

**CAPACITY DEVELOPMENT INITIATIVES AND THEIR IMPLICATIONS ON EMPLOYEE
PERFORMANCE IN MOYO DISTRICT LOCAL GOVERNMENT - UGANDA**

By

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Resource Management) of Uganda Management Institute

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DECLARATION

I, Victor Leku Bua, declare that the dissertation hereby submitted to the Uganda Management Institute (UMI), for examination for the award of the Masters Degree in Management Studies (Human Resource Management (HRM)) has not previously been submitted by me or any other person for a degree at this or any other university.

.....

Date:

APPROVAL

We certify that, Victor Leku Bua carried out this study and wrote this dissertation under our supervision. This dissertation has been submitted for examination with our approval.

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DEDICATION

God the Almighty and the Leku family

It has never been easy often involving trekking the impossible paths of self sacrifice, loss of dignity, service to others more than to self, dedication and resilience that the legacy of the Lekus was build.

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LIST OF ABBREVIATIONS

ACCA	Association of Chartered Certified Accountants
AMO	Ability, Motivation and Opportunity
CPA	Certified Public Accountants
DAC	Development Assistance Committee
DLGSP	District Local Government Support Program
HRD	Human Resource Development
HRM	Human Resource Management
IDA	International Development Association
IGAD	Inter- Governmental Authority on Development
IPA	Institute of Public Administration
LGs	Local Governments
LGDP I	Local Government Development Program Phase One
LGDP II	Local Government Development Program Phase Two
MAYAN	Moyo, Arua, Yumbe, Adjumani and Nebbi
MDA/LGs	Ministries, Departments, Agencies and Local Governments
MoLG	Ministry of Local Government
MoPS	Ministry of Public Service
NEPAD	New Partnerships for Africa's Development
NGO	Non-Governmental Organization
NLGCBP	National Local Government Capacity Building Policy
NSDS	National Service Delivery Surveys
OECD	Organization for Economic Cooperation and Development
PSRP	Public Service Reform Program
PS	Public Service

RNE	Royal Netherland Embassy
ROM	Result Oriented Management
RSS	Republic of South Sudan
SAMDI	South African Management Development Institute
UMI	Uganda Management Institute
UNDP	United Nations Development Program

ABSTRACT

Over time, citizen's demands for services from their Governments have increased. In order to respond to such demands, the public sector must depend on the quality of its human resources. To achieve this, massive capacity development initiatives have been initiated and implemented by Government for the entire Public Service (PS), but with no significant implication on employee performance hence poor service delivery and waste of tax payers' money. This study therefore sought to examine the implications of capacity development initiatives on employee performance in Moyo DLG. The specific objectives of the study were; to assess the implications of performance improvement and professional development program on employee performance. The finding indicated that performance improvement and professional development programs have positive correlation with employee performance at a regression of .576 and .512 respectively. However, employee performance assessment results show that only 17.5% employees registered improvement in performance after participating in capacity development programs. There is insignificant contribution of performance improvement programs to employee performance. Only 20 employees underwent professional development program in the review period, emphasis were solely put in capacity development at the expenses of an integrated approach to employee performance encompassing 'hard' capacity such as work environment, tools and equipments, financial and human resources; and managerial capacities and 'soft' capacity including vision, goal setting, leadership, employee remuneration, motivating and supervising staff. There is serious contravention of the PS policies which recommends mandatory attendance to some programs. The study thus recommends implementation of capacity development initiatives as a total package (hybrid of all programs); transparency; strict enforcement; regular review and monitoring and evaluation; a systems approach to capacity development focusing on policies, power relations, social norms, procedures, and Individual skills, knowledge and experience. A system of auditing the outcomes of capacity development programs to provide information about the degree to which employee performance can justifiably be attributed to capacity development.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This study examined the implications of capacity development initiatives on employee performance in Moyo (DLG). Capacity development Initiatives constituted the independent variable while employee performance was the dependent variable. The chapter presents background to the study, statement of the problem, purpose and objectives of the study. The research questions and the hypotheses postulated, a conceptual framework, significance and justification of the study, scope and operational definitions.

1.2. Background to the Study

1.2.1. Historical Background

Pre Independence Uganda between 1940 and 1950; was administered based on the British model of governance, the Westminster Model (Mugaju, 1996). The service was largely dominated by the colonial officers who occupied all senior positions leaving the native Africans in lower ranks (clerks, secretaries, drivers, watchmen). The concept of present capacity development therefore emerged in the 1950s and 1960s and was associated with first institution building targeting individual institutions aimed at building a basic stock of functional institutions in the developing countries as in the West European model (Freeman, 2010).

The 1960s and 1970s approaches still focused on institutional strengthening/ development also targeting institutions geared towards strengthening and restructuring of existing local institutions, management of 'Programs of Public Investment' and efficient use of existing funds. However the 1960s and 1980s interventions were on Human Resource Development (HRD) implemented at individual level concentrated in the fields of education, health and

population development. The ultimate goal was development through creation of competent citizens.

The HRD approach implemented at individual level changed in 1980s and 1990s to new institutionalism implemented across networks of institutions, including general economic, social and political conditions. They were attempted towards strengthening institutions in the Government, Non Governmental Organization (NGO) and private sector to create sustainable development through comprehensive approach, with institutions as the starting point.

From the end of 1990 to the present day; there was a paradigm shift to capacity building which later changed to capacity development targeting individuals, institutions, and systemic context, including general economic, social and political conditions. It focused on general concept for linking the capacities on the individual, institutional and systemic level in order to achieve sustainable development through a comprehensive endogenous approach. This was to also result in democratization of the country's politics through decentralization of powers, resources and responsibility from the centre to elected local authorities (Golooba, 2006). It targeted the restoration of community services; the revival of the economy and the strengthening of governance and the rule of law (Mugaju, 1996). These would result in the transfer, adaptation, mobilization and utilization of services, skills, knowledge, technology and engineering to a developing country in order to enhance its human, economic, and institutional capabilities on a sustainable basis (World Bank, 1995).

The Uganda Policy on Technical Assistance of May 1993 and the Uganda Capacity Building Plan of February, 1994 were developed with the support of development partners and Local Government Development Program Phase one (LGDP I) (from 2000- 2003) and Local Government Development Program Phase two (LGDP II) with a grant totaling USD100 million (United States Dollars One hundred million) which runs from September, 2003 to date were provided (Golooba, 2006). These were preceded by a comprehensive sector report

on capacity building (IDA, 1990) and the creation of a Capacity Building Secretariat of 1991 which formed the background for the development of the current capacity building plan of Uganda (Mugaju, 1996). The Ministry of Local Government (MoLG) with support of the development partners developed a National Local Government Capacity Building Policy (NLGCBP) in 2005 to harmonize capacity building interventions and initiatives for Local Governments (LGs). Similarly, Ministry of Public Service (MoPS) developed the PS Training Policy of 2006 to further strengthen and provide a practical framework within which all Government officials will acquire the necessary competencies to perform their duties with creativity, efficiency and effectiveness in accordance with development initiatives like the decentralization process, Poverty Eradication Action Plan (PEAP) and other sector reforms, which call for new and renewed skills, knowledge and attitudinal orientation (MoPS, 2006). A number of initiatives were introduced to transform the PS and link the performance of individuals to the organizational and national goals. These would promote public trust and confidence by holding public officers accountable for their actions and inactions and support Result Oriented Management (ROM) for efficient and effective service delivery. They were; the PS Code of Conduct and Ethics; the open Performance Appraisal System; Client Charters; Output Oriented Budgeting; Performance Agreements for Senior Managers; and the Rewards and Recognition Scheme. Besides, National Service Delivery Surveys (NSDS) have been undertaken periodically to establish the extent to which the delivery of Government services is being provided to the Citizens (MoPS, 1998, 2011).

1.2.2. Theoretical Background

The Expectancy Theory as advanced by Vroom in 1964 was applied to analyze the implications of capacity development initiatives on employee performance. This theory provided the framework for objective-wise assessment of the study variables and in analyzing and relating the key study findings.

Vroom in Armstrong, 2009, maintains that performance is a function of ability and motivation. According to him people need both ability and motivation to perform well and that if either ability or motivation is zero there will be no effective performance. He describes the effects of motivation on individual performance in his three factors namely Expectancy, Instrumentality and Valence. The three factor states that; Learning is most likely to occur when employees believe they can learn the content of the training program (expectancy); learning is linked to better job performance, salary hike (instrumentality); and employees' value these outcomes (valence). Porter and Lawler (1968) improved Vroom's theory by proposing that high individual performance depends on high motivation plus possession of the necessary skills, abilities and an appropriate role and understanding of their role. Bailey et al (2001) through a research in 45 establishments added opportunity to participate as a factor that results in increased performance. Boxall and Purcell (2003) combined Vroom and Bailey et al's ideas to assert that performance is a function of Ability + Motivation + Opportunity to Participate (AMO) (Armstrong, 2009).

