survey using a semi-structured questionnaire was deemed appropriate since part of the questionnaire offers the staff a choice of picking their answers from a given set of alternatives while the other part of the questionnaire allows them to qualify their responses as noted by (Amin, 2005).

3.6.2 Interviews

These were used to collect primary data from, senior management and supervisory staff from the human resource department police headquarters and the regional headquarters Kampala Metropolitan North Kawempe police station respectively. This was between the ranks of AIGP (Assistant Inspector General of Police) and ASP (Assistant Superintendent of Police). It involved use of a semi-structured

interview guide depicted in Appendix B. The method of interview using a semi-structured interview guide is deemed appropriate since the aforementioned categories of staff had vital information yet no time to fill in questionnaires as recommended by (Sekaran, 2003).

3.6.3 Documentary Review

This was used to collect secondary data and was guided by a documentary review checklist. Documents from Uganda Police Force, reports from Human rights agencies, newspapers, theses, research findings, public and private libraries with literature relevant to the research topic was analyzed as secondary sources of data to supplement primary data from survey and interviews (Amin, 2005).

3.7 Data Collection Instruments

3.7.1 Questionnaire

Questionnaires were used to collect data from Police officers at the police stations. 55 questionnaires were randomly distributed to 55 police officers at the two police stations of Wandegeya and Kawempe. The questionnaire (Appendix I) was used in this case because it proved to be an invaluable method of collecting a wide range of information from a large number of individuals especially when it comes to people like police officers at the police stations as recommended by (Sekarasn, 2003). The questionnaires were popular because the respondents filled them in at their own convenience and were appropriate for large samples. The questionnaire was designed with both open and closed ended questions as recommended by (Amin, 2005).

3.7.2 Interview Guide

The researcher prepared and used a semi-structured interview guide to conduct interviews with, senior management, and supervisory staff at the police headquarters human resource department and

the regional headquarters Kampala Metropolitan North at Kawempe respectively. Interviews are chosen because they were thought to provide in-depth information about a particular research issue or question. Still, interviews were chosen because they make it is easy to fully understand someone's impressions or experiences, or learn more about their answers as compared to questionnaires. According to Mugenda and Mugenda (2003), interviews are advantageous in that they provide in-depth data which is not possible to get using questionnaires.

3.7.3 Documentary Review Checklist

This consisted of a list of documents as sighted by (Sekaran, 2003) particularly concerning training and employee performance which are directly relevant. Most of these documents were obtained from the Uganda Police Force reports, publications from human rights agencies, , newspaper articles, government reports, new paper articles, conference papers, thesis, internet, text books , journals and dissertations related to the topic under investigation as recommended by Amin (2005) were reviewed.

3.8 Quality control

3.8.1 Validity of Data collection Instruments

Validity is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2008). The researcher used the expert judgment of her supervisors to verify the validity of the instruments. To assess this, the two supervisors were contacted to evaluate the relevance of each item in the instruments to the objectives. The experts rated each item as either relevant or not relevant. Validity was determined by using Content Validity Index (C.V.I). $C.V.I = \frac{\text{Items rated relevant by both experts}}{\text{total number of items in the questionnaire}}$ as shown hereinafter.

CVI = $\frac{\text{No. of items rated relevant}}{\text{Total no. of items}}$

Total no. of items

As recommended by Amin (2005), for the instrument to be valid, the C.V.I should be at least 0.7

Whereby R is Relevant. N is Neutral, and IR is irrelevant. The closer the value to 1, the more valid is the instrument (Amin. 2005).

Score from supervisor 1: R=70%, N=5%, IR=10% result= 82%

Score from supervisor 2: R=70%, N=5%, IR=15% result= 79%

From the two experts the average score was 80.5 % which made the questionnaire content valid.

3.8.2 Reliability of the Data collection instruments

To ensure reliability of quantitative data, the Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test was performed. In statistics, Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Sekaran (2003) some professionals as a rule of thumb, require a reliability of 0.70 or higher (obtained on a substantial sample) before they use an instrument. Upon performing the test, the result was 0.7 and above was considered reliable. The result of the Cronbach test was provided in the appendix of the final report.

Table 3:1 Reliability of the Questionnaire

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Induction Training	.501	.556	5
On -The -Job Training	.377	.377	5
Off -The - Job Training	.608	.613	4
Staff Performance	.751	.754	6

Source: Field Data

The instrument was found to be valid in this study at above 0 .60. The researcher used Alpha coefficient to establish the degree to which the questions used in a survey elicit the same type of information each time they are used under the same conditions. The results obtained were compared to the threshold of 0.60 recommended for social research by Odiya (2009).

3.9 Data Collection Procedures

The researcher obtained a letter from Uganda Management Institute introducing her to the Uganda Police Force and specifying that the data to be collected will be solely for study purposes. Upon obtaining the requisite permission, the researcher will proceed with data collection starting with giving out questionnaires to Uganda Police Force staff at the police stations of Wandegeya and Kawempe. After that interviews were conducted with executives and supervisory staff at Police

headquarters in the Human resource department and Regional headquarters Kampala Metropolitan North offices at Kawempe police station respectively.

3.10 Data Analysis

Data was analyzed both quantitatively and qualitatively.

3.10.1 Quantitative data analysis

Quantitative data analysis involved use of both descriptive and inferential statistics in the Statistical Package for Social Scientists (SPSS). Descriptive statistics entailed determination of measures of central tendency such as mean, mode, median; measures of dispersion such as range, variance, standard deviation; frequency distributions; and percentages. Data was processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables. Inferential statistics included correlation analysis using a correlation coefficient and regression analysis using a regression coefficient in order to answer the research questions. According to Sekaran (2003), a correlation study was most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation. A correlation coefficient was computed because the study entailed determining correlations or describing the association between two variables (Oso & Onen, 2008). At bivariate level, training as an independent variable was correlated with employee performance as the dependent variable using Pearson's Correlation Coefficient.

3.10.2 Qualitative data analysis

Qualitative data analysis involved both thematic and content analysis, and, was based on how the findings related to the research questions. Content analysis was used to edit qualitative data and reorganize it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Sekaran, 2003). After data collection, information of same

category was assembled together and their similarity with the quantitative data created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by quotation or descriptions.

3.11 Measurement of Variables

Mugenda and Mugenda (2003) support the use of nominal, ordinal, and Likert type rating scales during questionnaire design and measurement of variables. The nominal scale was used to measure such variables as gender, marital status, terms of employment, among others. The ordinal scale was employed to measure such variables as age, level of education, years of experience, among others. The five point Likert type scale (1- strongly disagree, 2-disagree, 3-not sure, 4- agree and 5-Strongly agree) was used to measure the independent variable (training) and the dependent variable (employee performance). The choice of this scale of measurement was that each point on the scale carries a numerical score which was used to measure the respondent's attitude and it was the most frequently used summated scale in the study of social attitude. According to Mugenda (2003) and Amin (2005), the Likert scale is able to measure perceptions, attitudes, values and behaviors of individuals towards a given phenomenon.

3.12 Ethical Considerations

Guidelines and practices regarding the protection of the rights of the research participants were strictly observed. Efforts were put in place to ensure that physical or psychological damage to the participants was not caused. Therefore the researcher respected the autonomy of all those who participated in the research. This included among other things the right of the participant to deny information consent to the researcher, withdraw from the study at the any time and preference of anonymity in any publication that would arise out of the research. The research did no harm to the

participants or any other person or groups of persons. Serious consideration was put to all potential risks involved in the study. When any risk was identified, the advice of an expert was sought.

The research was conducted under the following guide lines, voluntary and informed consent of the participants. The participants received full, non-technical and clear explanations of the tasks expected of them so as to make informed decisions. The participants were assured of the parameters of the confidentiality of the information they supplied. The findings of the research were reported with careful attention to the rights of the research participants.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The purpose of the study was to examine the relationship between training programs and staff performance in Uganda Police Force. It sought to achieve the following objectives; to establish the relationship between induction training programs and staff performance of Uganda Police Force, to examine the relationship between on-the-job training programs and staff performance in Uganda Police Force, to determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

This chapter presents data collected using the questionnaire and interviews. The corresponding interpretations also follow each presentation. The results of the study are presented according to the study objectives and research questions.

The findings in this chapter were also arrived at by analysing and interpreting the available data using SPSS and Microsoft Excel software. All the responses are presented in terms of frequencies, percentages, mean, standard deviation, Pearson correlation matrices and regression models which are displayed in tables. The statistical data from the quantitative part of the questionnaire was also supported by the qualitative data of the study from the interviews .The quantitative data was analysed based on a Likert's scale of 1- (Strongly disagree) to 5-(Strongly agree scale rate).

4.2 Response Rate

The total number of respondents who constitute the sample used in this dissertation are summarised in Table 4.1 below.

Table 4. 1 Showing the Response Rate

Nature of Response	Frequency	Percentage
Staff		
Response	59	98%
Non-response	1	2%
Total	60	100

Source: *Primary Data*

The total of respondents was sixty (60) where fifty nine (59) questionnaires were returned and all the 5 interviews were conducted .The response rate was therefore ninety eight percent (98%) as shown in Table 4.1 above. Sorry Darren sherka (2002) said that to score above 80% it shows that the study was perfectly done, meaning that all questions were perfectly understood by all the respondents from the study. Therefore, the results were considered representative of what would have been obtained from the population.

4.3 Characteristics of the respondents

The background information was about the respondents' gender, age, and education level and duration in current employment in the same institution. The purpose of collecting background

information about the respondents was to help in establishing the sample characteristics and to be able to form appropriate opinions about the research findings.

Table 4. 2 Level of Education

The researcher obtained data on the education level of respondents with an aim of establishing whether there is a close relationship between education level and Staff Performance.

		Frequency	Percent	Cumulative Percent
Valid	Primary	9	16.7	16.7
	Secondary	31	57.4	74.1
	Bachelors	4	7.4	81.5
	Masters	5	9.3	90.7
	PHD	1	1.9	92.6
	Others	4	7.4	100.0
	Total	54	100.0	

Source: Primary Data

The findings in Table 4.2 above revealed that the majority of the respondents had attained a secondary school certificate and these accounted for 57.4% of the total sample; 7.4% are holders of a first degree, 1.9% had obtained a PHD qualification while 16.7% had obtained a primary certificate . With the above statistics, we can say that since a substantive number of the respondents have the basic qualifications of a secondary school certificate and above it showed that the respondents who participated were qualified to conduct the institution’s operations since over 60% of the respondents had attained the required institutional education level (from secondary school certificate to PhDs).

Table 4. 3 Age of respondents

		Frequency	Percent	Cumulative Percent
Valid	20-29	15	27.8	27.8
	30-39	18	33.3	61.1
	40-49	16	29.6	90.7
	50-above	5	9.3	100.0
	Total	54	100.0	

Source: *Primary Data*

Age of respondents Table 4.3 was chosen as one of the characteristics so as to ascertain the respondents' maturity of reasoning. The study results showed that 27.8% of the respondents were aged 20-29 years, 33.3% were aged 30-39 years and 29.6% were aged 40-49 years. Since more than half of the respondents (72.2%) who participated were aged above 30 years this is an implication that the information obtained was from respondents who were mature in thinking and with a sound mental intellect and the assumption is that they applied this maturity while responding to the issues presented to them.

Table 4. 4 Duration of respondents in the institution

	Frequency	Percent	Cumulative Percent
Valid			
Less than 1 year	5	9.3	9.3
1-3 years	9	16.7	25.9
4-6 years	12	22.2	48.1
7-10 years	16	29.6	77.8
More than 10 years	12	22.2	100.0
Total	54	100.0	

Source: *Primary Data*

Duration of respondents in the institution was chosen as one of the characteristics so as to ascertain the respondents' experience with the institution operations. The study results showed that 9.6% of the respondents had been in Uganda Police Force for less than 1 year, 16.7% for 1-3 years, 22.2% for 4-6 years and 29.6% for 7-10 years and 22.2% for more than 10 years. Since 74% of the respondents were in the institution for over 6 years this is an implication that the information obtained was from respondents who had experience with the institution's operations.

Table 4. 5 Level of education and Gender

			GENDER		Total
			Male	Female	
EDUC	Primary	Count	5	4	9
		% within GENDER	13.2%	25.0%	16.7%
	Secondary	Count	24	7	31
		% within GENDER	63.2%	43.8%	57.4%
	Bachelors	Count	1	3	4
		% within GENDER	2.6%	18.8%	7.4%
	Masters	Count	4	1	5
		% within GENDER	10.5%	6.2%	9.3%
	PHD	Count	0	1	1
		% within GENDER	0.0%	6.2%	1.9%
	Others	Count	4	0	4
		% within GENDER	10.5%	0.0%	7.4%
	Total	Count	38	16	54
		% within GENDER	100.0%	100.0%	100.0%

Source: Primary Data.