Three recommendations therefore emerge from the Expectancy Theory that formed the basis for evaluating the research topic, namely:- That capacity development initiatives can make direct impact on employee characteristics such as engagement, commitment, motivation and skill; that if employees possess the above characteristics, organizational performance is achieved in terms of productivity, quality and the delivery of high levels of customers service and; if such aspects of organizational performance improves, the financial results achieved by the organization will improve (Armstrong, 2009). This theory was therefore relevant in explaining why despite massive implementation of capacity development initiatives by Moyo DLG since 1997, employee performance has remained very poor as a result of the mismatch between employees' expectations and lack of change in their circumstances inform of pay rise, promotion, increased job responsibilities coupled with ability and opportunity to participate.

1.2.3. Conceptual Background

Development partners and scholars define capacity development variedly. The study conceptualized Capacity Development as the performance improvement and the professional development programs implemented by Government of Uganda aimed at enhancing institutional and employees' performance. The United Nations Development Program (UNDP) defines capacity development as 'the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time' (UNDP, 2008). The World Bank defines it as creating space for learning by doing, using domestic accountability processes to create pressure for efficient government, and empowering social actors in the development of effective governance (World Bank, 2006). Organization for Economic Cooperation and Development (OECD) attributes it to the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time (OECD-DAC, 2006). While according to Davina, 2009; it is the process of learning and change that better enables individuals, groups, organizations and societies to respond to development challenges with sustainable outcomes.

Employee performance is conceptualized in this study as the measure of employee output in terms of the quantity (number), quality (value), time (speed) and cost (value for money or efficiency) of the services delivered to the populace. According to Armstrong (2009), Employee performance refers to level of employee productivity defined by; quality of service delivered, levels of customer's service, growth, profits and the delivery of increased shareholder value.

1.2.4. Contextual Background

Moyo district is located in North Western part of Uganda. It is bordered by the Republic of South Sudan in the North, Adjumani district in the East and South and Yumbe district in the West. Capacity development in the DLG is guided by the PS Training Policy, 2006 which

provides the framework for managing the training function across the PS; sets national standards required and specifies responsibilities for training and development. Moyo DLG training policy, 2006 which was tailored to its peculiar and unique circumstances but in line with the national policy also guides its training and development functions.

Accordingly, MoLG developed 26 generic training modules in Management and leadership, communication, public financial management, HRM, public procurement, Information Communication Technology, records management, monitoring and evaluation among others to be implemented by over 100 private service providers. (MoLG, 2003, MoPS, 2006).

The capacity development initiatives are clustered into two broad categories of performance improvement and professional/ career development programs. Induction, coaching/ mentoring, workshops and seminars and study tours constitute the dimensions of performance improvement programs while certificates, postgraduate diploma, masters, certification, professional development and management development programs form the dimensions of professional/ career development. Funding support is from the LG budget, LGDP capacity development quotas and scholarships from Royal Netherlands Embassy (RNE) (World Bank, 2008). Overall 12, 636 beneficiaries of capacity development initiatives were registered over the review period as shown in table 1, below:-

Table 1: Data on capacity development initiatives from 2003 to 2011

S/No	Capacity Development Initiative implemented	Number of beneficiaries		Total	Percentage (%)
		2003- 2006	2007-2011		
1	Masters Degree	5	6	13	0.103
2	Postgraduate Diploma	8	9	17	0.135
3	ACCA/CPA/ Others	2	3	5	0.040
4	Management Development	0	0	0	0.000

5	Certificate courses	11	13	24	0.190
6	Workshops and seminars	4,653	3,824	8,477	67.09
7	Mentoring/ Coaching	1,424	1240	2,664	21.08
8	Study Tour	21	10	31	0.245
9	Induction	328	1072	1,400	11.08
10	Attachment/ secondment	2	3	5	0.040
	TOTAL	6,454	6,180	12,636	100.0

Source: Human Resource Unit, Moyo DLG and modified by the researcher

Monitoring and evaluation of the implementation and impact of the above initiatives however has never been done (Golooba, 2006; Moyo, 2011). The DLG is only mandated to prepare annual capacity building plans and reports which are used for purposes of annual assessment of LG performances by MoLG. The resultant effect has been unregulated implementation of activities, marginalization in the selection process, and overall failure to link the capacity development initiatives to individual capacity needs. Employee expectations of promotions, pay rise, higher responsibilities, and increased participation after these programs are unmet. These coupled with factors such as poor work environment, poor salaries, inadequate tools, lack of funds for planned activities among others were found to amount to poor participation, reduced productivity and hence poor employee performance. It has also resulted in frustration and high attrition of employees to South Sudan to seek for better opportunities. Doctors after specializing became underutilized in the DLG due to lack of facility and as well sought opportunities elsewhere.

1.3. Statement of the Problem

Government of Uganda over the years introduced and implemented the Public Service Reform Program (PSRP). This culminated in the development of a Capacity Building Policy in 2005, the PS Training Policy, 2006 and the Client Charter, 2007 (Golooba, 2006). Generic training

manuals; retooling, prequalification of service providers, training of trainers, creation of resource pools and massive funding through LGDP I & II funds were the associated outcomes (World Bank, 2008, UNDP, 2012). These interventions were aimed at strengthening the capacity development functions in the service, and enabling Government officials acquire the necessary knowledge, skills and competencies to perform their duties with creativity, efficiency, effectiveness and due diligence, with a view to improving service delivery to the populace (MoPS 2006 and 2007).

However employee performance in Moyo DLG was poor as seen through the timeliness, quality, quantity and cost of service delivery. There is declining performance as reflected in the individual assessment reports from 2003- 2011 where only Seventeen point five percent (17.5%) of those who benefited from the capacity development initiatives registered improved performance, forty seven point five percent (47.5%) remained static and thirty five percent (35%) decline in performance. A total of five hundred thirty six (536) cases were submitted to the District Service Commission for disciplinary action due to poor performance from 2003-2011. Eighty six point six percent (86.6%) of the projects implemented by Moyo DLG were behind schedule by on average twenty two (22) months and often with cost extension (Moyo DLG, 2012). The Town Council received penalty for failing to meet the required service delivery standards consecutively from 2007 to 2011; the DLG in 2011 and Dufile Sub-County in 2009 and 2011 as well received penalty. Overall the DLG, the Town Council and the eight Sub- Counties received cumulative static status 41 times and reward only 25 times over the eight years period (Moyo DLG, 2012). These implies implementation of capacity development programs that have no relevance and practical contribution to employee performance hence poor service delivery to citizens and waste of tax payers' money which require immediate action.

1.4. Purpose of the Study

The purpose of the study was to examine the implications of Capacity Development initiatives on employee performance in Moyo DLG.

1.5. Specific Objectives of the Study

The study aimed at:

- i. Assessing the implications of Performance Improvement programs on employee performance in Moyo DLG.
- ii. Examining the implications of Professional Development programs on employee performance in Moyo DLG.

1.6. Research Questions

The following questions guided the study

- i. What are the implications of performance improvement programs on employee performance in Moyo DLG?
- ii. What are the implications of professional development programs on employee performance in Moyo DLG?

1.7. Hypotheses of the Study

H₁ = Performance improvement programs have significant implications on employee performance.

H₂ = Professional development programs have significant implications on employee performance.