Table 4.5 shows the level of education and gender of respondents. Of the male respondents, 13.2% had obtained a primary certificate , 63.2% had obtained a secondary certificate, 2.6% had obtained a bachelor’s degree , 10.5% had obtained a master’s degree, 10.5% had obtained other qualifications. This could imply that majority of the male respondents had obtained a basic education

level of a secondary certificate and above with 80% . Of the female respondents 25% had obtained a primary certificate, 43.8% had obtained a secondary certificate, 18.8% had obtained a bachelors degree, 6.2% had obtained Masters degree, and 6.2% had obtained a PHD. This could imply that majority of the female respondents had obtained a basic education level of a secondary certificate and above with a 70%. This is a very good statistic in respect to the respondents as both the male and female participants had obtained at least a basic level of education for the institution that is a secondary certificate.

4.4 Empirical findings

This part of the study presents in line with the study variables that are a basis of study objectives. The section presents analyses and interprets views and opinions of respondents from questionnaires administered, interviews conducted and documents reviewed according to the objectives of the study.

4.4.1 To establish the relationship between induction training programs and staff performance of Uganda Police Force.

The first objective of the study was to establish the relationship between induction training programs and staff performance of Uganda Police Force. The findings of this objective were gathered from questionnaires from respondents and their views on induction training programs. The variable was measured using 5 items scored on five point Likert scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree. The results from the analysis are displayed in Table 4.6 below.

Table 4. 6 Respondents views on induction training programs

	N	SA	A	NS	DA	SDA	M	Mean	Std. Deviation
New employee are normally oriented/taken through their tasks, objectives and core values	54	33%(18)	48%(26)	0%	11%(6)	7%(4)	0	3.89	1.208
Police initial/induction training motivates and prepares the officers to perform their tasks	53	23%(12)	60%(32)	2%(1)	11%(6)	4%(2)	1	3.87	1.020
Police initial/induction training enables an officer to easily socialize and adapt to the organizations culture	52	42%(22)	48%(25)	8%(4)	2%(1)	0%	2	4.31	.701
Police initial/ induction training enables new entrants to perform their job with dignity	54	26%(14)	56%(30)	4%(2)	11%(6)	4%(2)	0	3.89	1.040
Introducing new officer at supervisory level to the work that they will be supervising helps them to understand their tasks	52	38%(20)	46%(24)	6%(3)	10%(5)	0%	2	4.13	.908

Source: Field Primary Data

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree

From the table 4.6 above, the respondents were asked whether new employees are normally oriented/taken through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments. The results from the study revealed that, of the total respondents, 81% of the respondents were in agreement as shown by the statistics, 19% disagreed with a mean of 3.89 and standard deviation of 1.208. The different statistics informed that as part of

induction training programs, from the 81% level of agreement with a mean of 3.89 and a deviation of 1.208 this showed that Uganda Police Force management has a positive aspect of induction training programs as comparison to the 19% level of disagreement. This should be upheld by the Uganda Police Force as an institution.

However, the 19% who disagree are an indicator that there is something to be done in as far as induction training is concerned, probably there is need for more awareness and appreciation of the course content by the participants.

In determining whether the Uganda Police Force initial/induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism; the study revealed that; of the total respondents, 83% of the respondents were in agreement as shown with the statistics, 15% disagreed and 2% had a neutral opinion with a mean of 3.87 and a minimal deviation of 1.020.

From the comparisons above it shows that Uganda Police Force initial/induction training motivates and prepares the officers to perform their tasks with interest. From the 83% level of agreement in comparison to 15% level of disagreement this is a plus to the Uganda Police Force management as it ensures that initial/induction training motivates and prepares the officers to perform their tasks with interest. However the 2% and 15% who disagreed and who are not sure respectively this could imply that they may not be in the know or this aspect doesn't concern them.

This was further supported in the interviews as one of the key informant who was a director said,

“The police cadets from training school to specialised units need specialised training to make them comfortable and produce results where they are deployed” (Key informant A, 3rd October, 2015)

From the findings above this show how worthwhile the Uganda Police Force initial/induction training program motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism as seen from the 83% level of agreement in comparison to 15% level of disagreement.

On whether Uganda Police Force initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contribute to his/her performance in terms of timely accomplishment of assignments; respondents were asked to state the extent to which they approved with the above. Of the total respondents, 90% of the respondents were in approval that the Uganda Police Force initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to his/her performance in terms of timely accomplishment of assignments, 2% disagreed and 8% had a neutral opinion with a mean of 4.31 and standard deviation of 0.701.

From the statistics above, it shows that Uganda Police Force initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values with 90% who concurred that this was done in comparison to the 2% who were in disagreement. On the 8% who were neutral this implies that they were either not aware or it was none of their concern.

From the findings of the study when respondents were asked whether Uganda Police Force initial/induction training enables new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done; Of the total respondents (54),81% of the respondents were in approval that Uganda Police Force initial/ induction training enables the officers

and new entrants to perform their job with dignity, 15% disagreed and 4% had a Neutral opinion. From the statistics above this implied that 81% of the officers were in agreement in comparison to the 15% who disagreed with this aspect of the study. The 4% who were not sure therefore meant that these respondents either did not know or had taken a no concern approach in respect to this regard.

Thus from the findings above this is a key attribute which should be upheld by the Uganda Police Force management as it enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work.

From the table above, the respondents were asked whether introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output; The results from the study revealed that, of the total respondents, 84% of the respondents were in agreement as shown by the statistics, 10% disagreed and 6% had a neutral opinion with a mean of 4.13 and deviation of 0.908. The different statistics implied that as part of induction training, Uganda Police Force Management has done well in introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising. This helps the officers to understand their tasks as agreed from the finding with 84% in agreement in comparison to the 10% who disagreed that the messages are not clear. The 6% who had a neutral opinion implied that were either not observant or decided to neglect this aspect.

From the findings above it showed that Uganda Police Force management should uphold this virtue. However, the 10% who disagreed showed that it is an indicator that there is something to be done in as far as introducing new officer at supervisory level is concerned.

In an interview with one of the directors, he had this to say,

“It enables development of skills, getting accustomed to the real work environment thus improving on the job deliverables” (key informant B, 7th October 2015)

4.4.1.1. Relationship between induction training programs and staff performance in the Uganda Police Force.

To examine whether there is a significant relationship between induction training programs and staff performance in the Uganda Police Force a correlation was computed, examined and interpreted using Pearson product moment correlation coefficient. The results are detailed in the table below. Table 4. 7
Correlation between induction training programs and staff performance

		Induction	Staff performance
Induction	Pearson Correlation	1	.326*
	Sig. (2-tailed)		.025
	N	49	47
Staff performance	Pearson Correlation	.326*	1
	Sig. (2-tailed)	.025	
	N	47	52

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

Source: Field Primary Data

From the table 4.7, above it is indicated that there is a statistically significant positive correlation between induction training programs and staff performance in the Uganda Police Force ($r = .326$, $P < .05$). The study therefore accepted the hypothesis that there is a significant relationship between

induction training programs and staff performance in the Uganda Police Force. As noted from the interview with the directors, he mentioned that;

“Induction training should not be taken for granted, it enhances staff performance officers should be well oriented into their roles and values of the institution. This does not only promote understanding but also makes them to know the pros and cons of serving in the institution” (key informant B, 7th October 2015)

From the findings above it shows how significant the role of induction training programs are to staff performance as it builds confidence at the same time helps the new staff to become accustomed to the new environment.

4.4.2 Regression analysis results

A further analysis was conducted using regression to determine the effect between independent variable on staff performance of police officers, regression analysis is employed and the results of each independent variable with the staff performance are summarized in the tables below.

Table 4. 8 Induction Training Programs and Staff Performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.326 a	.106	.086	.70066	.106	5.354	1	45	.025

a. Predictors: (Constant), induction

From the summary in table 4.8, above shows adjusted R^2 value of 0.086 between induction training programs and staff performance which is suggesting that induction training programs alone predicted 8.6% of the variance in staff performance. The adjusted $R^2 = 0.086$ at significance 0.025 suggested that induction training programs was a weak predictor of staff performances.

This implies that there is 8.6 % variation which can be explained by the induction training programs and the 91.4% can be explained by other factors.

4.5 To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.

The second objective of the study was to examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.

The findings of this objective were gathered from questionnaires and interviews from respondents.

The objective was measured using 5 items scored on five point Like scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree. The results are displayed in Table 4.9 below.

Table 4. 9 Respondents views on-the-job training programs

	N	SA	A	NS	DA	SDA	M	Me an	Std. Deviation
Senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment	53	21%(11)	60%(32)	9%(5)	4%(2)	6%(3)	1	3.87	.981
Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments.	52	25%(13)	37%(19)	15%(8)	17%(9)	6%(3)	2	3.58	1.210
Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output.	52	31%(16)	52%(27)	6%(3)	8%(4)	4%(2)	2	3.98	1.019
Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs.	51	25%(13)	51%(26)	10%(5)	6%(3)	8%(4)	3	3.80	1.132
Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks.	53	38%(20)	53%(28)	2%(1)	6%(3)	2%(1)	1	4.19	.878

Source: Field Primary Data

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree

From the table above, the respondents were asked whether senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their

performance leading to timeliness in task accomplishment. The results from the study revealed that, of the total respondents, 81% of the respondents were in agreement as shown by the statistics, 9% disagreed and 9% had a neutral opinion with a mean of 3.87 and standard deviation of 0.981. The different statistics informed that as part of on -the -job training, from the 81% level of agreement with a mean of 3.87 and a deviation of 0.981 this shows that Uganda Police Force management, Senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment which is a positive aspect of the institution This was in comparison to the 9% level of disagreement. The 9% who were not sure respectively could have been that they had no interest in this aspect.

This calls for the management of the Uganda Police Force to uphold this virtue. However, the 9% who disagree are an indicator that there is something to be done in as far as on -the -job training is concerned.

In determining whether Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, the study revealed that; of the total respondents, 62% of the respondents were in agreement as shown with the statistics, 23% disagreed and 15% had a neutral opinion with a mean of 3.58 and a minimal deviation of 1.210. From the comparisons above it shows that the Uganda Police Force management offers Job rotation (continues transfers of officers and men within their job description) to officers to improve on their performance in terms of skills and task accomplishments. From the 62% level of agreement in comparison to 23% level of disagreement this is a plus to the Uganda Police Force management as it ensure that Job rotation (continues transfers of officers and men within their job description) improves on the performance of officers in terms of skills and task accomplishments. However the

23% and 15% who disagreed and who are not sure respectively it could imply that they may not be in the know or this aspect doesn't concern them.

This was further supported in the interviews as one of the key informant who was a director said,

“Job rotation sometimes delivers the required results sometimes it is devoid of results ...in our case it has delivered what we needed most times though it is not a preferred approach we would like to take because at times its done maliciously without consultation with the party in question ” (Key Informant C, 7th october,2015)

From the findings above it shows that Job rotation improves performance in terms of skills and task accomplishments the study revealed with 62% of the respondents were in agreement. The above attribute should be highly upheld in the Uganda Police Force as an Institution.

On whether Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output; respondents were asked to state the extent to which they approved with the above. Of the total respondents, 83% of the respondents were in approval that Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output 12% disagreed and 6% had a neutral opinion with a mean of 3.98 and standard deviation of 1.019. From the statistics above, it shows that Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output with the 83% who concurred that this is done in comparison to the 12% who were in disagreement. On the 6% who were neutral this implies that they were either not aware or this is none of their concern.

From the findings of the study when respondents were asked whether Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs; Of the total respondents ,76% of the respondents were in approval that Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs ,14% disagreed and 10% had a neutral opinion . From the statistics above this implies that 76% of the respondents are in agreement in comparison to the 14% who disagreed with this aspect of the study. The 10% who were not sure this means that these respondents either do not know or have taken a no concern approach in respect to this regard. Thus from the findings above this is a key attribute which should be upheld by the Uganda Police Force management in their roadmap of grooming junior staff. In an interview with one of the directors, he had this to say,

“Handing down of information and knowledge is something we really espouse in our institution.... this is a good habit as junior staff learn from the seasoned and most experienced staff which is hugely a benefit to the Uganda police force as an institution” (Key Informant D, 10th October 2015)

From the findings above it shows that Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs; with a 76% of the respondents were in approval, this is a worthy aspect to be upheld by the Uganda Police Force as an institution.

From the table above, the respondents were asked whether Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks. The results from the study revealed that, of the total respondents, 91% of the respondents were in agreement as shown by the statistics, 8% disagreed and 2% had a neutral opinion with a mean of 4.19 and deviation of 0.878. The different statistics implied

that as part of Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks as agreed from the finding with 91% in agreement in comparison to the 8% who disagreed that the messages are not clear. The 2% who had a neutral opinion implies that they are either not observant or decided to neglect this aspect.