1.8. Conceptual Framework

Independent Variables (Capacity development)

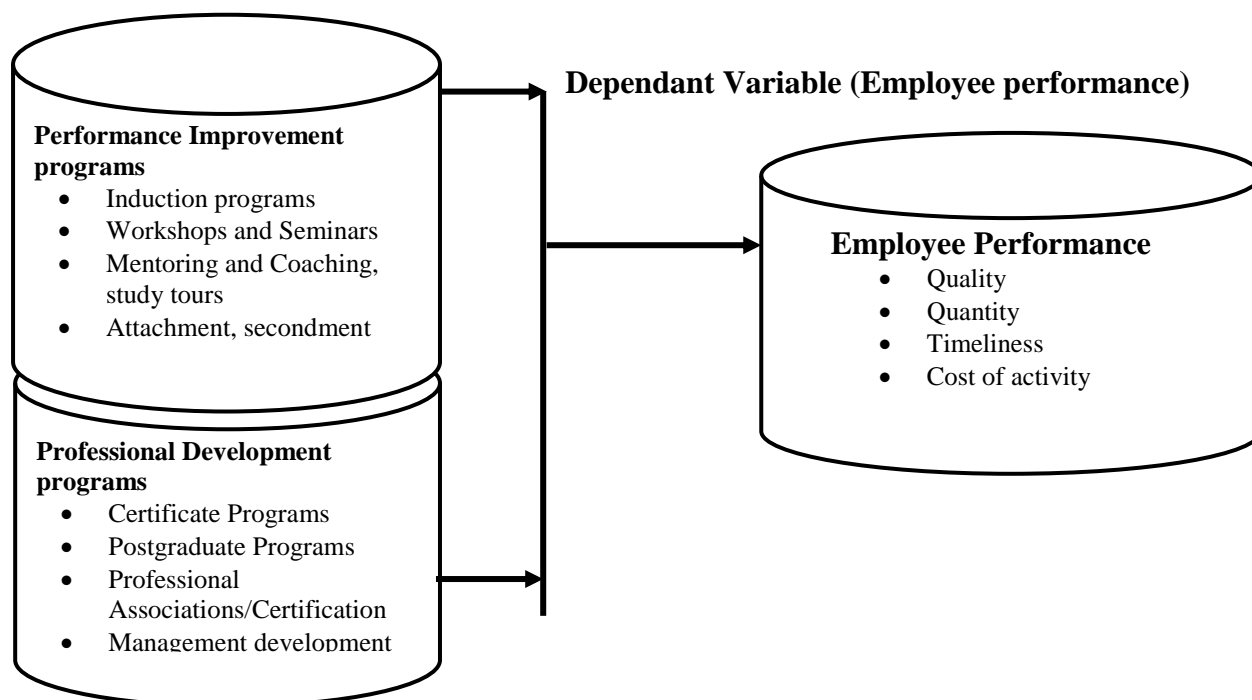


Figure 1: Conceptual Framework showing relationship between capacity development initiatives and employee performance.

Source: Adopted from the PS Training Policy, 2006; Staff Performance Appraisal in the PS: Guidelines for Managers and Staff (2007) and Client Charter 2007/2008-2009/ 2010, and modified by the researcher.

Figure 1 is built on the hypothesis that more employee participation in:- induction programs increases their knowledge about the organization culture, norms, performance standards and results in high quality service delivery at less cost; workshops and seminars offer short term, activity/ program specific knowledge which leads to increased quantity of service delivery within a short term; while coaching and mentoring prepares juniors and less experienced officer to deliver high quality services at less cost and within short timeframes and attachment

and secondment results in adoption of best practices which contributes to increased output, high quality, less cost and expeditious accomplishment of activities.

On the other hand certificate courses bridges job specific performance gaps and increases employees' outputs, speed and accuracy of service delivery at less cost; postgraduate programs results in increasing the stock of organization's professionals, empowers operational and top management deliver more (quantity), high quality service at less cost and within specified timelines; while professional/ certification leads to good work ethics whose ultimate effect is better quality services at less cost and time and management development ensures proper succession, competent management system and better strategies which results in better service delivery (quantity, quality timeliness and less cost of implementing activities).

1.9. Significance of the Study

1.9.1. Policy Makers: The study may help policy makers conduct an urgent appraisal of the capacity development initiatives in the entire PS so as to tailor the policy and implementation framework to the dynamic and changing strategic frameworks and employee circumstances.

1.9.2. Problem solving: It may be used to address the current problem of poor service delivery in Governments generally arising from the design and implementation of inappropriate capacity development interventions that have no significance to employee performance.

1.9.3. Board of knowledge: It shall furnish academicians aspiring to conduct further research in the same field with empirical information in regards to the relationship between capacity development initiatives and employee performance and measurement of capacity development effectiveness.

1.10. Justification of the Study

Limited literature exists on previous research conducted on the implications of capacity development initiatives on employee performance. Therefore, this study contributes towards the provision of pragmatic solutions to the failure of the performance improvement and professional development programs to employee performance in Moyo DLG and LGs in general. This is expected to result in refocusing and redesigning of the capacity development initiatives and adopting and implementing a comprehensive approach that addresses performance gaps, employee expectations and sustaining the outcomes. In doing so, there will be an efficient and effective capacity development initiatives contributing towards increased employee performance reflected through improved quality, quantity, timeliness and reduced cost of delivering public services. It proposes implementation of capacity development initiative as a total package that takes into account employee capacity, adequate remuneration, enabling policies, work environment, monitoring and evaluation and opportunity to implement what has been learnt.

1.11. Scope of the Study

1.11.1. Geographical

The study was restricted to Moyo DLG, located in North Western part of Uganda. It is bordered by the Republic of South Sudan in the North, Adjumani district in the East and South and Yumbe district in the West. It is five hundred and eighty five (585) kilometers from Kampala via Gulu. The choice of Moyo DLG is based on my experience and familiarity with the capacity development initiatives and gravity of the problem of employee performance therein.

1.11.2. Time

It covered the implication of capacity development initiatives on employee performance between 2003 and 2011. This period was chosen because, Government had instituted fully

functioning institutional structures, conducted retooling of the service generally, implemented restructuring of LGs and filled critical posts with competent staff, introduced the PS Training Policy and built the capacity of LGs through several training of trainers programs, and built and trained on an open and transparent performance management system. Therefore, keeping other factors constant capacity development initiatives should result in increased employee performance.

1.11.3. Content

The implications of performance improvement and professional development programs on employee performance measured by the quantity, quality, time and cost of PS delivery were examined. Institutional performance and other capacity development initiatives other than performance improvement and professional development programs and some factors that may influence employee performance like availability of financial, human and physical resources, working environment, employees' terms and conditions of service were not considered by the study.

1.12. Operational definitions

Capacity Development: The process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time.

Cost: The total cost in terms of money and/or other resources used to deliver an output or service or the user fee paid to access a service.

Effectiveness: Striving to achieve the intended results in terms of quality and quantity in accordance with set targets and performance standards set for service delivery.

Efficiency: A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.

Performance Improvement Programs: Courses of short duration targeted towards improving general or specific aspects of a given Job/organization.

Professional Development Programs: Refers to short or long term training programs undertaken by Public Officers at different levels within their career (mandatory career training).

Quality: The extent to which the output, performance or service satisfies the client and or meets the required set standard. Examples of quality are, kilometers of road constructed up to standard, grades achieved in primary seven.

Quantity: The number or volume of service, output or performance to be delivered or provided. Examples of appropriate unit for the output include number, value, kilometers and area.

Timeliness: The duration taken in terms of minutes, hours, days, weeks to deliver a service or complete a transaction. It is the responsiveness and speed within which a service ought to be provided.

CHAPTER TWO

LETERATURE REVIEW

2.1. Introduction

This chapter discusses how various capacity development initiatives especially in the Uganda PS influenced employee performance. The literature focused on two major parameters derived from the research objectives. These included performance improvement programs (induction, workshops and seminars, mentoring and coaching, study tours, attachment and secondment) and professional development programs (certificate, postgraduate, professional associations/certifications) and how they influenced employee performance (quality, quantity, time and cost of service delivery). The primary focus was the influence of capacity development initiatives on employee performance in Moyo DLG. The study relied on review of both primary and secondary data.

Government of Uganda) policy documents, reports and publications on capacity development initiatives were studied (MoPS, 1990, 2006, 2007). The World Bank and UNDP reports and publications on the roles of capacity development programs on individuals, institutional and national development especially in Africa were similarly analyzed (UNDP, 1997, 2008, 2009, 2012; World Bank, 1995, 2005, 2007, 2008).

2.2. Capacity Development Initiatives and Employee Performance

The Uganda PS training policy recommends capacity development initiatives to all public servants in Ministries, Departments, Agencies and Local Governments (MDAs/ LGs). Public Officers are required to undertake at least one performance improvement training program once in every three years targeted towards improving general or specific aspects of a given job. Moyo DLG was found to be in contravention of these provisions as only twenty (20) of the one hundred twenty one (121) respondents were found to have participated over the review period. Short or long term training programs are mandatory at different levels within ones career either

on full or part time basis and the responsibility of quality assurance is vested in the parent ministries (MoPS, 2005, 2006). The objectives are creativity, efficiency, and effectiveness and due diligence, in accordance with Government's commitment to improve service delivery to its populace. These are in consonance with the WB capacity development in Africa which focuses on five specific goals of creating a more reliable and accountable public financial management systems; improved capacity for the effective delivery of PS; better and more appropriate skills to support growth and competitiveness; capacity to deliver essential services in post-conflict countries; and improved capacity for country leadership for more effective management and monitoring for results (WB, 2006).