From the findings above this shows that the Uganda Police Force management should uphold this virtue. However, the 16% who disagreed, it shows that this is an indicator that there is something to be done in as far as delegation is concerned.

4.4.1.1. Relationship between on-the-job training programs and staff performance

To examine whether there is a significant relationship between on-the-job training programs and staff performance a correlation was computed, examined and interpreted using Pearson product moment correlation coefficient. The results are detailed in the table below.

Table 4. 10 Correlation between on-the-job training programs and staff performance

		On-job-training	Staff performance
On-job-training	Pearson Correlation	1	.005
	Sig. (2-tailed)		.975
	N	48	47
Staff performance	Pearson Correlation	.005	1
	Sig. (2-tailed)	.975	
	N	47	52

Source: Field Primary Data

From the table 4.10, above it is indicated that there is a statistically non-significant positive correlation between on-the-job training programs and staff performance ($r = .005$, $P > .0.000$). The study therefore rejected the hypothesis that there is no significant relationship between on-the-job training programs and staff performance in the Uganda Police Force as noted from the interview with the directors , he mentioned that;

“On- job- training is hard to deliver results as an officer is on spot on the job, some officers feel it delivers limited results to them so they prefer training asides then they come latter to the real show at work rather than being exposed to the work naivety” (key informant D 10th October 2015)

From the findings above it shows there is a lot to be done to make on- job- training enjoyable for the police officers as shown by a substantive percentage of police officers who disagreed with its functionality.

4.4.2 Regression analysis results

A further analysis was conducted using regression to determine the effect between independent variable on staff performance of police officers, regression analysis is employed and the results of each independent variable with the staff performance are summarized in the tables below. Table 4. 11 on-the-job training programs and staff performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.005 ^a	.000	.022	.70395	.000	.001	1	45	.975

a. Predictors: (Constant), On-job-training

From the summary in Table 4.11, above shows adjusted R^2 value of 0.022 between on-the-job training programs and staff performance which is suggesting that on-the-job training programs alone predicted 2.2% of the variance in staff performance. The adjusted $R^2 = 0.022$ at significance 0.975 suggested that price was not a predictor of staff performance.

This implies that there is 2.2% variation which can be explained by the on-the-job training programs and the 97.8% can be explained by other factors.

4.6 To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

The findings of this objective were gathered from questionnaires and interviews from respondents. These were measured using 4 items scored on five point Likert scale of 1=strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= strongly agree the results from the process of are displayed in table below.

Table 4. 12 Respondents views on off-the-job training programs

	N	SA	A	NS	DA	SDA	M	Mean	Std. Deviation
The seminars, lecturers and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease.	54	37% (20)	46% (25)	9% (5)	6% (3)	2% (1)	0	4.11	.925
lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work	54	41% (22)	50% (27)	2% (1)	6% (3)	2% (1)	0	4.22	.883
Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment.	53	47% (25)	25% (13)	8% (4)	15% (8)	6% (8)	1	3.92	1.299
Attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.	53	42% (22)	43% (23)	2% (1)	6% (3)	8% (4)	1	4.06	1.167

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree

Source: Field Primary Data

From the Table 4.12 above, the respondents were asked whether the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease. The results from the study revealed that, of the total respondents, 83% of the respondents were in agreement as shown by the statistics, 7% disagreed and 9% had a neutral

opinion. The above statistics implied that 83% are in agreement that the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease. In comparison to the 7% who disagreed this can be interpreted that respondents see value in these skills development activities. The implication of those who disagreed and not sure is that the seminars, lectures and distance learning programs have not helped them to improve on their skills and accomplish their task with minimum costs and ease.

The findings were opined by interview results where one interviewee said;

“The seminars, lectures are effective and I do believe personally they are huge grounds of building skills and feedback sessions for the police officers and other stakeholders in the protection of life and property” (key informant D 10th October 2015).

The above findings show that the seminars, lectures and distance learning programs duly help officers to improve on their skills and accomplish their task with minimum costs and ease basing on those findings this shows that some effort should be done to improve the 83% who agreed with the attribute and a minimal 7% who disagreed.

In order to find out whether, lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 91% of the respondents were in approval that lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work, 7% disagreed and 2% had a neutral opinion . From the statistics above with 91% in agreement this was a plus to Uganda Police Force management in comparison to the 7% who were in disagreement. The 2% with a neutral opinion means that they are not aware or this is not a concern to them.

From the findings of the study the respondents were asked whether distance learning courses often

sponsored by the Uganda Police Force had enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment, respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 72% of the respondents were in approval that Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment while 21% disagreed and 8 % had a neutral opinion.

From the statistics above, this shows that the police management is doing a worthwhile job in having distance learning courses to enable the police officers to improve on their performance with 72% in agreement in comparison to 21% in disagreement which is a positive on the side of management of the Uganda Police Force. This is a key attribute which should be well managed as if poorly carried out may greatly degenerate the staff performance.

The respondents were asked whether Attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions. The results from the study revealed that, of the total respondents, 85% of the respondents were in agreement as shown by the statistics, 13% disagreed and 2% not sure. The different statistics implied that as part of off-the-job training, the aspect of attainment of further qualifications should be looked into adequately as it has a very high agreement level. Those that disagreed could imply that they have either not attained further education to clearly demystify its meaning to them.

4.4.6.1 Relationship between off-the-job training programs and staff performance

To examine whether there is a significant relationship between off-the-job training programs and staff performance in the Uganda Police Force a correlation was computed, examined and interpreted using Pearson product moment correlation coefficient. The results are detailed in the table below.

Table 4. 13 Correlation between off-the-job training programs and staff performance

		Off-job-training	Staff-performance
Off-job-training	Pearson Correlation	1	.363**
	Sig. (2-tailed)		.008
	N	53	52
Staff-performance	Pearson Correlation	.363**	1
	Sig. (2-tailed)	.008	
	N	52	52

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

From the Table 4.13, above it is indicated that there is a statistically significant positive correlation between off-the-job training programs and staff performance in the Uganda Police Force. ($r = .363$, $P < .000$). The study therefore validated the hypothesis that there is a significant relationship between off-the-job training programs and staff performance in the Uganda Police Force. As noted from the interview with the director, he mentioned that;

“Off-the-job training is a positive aspect as its off-site and it improves the conditioning of employees as there is change of environment. I have seen most officers seem to really enjoy such events as it comes as a give back to them for their dedicated service” (key informant D 10th October 2015).

From the findings above it shows that off-the- job training is positively related to staff performance and should be upheld by the institution of the Uganda Police Force, as it a good motivator to staff thus enhancing their performance.

4.4.6.2 Regression analysis results

Further analysis was conducted using regression to determine the effect of the independent variable and staff performance of police officers, regression analysis is employed and the results of each independent variable with the staff performance are summarized in the tables below.

Table 4. 14 Off-the-job Training Programs and staff performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.363 ^a	.132	.114	.67693	.132	7.592	1	50	.008

a. Predictors: (Constant), Off-the-job-training

From the summary in Table 4.14, above shows adjusted R^2 value of 0.114 between off-the-job training programs and staff performance which is suggesting that off-the-job training programs alone predicted 11.4% of the variance in staff t performance. The adjusted $R^2 = 0.114$ at significance 0.000 suggested that price was a weak predictor of staff performance.

This implies that there is 11.4% variation can be explained by off-the-job training programs and the 88.6% can be explained by other factors.

Table 4. 15 Multiple regression of all Independent variables

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.439 ^a	.192	.132	.64588	.192	3.178	3	40	.034

a. Predictors: (Constant), Off- the –job training, induction, On-the –job training

The Table 4.15 above represents the overall regression results between the independent variable and the dependent variable. The model summary reveals that correlation coefficient (R) using the predictor Off-the-job training, induction and On-the-job training is 0.439 and adjusted R *square* is .132. This implies that only 13.2 % (0.132*100%) variation in staff performance can be explained by the three factors while the remaining of the variations can be explained by other factors.

Table 4. 16 Multiple regression and all the independent variables

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.239	.846		3.831	.000
Induction	.131	.217	.106	.606	.548
On-the-job training	.362	.241	.271	1.502	.141
Off-the-job training	.444	.176	.483	2.518	.016

a. Dependent Variable: staff performance

Source: *Primary data*

From the Table 4.15 above its shows that with a unit change of dependent variable (Staff Performance) it results in 3.239 of the independent variables (Off –the -job training, induction and On-the-job training) and this shows that the effect is significant that is a change in Staff Performance this implies that the institution of Uganda Police Force have to strongly uphold Off-the- job training so that Staff Performance is improved.

Conclusion;

This chapter was concerned with analysis, presenting and interpreting data got from respondents in the Uganda Police Force from the two police stations of Kawempe and Wandegaya, the regional headquarters of Kampala Metropolitan North Kawempe police station and the human resource development department at police headquarters in Naguru Kampala district.

From the analysis, it gives the conclusion that there is a statistically significant positive correlation between induction training programs, off- the- job training programs and staff performance. The study also reveals a statistically non-significant positive correlation between on-the- job training programs and staff performance.

The next proceeding chapters was on summary, conclusions, discussions and recommendations

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussion of the findings obtained in chapter four in relation to the study objectives and literature review, recommendations based on the findings of the study and the concluding remarks. The specific objectives of the study were; to establish the relationship between induction training programs and staff performance of Uganda Police Force, to examine the relationship between on-the-job training programs and staff performance in Uganda Police Force and to determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

5.2 Summary of Findings

The study revealed a number of findings. These findings are summarised below.

5.2.1 To establish the relationship between induction training programs and staff performance of Uganda Police Force.

Under induction training programs in respect to the findings of table 4.10 the findings indicated that there is a statistically significant positive correlation between induction training programs and staff performance in the Uganda Police Force ($r = .326, P < .05$). The following were found out that new employees and those promoted are normally oriented/taken through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments, the initial/induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism, Uganda Police Force initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly

contributes to his/her performance in terms of timely accomplishment of assignments, initial/ induction training enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done, and introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output.

The above were the key findings and all of them should be upheld by the management of the Uganda Police Force since they critically inform staff performance.

5.2.2 To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.

Under the on-the-job training programs the study indicated as shown in Table 4.9 that there is a statistically non-significant positive correlation between on-the-job training programs and staff performance ($r = .005$, $P > .0.000$). The major findings were; Senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment, Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output and officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs and delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks. The above were the key

findings that informed on-the-job training programs which should be upheld by the Uganda Police Force institution.

5.2.3 To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

The funding situation under Table 4.12 indicated that there is a statistically significant positive correlation between off-the-job training programs and staff performance in the Uganda Police Force. ($r = .363$, $P < 0.000$). The major findings were; the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease, Lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work. Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment and the attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.

5.3 Discussion of Findings

5.3.1 To establish the relationship between induction training programs and staff performance of Uganda Police Force.

The study results revealed that there is a statistically significant positive correlation between induction training programs and staff performance in the Uganda Police Force. The findings are in corroboration with Kumar, Mohapatra, and Chandrasekhar (2009) induction covers orientation and on-boarding which facilitate the socialization of new employees in an organization. Orientation refers to a training program that occurs when an employee first begins employment within an organization

(Society for Human Resource Management [SHRM], 2006). States that it prepares employees to perform their jobs effectively, learn about the organization and establish work relations.

On-boarding refers to the orientation process for newly hired managers (SHRM, 2006). Similar to orientation, an on-boarding program involves introducing new managers to the work they will be supervising and helping them to understand the culture and the operation of the company.

Effective orientation and on-boarding are important components of induction as they help new appointees to quickly take charge of their work as they get to learn the organizational culture and behavior.

The impact of induction on the performance of Uganda's public servants has been recognized in a number of Government of Uganda publications. According to the Uganda Public Service Standing Orders (2010), supervisors in Ministries, Departments, and Local Governments across the public service are charged with the responsibility of ensuring that new staff, transferees and promotees are inducted within three months of appointment. This generates efficiency in the aforementioned categories of staff right away at their initial performance and participation. This is because the induction formally introduces them to work, they get motivated, and they pick interest to focus on their jobs immediately which leads to teamwork or immediate cooperation to perform job tasks. According to MPS (2006), which gives inductors a curriculum of the induction course, the thrust of induction training is to provide basic knowledge, skills, and attitudes regarding public service as an institution and specific jobs, all of which are required to quickly get new appointees productive. According to MPS (2006), induction of new staff, promotees, and transferees is mandatory in the Uganda public service with the rationale of ensuring that such staffs know what is expected of them right at embryonic stages of their service to be able to perform with dignity, pride, and joy.

5.3.2 To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.

The results indicated that there is a statistically non-significant positive correlation between on-the-job training programs and staff performance.