Indian Government similarly provides mandatory attendance to training programs linked to career progression. It provides for organized higher civil services career span specific training programs in each progressive decade of service. These provide scope for competence building, improving capabilities of general management outside chosen area of specialization, effectiveness of personnel at different levels and different sectors and the performance levels of individuals (Government of India, 1996). Ian (1999) on the other hand urges management to release the energy of their workforce. He advises managers and supervisors, for today and tomorrow, to accept and embrace their role as coach, supervisor, mentor, trainer, planner and leader, not controller and manager. Attention should also be in evaluating how effective employees contribution are, the amount of control we wish to administer or how we educate, train and develop them. He strongly maintain that managers must expose all their people to an effective education, training and development program as a pre-requisite to launching new initiatives since an hour of planning prevents many hours of chaos, of uncertainty or below par performance.

2.2.1. Performance Improvement Programs and Employee Performance

This can also be regarded as short term capacity enhancement programs and includes workshops and seminars, mentoring and coaching, job rotation, attachment, secondment, delegation, feedback, taskforce activities, effective counter parting, study tour, exchange visits, twinning programs, rotation and transfers, research, distance learning activities and any other activity that can facilitate learning (MoPS, 2006).

2.2.1.1. Induction/ Orientation program

Wachira, (2010) recommends induction to every organization, large or small, all staff commencing work in a new deployment/ appointment whether full time or part time with the objective of effective integration. These views vary slightly with the MoPS design for its induction programs targeting new employees. MoPS transformation paper, 2011 provide for compulsory induction programs to all newly recruited and promoted public servants conducted by the civil service college whose curricula was developed together with training institutions. Wachira recommends a new dimension to induction targeting new managers, graduate trainees, people returning from career breaks, long term absence or maternity/ paternity leave, senior appointments, technical specialists and directors, a dimension which the PS has not fully embraced. While the goal of MoPS for induction is orientation to the culture of the PS as well as the challenges of new jobs/responsibilities (MoPS, 2006), Wachira explains that induction reflects the philosophy of an organization which recognizes the significant roles staff play in leading change, the variety of background and competencies that can be harnessed and the organizational support required to deliver. She thus recommends mentoring/ coaching, networking, peer support, project teams, portfolios self scrutiny and human resource consulting as effective means of orienting the staff (Wachira, 2010), a quite divergent view in the PS generally that rely heavily on lectures, secondment and demonstrations. Moyo DLG was found to have implemented induction to a few employees. This contravenes the Public Service training policy.

Elena et al (2010), explain central aim of organizational socialization to be the transfer of job and task relevant information to the new organizational member. They maintain that organizational socialization should include the entire process of actions taken by the organization and action taken by the newcomer to ensure effective adjustment. This process involves the development of knowledge about the organizational structure, its formal rules and official goals, as well as, its social rules that are shaped by the firm's history, traditions, and politics of the organization and is introduced to his/ her work unit and is taught how the working tasks and functions have to be fulfilled. These represents the way mentoring is conducted in the PS save for the teaching of new comers on tasks largely due to the fact that most induction programs are conducted off the job environment.

2.2.1.2. Secondment/ Understudy/ Shadowing

Secondment/ understudy in the PS involves the deployment on request by a District Council of a senior and highly experienced officer from the Central Government line Ministry or Department to impart knowledge, skills and improve work performance through observation and doing (MoPS 2006). This is in line with the provisions of the Constitution and the Local Governments Act (MoPS, 2010).

Shadowing/ understudy on the other hand are not prevalent practices in the PS, the Training Policy (2006) and Government Standing Orders (2010) are quiet about it. According to Rebecca (2011) shadowing is a way to access intimate and private spaces of decision making and sense making, the “invisibility and simultaneity” of work and it is a way to carry into practice the recognition that organization and management theory must “renew attention to work itself” and “study the actual labour that people do”. These views were similarly held by Consuelo Va'squez et al (2012) who regard shadowing as recording organizational actors during their everyday activities and interactions by using video/audio recording and/or taking field notes. They made reference to a shadowing program implemented by Chile known as “Explora”: which is a government sponsored program that aim to raise awareness about

science and technology in Chile. Its activities include organizing field trips, visits to laboratories, conversations with scientists, exhibitions, and guided tours as a way of imparting knowledge and transferring skills in the service. Moyo DLG from this research finding was found not to have implemented a single econdment/ shadowing/ understudy program over the eight year period.

2.2.1.3. Workshops and Seminars

This is the commonest performance improvement activity in Moyo DLG amounting to over 67.09% of the capacity development interventions (Moyo DLG 2011). Annual capacity needs assessment reports form the basis for identifying areas for training, setting objectives, identifying the target group, the outputs and evaluation framework. Generic areas identified by MoLG in administration/ governance, HRM, planning and budgeting, procurement, gender and environment, health, education, water and sanitation, engineering and production are used (MoLG, 2005). Prequalified service providers, trained trainers, and district resource pools are used (MoPS, 2006, Moyo DLG, 2006). Although most of the workshops and seminars are implemented in-house, some are implemented by the central government for key policy makers and implementers mostly aiming at dissemination, sensitization, and consensus building on ministerial policy issues (MoLG, 2006).

A bigger portion of the capacity development funds are spent on workshops and seminars. This raised some questions as to whether it has an effect on employee performance. Experience shows that it is one of the most unpopular initiatives that have been abused by implementers. The result of a study by Golooba highlights some of these worries where some service providers complained that “people have attended too many workshops and have come to see them as a source of per diem allowances and out-of-pocket expenditure”. (Golooba, 2006). This study therefore shall go a long way in highlighting the implications of workshops and seminars on individual employee performance.

For efficiency of workshops and seminars, Clinton (2004) developed a more practical and effective means of achieving maximum benefits of workshops and seminars. He advocates for active involvement in discussion, exercises, case studies and assessments as they promote thinking, integration and the potential for future application; he held that managers should not leave a seminar, class or workshop without developing a specific goals and learning action plan for implementing desired skills and practices at work. Finally, that when managers return to the workplace it is critical that they seek out opportunities to use developing skills and practices in their daily work activities for without active learning and application, the influence of formal management education can be minimized and the opportunity for real managerial learning damaged. He adds accountability as the second imperative for increasing transfer of learning. This involves ensuring that managers make a report/ presentation to superiors/ peers, review the materials and development plans with superiors on return to the workplace to create accountability for implementation and set up a plan to receive coaching and feedback on progress, incorporating development plans and goals into the formal performance appraisal process to create formal accountability for change; developing a buddy system or a peer coach/mentor with a colleague to discuss and review learning applications on an ongoing basis. The third imperative for transferring learning from classroom to the workplace focuses on the ongoing review and follow up of key concepts that the manger desires to apply at the workplace, this can be achieved by reinforcement and teaching to others. Finally, posting visual aids and or cues such as posters, computer pop ups as reminder on key concepts that the manager intends to apply at work. These rigours are akin to the PS as workshops and seminars are regarded as a money making agenda implemented through a number of presentations/ lectures and no follow ups.

2.2.1.4. Coaching/ Mentoring and Counseling

This is a one-to-one process which focuses on the practical improvement of specific skills in the PS (MoPS, 2006). The PS Standing Orders, 2010 provides that public officers who fail to meet their performance standards and targets, due to factors outside their control, shall be helped to improve through training, mentoring, coaching, and attachment to other better performing officers, among others. Wachira, (2010) defines coaching as developing a person's skills and knowledge so that the job performance improves. It aims at high performance and improvement at work, is goal specific and lasts for a short time. Werner and Desimone (2006) on the hand argue that coaching should be viewed as a process that encourage employees to accept responsibility for their own performance to enable them to achieve and sustain superior performance, achieve organizational goals and effectiveness. They content that supervisors and managers should be interested not only in eliminating poor performance but also sustaining good performance through rewarding effective performance and providing employees who want to become superior performers with the necessary support and opportunities. Linda (2003) on the other hand attributes it to interactive style of working; to blend a clear direction with organizational and personal learning, improve listening and feedback skills and to stimulate solution thinking rather than problem thinking, along with the need for whole organizational learning. These views are in line with the Vroom's model (Expectations, Instrumentality and Valence) in the Expectancy Theory. Werner and Desimone suggest job redesign, goal setting, employee participation programs and coaching to increase performance.

Richard (1996) however, suggests the use of delegation as a means of coaching as it involves managers looking for creative means. He makes reference to a pragmatic approach to coaching of the Yorkshire Water of "temporary promotions" where top managers are required to take "sabbatical" leave after five years to enable one of their subordinates take their place. This creates a chain reaction down the organization and provides opportunities for juniors to expand

their skills and horizons. He proposes: assertiveness, where what to achieve should be explicit; taking initiatives, where learners may need to ask to see their coach because the coach may be unaware that they need help; openness and honesty, where coaches need to know if a learner has specific reasons for doing or not doing a particular task; asking for feedback and suggestions because sometimes coaches have to be prompted to give a full review of a learner's successes and mistakes; networking, where coaching offers the learner an opportunity to build valuable networks; clarifying objectives, where the coaching project should have a clear, written statement of objectives; and taking responsibility, where most of all, learners need to take responsibility for their own learning.