The findings are in agreement with Seibert, Kramer & Liden, 2001; Biomed Central [BMC], (2009)

Job rotation is a form of on-the-job training that involves transferring an employee from one department to another in order to diversify his or her job skills during a specific period of time; it is also regarded as a practical approach to enrich and expand job assignments. In so doing, an employee not only learns job skills from different departments, but also rids oneself of the monotony that comes along with performing the same tasks on a daily basis. Consequently, the new assignments stimulate an employee's enthusiasm once again, something that translates into improved job performance.

The findings also correlate with Gazda, (2002) who says delegation refers to an on-the-job training approach where a manager assigns a task to an employee who might not be the best suited for the task but who is nonetheless up to the challenge. In this case, the employee gains invaluable experience and knowledge for his or her consequent performance, providing him or her opportunity to grow. Coaching, job rotation, and delegation are important components of on-the-job training involving a collaborative effort between employees and supervisors or more experienced co-workers, something that goes a long way in enhancing the skills required of employees to effectively perform their jobs.

5.3.3 To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

The results indicated that there is a statistically significant positive correlation between off-the-job training programs and staff performance in the Uganda Police Force. The findings resonated with

Okanya (2008), off-the-job training refers to seminars, lectures, and distance learning. A seminar brings together a group of people who pool and discuss ideas. It is meant to stimulate intellectual input. Papers presented are critiqued and corrections suggested (Aidelomon, 2010). Lectures, conducted at training centers and academic institutions, involve the transmission of knowledge, ideas, and factual information from the instructor to a larger group of trainees at one time thereby having the advantage of being a relatively low cost training method (Aidelomon, 2010).

Distance learning is an instructional delivery system that connects learners with educational resources. It provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of contemporary employees. Distance learning can be synchronous or asynchronous. Synchronous distance learning requires the simultaneous participation of all students and instructors, and takes on forms like interactive Tele courses and web conferencing, where all students study at the same time. Asynchronous distance learning allows the students to study at their own pace and takes on forms like audiocassette courses, e-mail, videotaped courses, and correspondence courses. Seminars, lectures, and distance learning are important forms of off-the-job training because they are conducted in such a relaxed environment, free from the frustrations and the bustle of work, such that employees can absorb more information required for their enhanced performance back at their work stations.

5.4 Conclusions

5.4.1. To establish the relationship between induction training programs and staff performance in Uganda Police Force.

From the findings of the study it was concluded that new employee and those promoted are normally oriented/taken through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments, the Uganda Police Force initial/induction training

motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism, Uganda Police Force initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to the his/her performance in terms of timely accomplishment of assignments, Uganda Police Force initial/induction training enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done and Introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output. Thus all the above areas need to be upheld by the Uganda Police Force as an institution for enhanced staff performance.

5.4.2. To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.

The following lessons were learnt from the responses; senior officers normally carry out coaching to the junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment.

Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments.

Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output.

Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs.

Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks.

Auxiliary to these also some areas need to be worked on like Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments and Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output, Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs..

5.4.3. To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

The following were key lessons taken from the study, the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease, lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work, Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment and attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.

5.5 Recommendations

The study came up with the following recommendations based on the findings and conclusions above;

5.5.1 To establish the relationship between induction training programs and staff performance of Uganda Police Force.

It is recommended in this study that for Uganda Police Force as an institution to drastically improve on the relationship between induction training programs and staff performance. It should focus on new employees and those promoted to orient/taken them through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments. The Uganda Police Force initial/induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism.

The Uganda Police Force initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to his/her performance in terms of timely accomplishment of tasks.

Uganda Police Force initial/ induction training enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done. Introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output.

5.5.2 On-the-job Training Programs and staff performance in Uganda Police Force.

It is recommended that the Uganda Police Force as institution should uphold these areas; Senior officers normally carry out coaching of junior officers on their task or other senior management tasks

so as to improve on their performance leading to timeliness in task accomplishment, Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output, officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs and delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks. Auxiliary to these also some areas which should be worked on like Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output and Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs.

5.5.3 Off-The-Job Training Programs and staff performance in Uganda Police Force

It is recommended that Uganda Police Force as an institution should emphasize more on seminars, lectures and distance learning programs that have always helped officers to improve on their skills and accomplish their task with minimum costs and ease, lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work. Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment and attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.

5.6 Limitations of the study and future research

The researcher encountered a number of limitations as sighted below;

- There were several factors that could have affected the validity and reliability of the study findings for instance, some of the high ranking police officers at the human resource development department expressed unwillingness to engage in the interview sessions arguing their busy schedule for instance the director human resource development was delivering lectures in Nairobi so he had to fly every morning to and fro Nairobi which rendered it impossible to interview him. The police officers at Kawempe and Wandegeya police stations were equally not ready to fill in the Self-Administered Questionnaires thinking that they were being investigated. However with the help of their immediate supervisors, the researcher managed to convince the respondents that the study was purely academic and that the information would be kept confidential.
- The study had a limited generalization because of the limited small sample which was limited to two police stations and police headquarters. However, given that it was a case study, the objective was identified to be transferred to see what the whole institution can learn from the study findings.

5.7 Future Research

To further support this study, the researcher suggested the following areas for future study;

- Since the study on training programs and staff performance was conducted in the Uganda Police Force, the researcher recommends that a further study should be conducted on how the Uganda Defense Forces handle this subject and if possible a comparative study be done between the two sister forces.

- Studies in future should extend to strategies and other practices like, policy and regulations, leadership and supervision, governance among others. Future researchers can focus on looking at the other factors other than those mentioned and studied.
- Lastly even with continues training, police officers do not seem to appreciate the value for training as a means of building their capacity to enhance performance. There is need to conduct a study on: The attitude of police officers towards training programs and staff performance.

Conclusion

In a nutshell, the study, investigated the relationship between training programs and staff performance in the Uganda Police Force. Training programs were treated as an independent variable and staff performance as the dependent variable. The specific objectives were; to establish the relationship between induction training programs and staff performance in the Uganda Police Force, to examine the relationship between on-the-job training programs and staff performance in the Uganda Police Force, to determine the relationship between off-the-job training programs and staff performance in the Uganda Police Force. A case study design was adopted for the study. The target study population was 85 from which a sample size of 60 respondents was selected and data was collected using questionnaires, interview guides and literature review and later was electronically analyzed with the help of Statistical Package for Social Scientists (SPSS). The study revealed a statistically significant positive correlation between induction training programs, off-the –job training programs and staff performance. However the study also revealed a statistically non-significant positive correlation between on- the –job training programs and staff performance.