Capacity building report of Moyo DLG, 2011 shows that coaching constituted 21.08% of all initiatives implemented over the nine years period under investigation. This is in line with what scholars argue about the importance of mentoring, coaching and counseling in increasing employee performance. Golooba reports that the HRM divisions are not paying adequate attention to implementing cost-effective capacity building activities such as on-job training, mentoring, under-studies, induction and orientation (Golooba, 2006) which seems not to be the case for Moyo DLG. DeSimone 2006, basing on results of recent findings of a study on coaching in a manufacturing industry found increased employee satisfaction and commitment and reduced attrition intentions however, it reported little empirical evidence directly relating coaching to increased employee performance (DeSimone 2006 pg 390). Wachira (2010) recommends blending coaching with other development interventions like training courses, mentoring or the on-the-job training in order to result in increased performance.

Since in mentoring, more experienced colleagues use their greater knowledge and understanding of the work or workplace to support the development of a more junior or

inexperienced member of staff (Wachira, 2010:122), it should result in better performance as it involves learning by doing. This scenario is built on the earlier position of David (1996) who held that the mentor is usually someone “higher” up in the organization, with experience and knowledge about “who’s who”, “what’s what”, and “how” things get done. To achieve success a formal relationship structured around the developmental needs of the “mentee” is important. He suggests mentor and mentee from different departments so that there are no direct reporting relationships involved. It should define each step and audit the ongoing success of the program. He identified ten general procedures to be followed to ensure success which are identification of:- mentee by looking at certain job levels, departments and employee characteristics; developmental needs; potential mentors; mentor/mentee matching; orientation for mentors and mentees; contracting in case of an external mentor; periodic meetings to execute the plan; periodic reports; conclusion; and evaluation and follow-up where both the mentor and mentee are questioned, via interviews or other assessment instruments, about the value of the process, timing, logistics, time constraints and any other valid concerns that could affect the mentoring process. These elaborate processes are bound to result in the attainment of mentoring goals and could be critically examined further by PS for possible adoption.

Coaching and mentoring implemented by Moyo DLG differ considerably from all the above points of view because here higher LG staff assumed to possess the knowledge, skills and right orientation of service delivery standards move to lower LGs and mentor them in generic areas like planning, budgeting, revenue mobilization and HRM (Moyo DLG, 2006). However, these lower LGs’ performance has remained below standard as per annual assessment reports thereby explaining the ineffectiveness of the mentoring implemented in Moyo DLG. According to David mentoring should result in adaptation of work culture of the organization, increases performance and commitment to the organization, increased job satisfaction, low-cost but highly relevant learning, and better cross-functional knowledge.

2.2.2. Professional/ Career Development Programs and Employee Performance

The PS Standing Orders, 2010 recommends public officer to undertake staff development activities for a minimum of forty (40) hours in a financial year to improve his or her competencies. These among others include mandatory and relevant postgraduate qualifications and certificate courses that cut across all sector (MoPS, 2006). These were envisioned to result in professionalization of the PS and increase in productivity. Unfortunately, the capacity building report of Moyo DLG show a very little attention paid to career development programs. This resulted in the retrenchment of forty six point two percent (46.2%), that is one hundred forty (140) retrenches of the three hundred three 303 workforce subjected to the exercise in 2005, for lack of the required technical and professional qualifications and competencies (Moyo, 2005). To date over thirty percent (30%) of the key positions are occupied by officers in caretaking appointment. The implication of this is unprofessional conduct of Government business and poor quality service delivery to the population.

The professional development programs are inform of refresher training as well as post-graduate education mostly offered in-house using civil service training institutes such as the Institute of Public Administration (IPA), now the Uganda Management Institute (UMI), Makerere University, the Law Development Centre and other business schools both within and outside the country. Overall, UMI provided one hundred seventy five (175) out of a total of five hundred fifty nine (559) courses, representing over thirty percent (30%) of the total. Others were Makerere University's Law Development Centre which provided one hundred eleven (111) courses (20 percent), (the rest of) Makerere University with fifty six (56) courses (10 percent). The top three providers delivered over sixty percent (60%) of career development training, with the top five (5) delivering about seventy percent (70%) as at 2006 (Golooba, 2006). Under the DLGSP, the Netherlands Development Organization, SNV, has been involved directly in skills capacity building in five districts in the Northwest of Uganda of Moyo, Arua, Yumbe, Adjumani and Nebbi (MAYAN) mostly in records

administration and information management. MoLG has however expressed concern about, among other things, SNV's failure regularly to submit reports to LGs and the ministry's headquarters, lack of transparency in day-to-day activities, lack of harmonization of technical assistance programs in LGs, and poor utilization of district training pools (MoLG 2005; Golooba, 2006).

Currently there are different channels through which LG employees are trained and equipped with skills. There is the LGDP under the MoLG, with its capacity building program.

2.2.2.1. Certificate Courses

Certificate courses are mostly supported under LGDP. MoLG developed 26 generic training modules implemented by service providers who are contracted to offer short term on the job training programs and sometimes off the job certificate courses in key functional areas. Most of the certificate courses are prerequisite for confirmation in the service and promotion to higher positions.

The prevalent certificate courses implemented by Moyo DLG are in Administrative Law (mandatory for Administrative cadre), financial management, procurement, computer science, health records management, training of trainers and HRM as essential work related qualifications (Moyo DLG, 2006). These contrasts with India which launched the National Skills Development Policy of India, which advocate for modular courses, open architecture and short term courses due to the fast changing skills in the labour market. Focus is on short, relevant and effective courses that would get candidates into the workplace (India, 2009). The South African Management Development Institute (SAMDI), 2007 which focuses on quality improvement programs in response to both the increasingly higher demands for quality from citizens, clients and customers and the need to be more competitive in a global economy is similar to the above. SAMDI recommends continuous employee development initiatives for front-line and managerial employees to keep them from obsolescence.

From the above analysis therefore we can say although in many cases quality improvement requires higher level and advanced training, basic skills and other remedial training programs have often become a prerequisite for other quality programs because of the skills deficiencies found in the workforce in most African countries.

2.2.2.2. Postgraduate Programs

In addition to generic curricula, tertiary educational institutions conceive, design and deliver professional development programs meant specifically for LG personnel. Participants receive post-graduate certificate, diploma, and degree awards. Some applicants are sponsored by their employers using funds allocated to them from the LGDP's capacity building fund, others sponsor themselves. Specific training institutions or their faculties and departments also design discrete programs and courses funded by donors specifically for the purposes of building capacity in LGs (Golooba, 2006).

Among the top three providers are UMI offering HRM, public administration, governance, financial management, project planning, management and others; Makerere University offering public administration and other courses, and the Law Development Centre offering only specialized courses in the legal field at the level of law certificate course, as well as diploma in law. Then there are programs based on curricula conceived, designed and delivered by tertiary education institutions specifically to LG employees or to the general public including interested LG employees. Some of them are funded by donors with specific interest in LG, including capacity building. NGOs also carry out capacity building activities, mostly as part of their general development programs and projects within jurisdictions of particular LGs (Golooba, 2006, MoPS, 2006, Moyo DLG, 2006).

2.2.2.3. Management Development

Management development programs in the service are meant to cater for recently promoted officers or those about to be promoted in order to assist them assume higher responsibilities effectively and with confidence. It targets middle-level public officers in the professional and administrative class grades (MoPS, 2006). Carol (2005) defines management development as a process by which managers develop hands-on or skill development through practice which is guided by formal structured means. It incorporates management training, management education and management support. He explained that effective management support can be developed and delivered in the one-to-one processes of coaching and mentoring, job rotation and promotion. According to MoPS transformation paper, 2011, despite the efforts undertaken under PSRP to train and develop public officers, the service still lacks a critical mass of leaders that are able to model the way, challenge the existing processes in order to transform the PS and encourage subordinates to perform to their greatest potential. Though the paper recognizes the fact that there are pockets of public officers in each of the PS agency who portray leadership capacity, who, if facilitated can act as change champions (MoPS, 2011)

The civil service college, as a national school of government has to inculcate the right attitudes in public servants, provide focused skills enhancement to targeted public servants and a cadre of staff well equipped for transformation of the PS. It has to champion management development; conduct service research and development of civil service; provide “hands on” leadership and management training; corporate development opportunities for senior managers; staff induction for newly recruited public servants; and professional skills development for public servants. The aim is to provide orientation of effective, efficient and well engrained public servants that can be responsive to community needs and provide transformative leadership and ethics and to model good conduct (MoPS, 2011; OECD, 1998).