The study recommends that the Uganda Police Force should drastically improve on the relationship between induction training programs and staff performance while focusing on new employees and those promoted, uphold coaching of junior staff by senior management so as to improve on performance, emphasize more on seminars, lectures by resource persons and distance learning and also consider other factors like leadership, supervision and policy issues to improve on staff performance besides training programs also another area for research.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS

SELF ADMINISTERED QUESTIONNAIRES FOR THE OFFICERS AT THE TWO POLICE STATIONS BETWEEN THE RANKS OF ASSISTANT SUPERINTENDANT OF POLICE AND POLICE CONSTABLE.

Dear respondent,

This questionnaire is designed to elicit data concerning training programs and staff performance using Uganda Police Force as a case study. The study findings will help in the improvement of conducting party primary elections.

I would therefore like to assure you of the utmost confidentiality. The answer you give will not in any way be used against you.

Please kindly spare some time to complete the questions below.

Thank you in advance.

Please read the guidelines carefully and provide responses honestly in the format requested.

Kindly indicate your responses to the following questions by ticking (✓) the appropriate boxes.

A. Background Information.

(i) Rank held: Others

(ii) Gender: Male Female

(iii) Age: 20-29 30-39 40-49 50- above

3. What level of education have you completed?

No basic education Primary Secondary Bachelors Masters PHD

Others (please specify).....

4. How many years have you spent working in this position?

Less than 1 year 1 – 3 years 4 – 6 years 7 – 10 years More than 10 years

SECTION B: INDUCTION TRAINING

Independent Variables (IV)

Please tick (√) the box with the corresponding number to indicate what your personal assessment of the appropriate response.

SCALE.	1	2	3	4	5				
	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree				
A	INDUCTION TRAINING				5	4	3	2	1
A1	New employees are normally oriented/taken through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments.								

A2	Police initial/induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism.					
A3	Police initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to the his/her performance in terms of timely accomplishment of assignments.					
A4	Police initial/ induction training enables new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done.					
A5	Introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output.					
B	ON -THE -JOB TRAINING	5	4	3	2	1
B1	Senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task					

	accomplishment.					
B2	Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments.					
B3	Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output.					
B4	Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs.					
B6	Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks.					
C	OFF -THE - JOB TRAINING	5	4	3	2	1
C1	The seminars, lecturers and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease.					

C2	lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work					
C3	Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment.					
C4	Attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.					

SECTION C: STAFF PERFORMANCE

Dependent Variable (DV)

	STAFF PERFORMANCE	5	4	3	2	1
D1	Property protection is highly espoused in the Uganda Police Force					
D2	Life protection is highly espoused in the Uganda Police Force					
D3	Integrity is highly espoused in the Uganda Police Force					
D4	Timeliness is highly espoused in the Uganda Police Force					

D5	Absenteeism is highly unacceptable while conducting duties in the Uganda Police Force					
D6	Discipline is highly espoused while conducting duties in the Uganda Police Force.					

Thank you very much for your support towards my academic research.

APPENDIX B

INTERVIEW GUIDE FOR THE SENIOR MANAGEMENT AND SUPERVISORY STAFF AT THE POLICE HEADQUARTERS HUMAN RESOURCE DEPARTMENT AND THE REGIONAL POLICE HEADQUARTERS KAMPALA METROPOLITAN NORTH IN KAWEMPE.

Dear Sir/ Madam,

I am a Master's student at the Uganda Management Institute Kampala currently carrying out a research study in partial fulfillment of the requirements for the award of MASTERS DEGREE IN INSTITUTIONAL MANAGEMENT AND LEADERSHIP OF UGANDA MANAGEMENT INSTITUTE, KAMPALA.

My research study is focusing on the training programs and staff performance using Uganda Police Force as a case study; you have been identified as one of the core and most important resource full informant and personnel for the study. I am kindly requesting you to give your precious and valuable time and participate in this exercise by attending to this interview.

The information given will be kept and treated with confidentiality and will be used for academic purposes only and also to add to the body of knowledge in the field of training programs and staff performance of the Uganda Police Force.

SECTION A; BIO –DATA OF THE RESPONDENT.

1. In which department or section do you work?
2. Gender; (tick the relevant ad most appropriate

Male

female

4. What is your current rank and job title?

5. In which year did you join the Uganda Police Force?

6. What is your current level of Education?

7. Which courses have you attended since you joined the Uganda Police Force and when?

SECTION B; INDUCTION TRAINING

1. Do you provide new employees with induction training programs before starting on their new tasks and assignment?

If yes by who and why?

If no why?

2. How have you packaged the induction training program?

3. How do the orientation programs help an officer to prepare for the task ahead of him/her in terms of quality and desired output?

4. Does on-boarding training motivate and enable officers at supervision level pick interest to perform so as to improve timely accomplishment of tasks?

If yes how

5. How does socialization and on boarding training enable new manager to perform their job with dignity, pride and joy leading to efficiency and effectiveness?

6. How do you judge the performance of the Uganda Police Force as an institution as regards induction training programs?

SECTION C; ON –THE- JOB TRAINING

1. Do you provide on – the - job training programs to your officers?

If yes by who? and why?

If not why?

2. How have you packaged on- the –job training program for your officers?

3. How does job rotation enable officers to improve on their skills and experience so as to achieve timeliness and desired output?

4. How does delegation of tasks improve on creativity, timeliness and task accomplishment?

5. How does coaching improve on staff performance as quality of work done and absenteeism?

6. How do you judge the performance of the Uganda Police Force as an institution as regard on-the- job training programs?

SECTION D; OFF – THE - JOB TRAINING

1. Do you provide off- the -job training programs to your officers?

2. How have you packaged the off- the - job training program?

3. How have these seminars and workshops helped the personnel to improve on their performance as regards task accomplishment?

4. How do lectures/ address by resource persons address the issue of staff performance as regards quality of work and creativity?

5. How has distance learning impacted on staff performance as regards timeliness and desired output?

6. How do you judge the performance of the Uganda Police Force as an institution as regards off-the - job training programs?

Give any other information you think is relevant for this study but not covered by this interview guide as regards improvement of the image of the Uganda Police Force visa vie staff performance.

APPENDIX C

DOCUMENTARY REVIEW CHECKLIST

Uganda Police Force Annual Reports

Uganda Police Human Resource Training Manual

Uganda Police Human Resource Development Manual and Procedures

Reports made by a Human Rights Organizations like Transparency International etc.

Public Service Performance Management Frame work

Newspaper articles

Conference and seminar papers

Government reports

Internet

Dissertations and any other related literature to the study shall be reviewed