Harvard notes that programs that focus on teaching and inspiring individuals to apply new approaches have a fundamental flaw if some members of an individual's team have not taken the course, they may resist efforts to change. They thus recommend training intact management teams. When managers go through a program together, they emerge with a consensus view of the opportunities and problems and how best to attack them. The result is faster and more effective change (Harvard, 2009). No employee from the research finding ever underwent management development program in Moyo DLG over the review period.

2.2.2.4. Professional Associations/ Certifications

Professional certification is a process in which a person proves that he or she has the knowledge, experience, and skills to perform a specific job. The proof comes in the form of a certificate earned by passing an exam that is accredited by an organization or association that monitors and upholds prescribed standards for the particular industry involved (DeSimone, (2006).

Three general types of certification listed in order of development level and portability exists, namely: - corporate (internal), product-specific, and profession-wide. A wide variety of industries and careers offer professional certification, from highly technical jobs and human services of all kinds to jobs in the arts. In each case, the certificate assures clients and the public that the certificate holder is competent and professional. In some professions, certification is a requirement for employment or practice. Doctors, teachers, Certified Public Accountants (CPAs), and pilots are examples. Certification also ensures application of professional standards, increased level of practice, and protection of the public. Emphasis are on continued professional development and certifications which require certificate holders to complete a certain number of hours of continuing education annually or biannually in order to remain current. Yearly conferences, conventions, and/or trade shows are held to provide continuing education seminars, to discuss the state of the profession and new best practices,

and to showcase the latest products and services. Networking at these gatherings can be extremely valuable to professionals (DeSimone, 2006).

From available literatures, there exist no institutional support to employees to participate in professional associations/ certifications in Moyo DLG and the service generally. They are therefore implemented at individual level across various professions. The Accountants for example enroll and pay for ACCA, CPA, though not much evaluation has been done on the effectiveness of this initiative on employee performance, the lack of interest and support by the LG implies that the contributions of continuous professional development to employee's career and innovations within the profession are lacking.

2.3. Summary

The above literatures mostly explain the role capacity development initiatives play in enhancing institutional performance especially in the Public sector. A number of questions therefore remained answered about the contribution of capacity development initiatives to individual employees' performance; how to attribute employee performance to capacity development initiatives while isolating other factors contributing positively to employee performance and how to effectively evaluate capacity development initiatives to increase employee and institutional performance.

It emerges from the literatures that, efficiency and effectiveness of capacity development programs can be achieved if focus is put on identifying and developing two capacities within an organisation i.e. 'hard' capacities such as infrastructure, technology, financial and human resources; and managerial capacities (soft) including vision, goal setting, leadership, communication, planning, motivating and supervising staff. This is because the organisational level has an impact on the behaviour and on the way in which individuals acquire skills and the capability to use them. Therefore transferring information and knowledge alone is not enough. Persons at the receiving end should have the motivation to absorb, test and modify the

knowledge, which requires a constant process of willing acquisition. The society, or enabling environment, influences the behaviour of organisations and individuals by means of the incentives it creates. The literatures suggests use of the Kirkpatrick model to measure effectiveness as it measures trainees' satisfaction with aspects of a capacity development program including curriculum, trainer, schedule; the knowledge trainees acquire during the program, including skills improved, attitudes changed; extent of on the job change of behavior as a result of the knowledge acquired during training and the results of training programs, including higher productivity, improved quality, increased sales, larger profits and reduced turnover.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents an introduction to the chapter, the research design, the study population, the determination of sample size, sampling techniques, data collection methods and instruments, validity and reliability testing, data collection procedures, data analysis and measurement of variables.

3.2. Research Design

This was an exploratory study; it used a case study design where both quantitative and qualitative approaches were applied. This method as recommended by Amin (2005) enabled the researcher to study each parameter of the study variables in details while isolating extraneous factors to employee performance. Denscombe (1998) and Amin (2005) assert that case study provides an in-depth study of a problem in a natural setting within limited time scale and allows the researcher to get closer to the whole.

The quantitative approach allowed the researcher to solicit information that have been expressed numerically while the qualitative approach enabled the researcher to solicit narrative and descriptive information which were expressed in textual format (Mugenda & Mugenda, 1999). The study sought to establish the implications of various capacity development initiatives on employee performance in Moyo DLG. Furthermore, the quantitative approach which emphasizes use of numerical and quantifiable data was found essential in that, it collected and statistically analyzed, explained, predicted and controlled the phenomena of interest while the qualitative approach obtained detailed non-numerical information about phenomenon under study, established patterns, trends and relationships from information gathered as demonstrated in Mugenda & Mugenda, (2003) and Sekaran, (2003).

3.3. Study Population

The study was undertaken on employees of Moyo DLG totaling 936, who potentially are beneficiaries of the Training and Development initiatives in Government in accordance with the provisions of the PS Training Policy, February, 2006.

3.4. Sample Size Selection

The sample frame included employees who benefited from the Training and development initiatives of Government stratified according to departments totaling two hundred forty (240). Sample size were identified using Yamane's formula of $n = \frac{N}{1 + Ne^2}$ using a significance level of 0.05 which translated to one hundred fifty (150) as presented hereunder and the breakdown is shown in table 1 below. From Yamane's formula where: - n = sample size, N = population size and e = significance level; we can say $n = \frac{240}{1 + 240 \times (0.05)^2} = \frac{240}{1.6} =$ Therefore n = 150.

Table 2: Population and Sample Size

Category (All Moyo DLG Employees)		Target Population	Sample size	Sampling technique
Administration/ Planning	148	38	24	Simple random sampling
Finance and Audit	109	28	17	Simple random sampling
Health	413	106	66	Simple random sampling
Agriculture Extension	55	14	9	Purposive
Engineering	55	14	9	Purposive
Education	47	12	7	Simple random sampling
Environment and Natural Resources	31	8	5	Purposive
Community Based Services	78	20	12	Purposive

TOTAL	936	240	150	
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Source: Moyo District staff list as at June, 2011 and modified by the researcher.

3.5. Sampling Techniques and Procedures

A purposive and random probability sampling methods were used to select respondents from the targeted population. A purposive technique was found appropriate where the sample size was not big and the respondents known and specifically targeted unlike those with big sample sizes which necessitated the use of a simple probability sampling whereby all the targeted population were randomly selected based on chance. The samples constituted eight job families whose sizes were determined by Yamane’s formula. These methods gave every member in each stratum an equal opportunity of being selected as shown in figure 2 thereby representing a well balanced study of the population.

3.6. Data Collection Methods

3.6.1. Questionnaire Survey

Primary data was collected using questionnaires administered to respondents who underwent capacity development initiatives in Moyo DLG identified using Yamane’s formula. Three open ended and fourteen (14) closed-ended questions were used as recommended by Amin (2005) and Sekaran (2003). This ensured the efficient and convenient collection of the qualitative and quantitative data. In addition, as observed by Mugenda and Mugenda (1999), the questionnaires enabled a wider circulation and conclusion of the data collection exercise within the stipulated one month with eighty point seven percent (80.7%) response rate.

3.6.2. Documentary Review

Secondary data and documented evidences were collected from Ministries of PS and LG and Moyo DLG. Policy documents, reports, annual work plans and budgets of the LG, international journals and publications, HRM publications, training and development books, organizational

behavior books and various websites and other publications were used. This enabled the collection of a large volume of accurate data within a short time as shown in appendix 3.

3.7. Data Collection Instruments

3.7.1. Questionnaire

Questionnaires with open and close-ended questions were used for collecting primary data. This enabled the collection of one hundred twenty one (121) questionnaires within only one month from the respondents randomly selected from employees in Moyo DLG who benefited from capacity development initiatives between 2003 and 2011. The collected data were checked for errors and omissions as shown in appendix 1.

3.7.2. Documentary Review Check-List

Documentary review checklist was prepared and used for accessing secondary data from Moyo DLG. The secondary data includes employee performance data from the performance appraisal forms, District Service Commission minutes and report on disciplinary cases, LG annual performance assessment report, project completion reports, sector specific reports, the LG annual capacity needs assessment report, capacity development reports and restructuring report. These were used to understand the employee performance standards over time and the implementation strategies. It ensured the collection of accurate data on the respondents as documented in their files which was used to verify the responses from the questionnaire especially on the performance levels as shown in appendix 2 and 3.

3.8. Ensuring Quality of Data

3.8.1. Validity

The questionnaires were developed and reviewed by the two experts/ supervisors who provided quality assurance by verifying and confirming the proposed questions. Content Validity Index (CVI) was eighty eight percent (88%). This meant high degree of validity of the questionnaire

in measuring the study variables as recommended in (Amin, 2005) and Sekaran (2005) who recommend an index of seventy percent (70%) or above to accept an instrument. This value is as demonstrated below from the formula $CVI = \text{no of item declared relevant} / \text{total number of items rated by judges}$.

Table 3: Measurement of the validity of the questionnaire

Questions rated	Declared relevant	Not relevant
Question: 1	0	1
Questions: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	12	0
Question: 14	0	1
Questions: 15, 16, 17	3	0
Total	15	2

CVI from the above formulae = $15/17 = 0.88$

3.8.2. Reliability

Reliability was guaranteed by pre-testing which ensured that the research design, data collection instruments, respondents and timeframe were valid as suggested by Mugenda and Mugenda (1999, p.99). Training of research assistants addressed issues of administration of questionnaires where on-spot quality check by research assistants was done before leaving the respondents. This further guaranteed quality of the data. The selection of respondents based on previous participation in a training and development initiatives ensured that the study area was not abstract to them. The Cronbach alpha coefficient as shown in table 4 was -5.734 (negative value) due to a negative average covariance among items, which violates reliability model assumptions, possibly because different scales of analysis were used in the instrument.

Table 4: Cronbach alpha coefficient results

Variable	Cronbach's Alpha	N of Items	Valid cases (%)	Excluded cases (%)
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Qns 7 & 8	.491	9	100	0
Qns 9, 11 & 12	.748	11	96.7	03.3
Qn 17	.918	10	91.7	08.3

Source: SPSS Reliability tests on primary data

3.9. Procedures of Data Collection

Questionnaires were designed with the support of my Supervisors, pretested and permission/ authorization given by the department of higher degrees of UMI to proceed with the data collection. Research Assistants were trained on the data collection instrument and the ethical issues involved.

3.10. Data Analysis

3.10.1. Quantitative Data Analysis

Quantitative data from the questionnaire were examined for errors & non-responses, coded and responses captured in the SPSS version 16. This was then analyzed using statistical methods of frequency distributions and percentages, multivariate correlations and linear regressions was run to test the hypothesis as shown in appendices 4 and 5. Analysis and interpretation was presented objective by objective with reference to the qualitative data and the research problems.

3.10.2. Qualitative Data Analysis

Qualitative data on the other hand from the open ended questions of the questionnaire were edited, examined and sorted or grouped together to generate common themes in relation to the objectives of the study. The emerging consistent themes were presented and interpreted to strengthen the results of the quantitative data which was further corroborated with the secondary data sought from the DLG.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1. Introduction

This chapter presents and analyzes the findings of the study according to the following themes: the implications of performance improvement programs and professional development programs on employee performance. It then provides an interpretation of the findings as they relate to the study objectives and hypotheses. Presentation begins with background characteristics and then both descriptive and inferential data.

4.2. Response Rate

Out of the 150 questionnaires which were distributed 121 were returned as shown in table 5 below, representing a response rate of 80.7% far above the recommended two-thirds (67%) response rate for any researcher to start analyzing data (Amin, 2005). The reason for the non-response of 19.3% could not be established though; the timing of the data collection in December and January meant some of those targeted were still for festive (Christmas) season break.

Table 5: Presentation of response rate according to Strata

Category (All Moyo DLG Employees)	Sample size	Responses (Frequency)	Non response
Administration/ Planning	24	19	5
Finance and Audit	17	14	3
Health	66	53	13
Agriculture Extension	9	7	2
Engineering	9	7	2

Education	7	6	1
Environment and Natural Resources	5	4	1
Community Based Services	12	10	2
Others	0	1	-1
TOTAL	150	121 (80.7%)	28 (19.3%)

Source: Primary data

There was excellent response overall from the sectors except finance/ administration and health. The possible reason for this relatively high non response rate among these categories is the researcher's inability to reach them within the short time frame in the remote Sub- Counties and health centres as Sub- County Chiefs, Sub- Accountants, Parish Chiefs, Clerical Officers and Nurses.

4.3. Background Information of the Respondents

The section provides a brief description of the demographic variables used in the study and some background information which included job cadre, salary scale/grade, gender, marital status, education level, an affirmation whether the respondent ever attended a capacity development program in the last ten years, the relationship between participation in a Capacity Development programs and employee performance, the relationship between Capacity Development programs and other factors as contributors of employee performance and ways of increasing employee performance in Moyo DLG and the civil service. The motivation for these parameters is the assessment of their possible influence on the study variables.

4.3.1. Job Cadre of the Respondents

The following figure presents findings about job category of respondents. Following the figure is the analysis and interpretation.

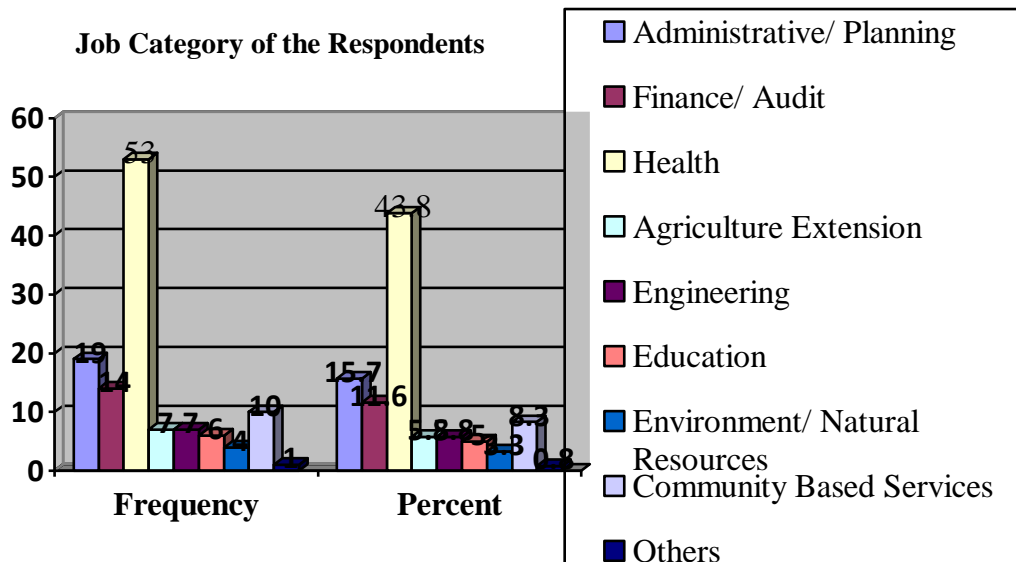


Figure 2: Job category of respondents

Source: Primary data

From the finding in figure 2, almost half of the respondents (fifty three (53)) were from the Health Sector; Administration and Planning had nineteen (19); finance fourteen (14); community based services ten (10) while a minority twenty point six percent) 20.6% is shared by Agriculture extension, Engineering, Education and Environment and Natural Resources. This is however representative of all the sectors considering the staffing levels in the DLG. Employee performance as a matter of fact should increase across all the sectors as there is a balanced selection for capacity development initiatives. It further shows that capacity development initiatives were implemented based on identified sectoral priorities and targets.

4.3.2. Salary Scale/ Grade of the Respondents

The figure below shows the presentation of respondents according to salary grade. Following it is the analysis and interpretation.

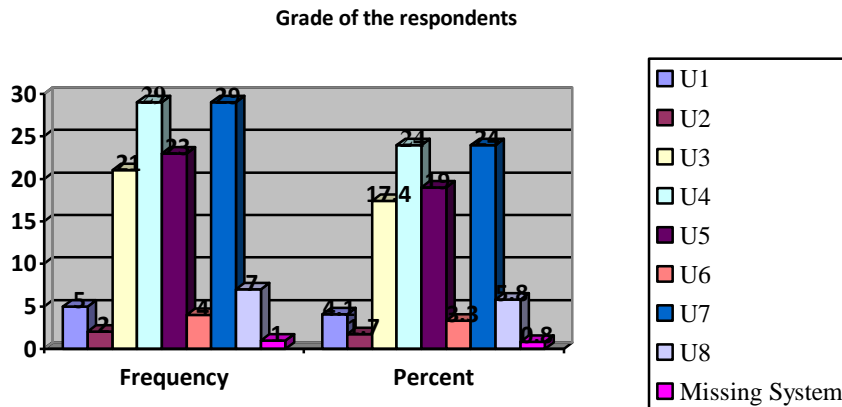


Figure 3: Grade of respondents

Source: Primary data

According to the research findings in figure 3, both the mean (twelve point four (12.4)) and median (eleven point six (11.6)) show that majority of the respondents (who benefited from the capacity development initiatives) were mid-level employees. Implying that top management and junior Officers did not benefit much from the capacity development initiatives implemented by the DLG yet they constitute a greater portion of the workforce. This meant decision making was hampered by lack of strategic leadership and poor participation of operational staff in service delivery. Future initiatives therefore need to target junior officers mostly at operational level in order to ensure a full realization of the objectives of capacity development initiatives of increasing individual employees and sectoral performance.

4.3.3. Gender of the Respondents

The table below presents the summary of respondent's according to gender. Following the table is the analysis and interpretation.

Table 6: Gender of respondents

Gender	Frequency	Percent
Male	78	64.5
Female	43	35.5
Total	121	100.0

Source: Primary data

From the finding shown in table 6, sixty four point five percent (64.5%) of the respondents were males while thirty five point five percent (35.5%) females meaning a balanced gender based representation in this research and the implementation of capacity development initiatives considering the number of female employees in the DLG. This shows compliance with one of the capacity building assessment conditions that measure the level of gender mainstreaming. It also means that both male and female employees had equal access to capacity development initiatives and therefore any performance disparity based on gender would not be as a result of capacity development initiatives implemented by the DLG.

4.3.4. Marital Status of the Respondents

The table below presents the summary of respondent's according to marital status. Following the table is the analysis and interpretation.

Table 7: Marital Status of respondents

Marital status	Frequency	Percent
Single	16	13.2
Married	87	71.9
Cohabiting	6	5.0
Widowed	4	3.3

Separated	6	5.0
Missing System	2	1.7
Total	121	100.0

Source: Primary data

Table 7, shows that majority of the respondents were married (seventy one point nine percent (71.9%)), thirteen point two percent (13.2%) single, five percent (5%) cohabiting, five percent (5%) separated and one point seven percent (1.7%) declined the question. These findings are essential in planning for future capacity development initiatives. There were instances in the past where married employees especially females declined nominations to participate in long term career development programs as their partners objected and they also feared about their family obligations, this finding reveal a changing trend as marital status was found to have no significant implication on participation in capacity development initiatives.

4.3.5. Education Level

The table below presents the summary of respondent's according to education level. Following the table is the analysis and interpretation.

Table 8: Educational level of respondents

category	Frequency	Percent
Certificate	29	24.0
Diploma	35	28.9
Degree	37	30.6
Masters	13	10.7
Others	7	5.8
Total	121	100.0

Source: Primary data

From the research findings in table 8, thirty point six percent (30.6%) of the respondents hold bachelors' degree, twenty eight point nine percent (28.9%), Diploma, twenty four percent

(24%) Certificate, ten point seven percent (10.7%) Masters and five point eight percent (5.8%) others (Postgraduate diploma). These representations have a great implication to this research project in regards to the technical and professional competencies of the employees of the DLG and the need to invest more in professional development. The average requirement for the jobs in the DLG is a certificate which unfortunately is represented at only twenty four percent (24%). Capacity development initiatives in the future therefore needs to target these category of employees who constitute the biggest number and are the active population of the workforce and vulnerable to any reform.

4.4. Participation in a Capacity Development Program

The figure below presents the finding of the question that sought to establish whether the respondents ever participated in capacity development initiatives. Following it is the analysis and interpretation.

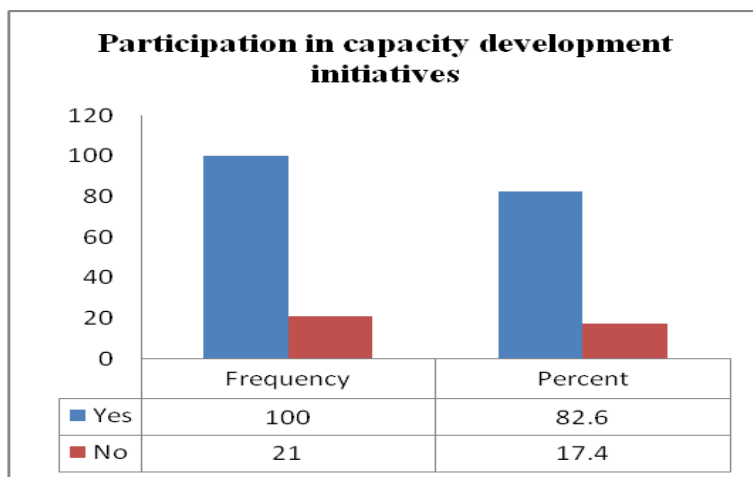


Figure 4: Participation in capacity development program

Source: Primary data

Eighty two point six percent (82.6%) of the respondents attended the capacity development initiatives implemented by Moyo DLG while seventeen point four percent (17.4%) reported that they never participated. Majority felt they did not participate due to discrimination in the

selection process. Junior officers also felt they were not selected because of their lower positions and therefore inability to influence participation. Capacity development initiatives need to be based on sectoral and individual capacity needs which should be linked to performance gaps. Strict enforcement and regular monitoring and supervision would go a long way in ensuring full participation of all.

4.5. Participation in a Capacity Development Program and Employee Performance.

The figure below represents the summary of the question that sought to establish whether the respondents registered improvement in performance as a result of participation in capacity development programs. This is followed by analysis and interpretation.

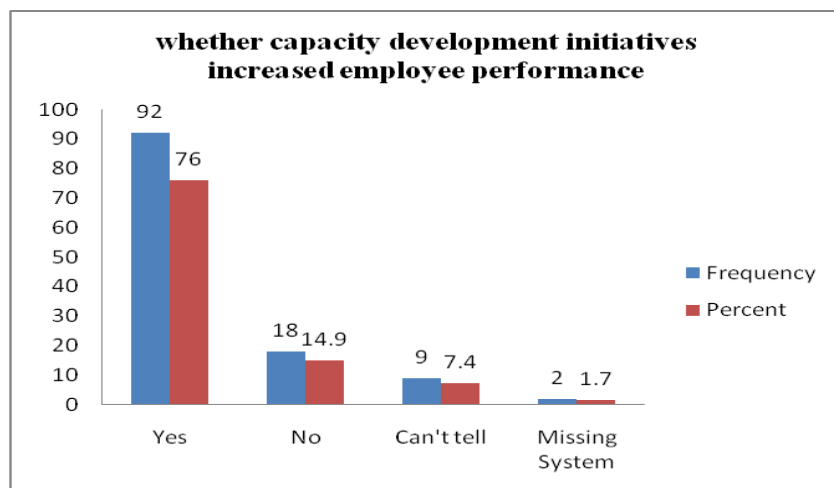


Figure 5: Find about whether there is increased employee performance

Source: Primary data

From the research finding represented in figure 5, majority (seventy six percent (76%)) of the respondents reported increase in performance as a result of participating in the capacity development programs implemented by Moyo DLG, a minority seven point four percent (7.4%) were not sure and fourteen point nine percent (14.9%) did not register any improvement in performance, one point seven percent (1.7%) declined. Reasons given for failure to register any improvement in performance from the open ended questions are as shown in table 9 below.

Table 9: Reasons given for non improvement in performance

S/No	Reasons for failure to register improved performance	Frequency	Percentage
1	Participated in order to get money/ allowances	10	18%
2	Courses not demand driven hence irrelevant to job requirements	5	9%
3	The training did not result in change of employee's circumstances like pay rise, promotion hence declining motivation	23	43%
4	Lack of effective supervision and follow up coupled with ineffective assessment methods	7	13%
5	limited opportunity given after the program to deliver	9	17%
	Total	54	100%

Source: Primary data

The result contrasts greatly with that obtained through secondary data from employees' appraisal folders as shown hereunder.

Table 10: Employee performance appraisal summary report from 2003- 2008

Total records sampled	No of staff with increased performance	No of staff with static performance	No of staff with declining performance
40	07	19	14
% Total	% increase	% static	%age decline
	17.5%	47.5%	35%

Source: Moyo District Central Registry and modified by the researcher

Employees' performance assessment results before participation in capacity development initiatives and the ones after were recorded to establish whether participation in capacity development programs led to increase in performance. It was established that out of a sampled record of 40 employees who attended the capacity development initiatives implemented between 2003 and 2008, only seventeen point five percent (17.5%) recorded increased performance, forty seven point five percent (47.5%) recorded static performance and thirty five

percent (35%) registered performance decline as shown in appendix 4. It therefore implies that although these employees participated in the various capacity development programs only seventeen point five percent (17.5%) reported positive increase in performance and an overwhelming eighty two point five percent (82.5%) showed no positive relationship between the capacity development programs and employee performance. It therefore implies that, there is a very big challenge related to identification of capacity gaps, choice of the right interventions, and selection of candidates, engagement of employees after these programs and in addressing employees' expectations after the program which require immediate action by the DLG and MoPS.

4.6. Capacity Development program and other factors as contributors of employee performance.

The figure below summarizes the finding from the question that sought to establish how capacity development initiatives feature amongst other contributors of employee performance in the service. This is followed by analysis and interpretation.

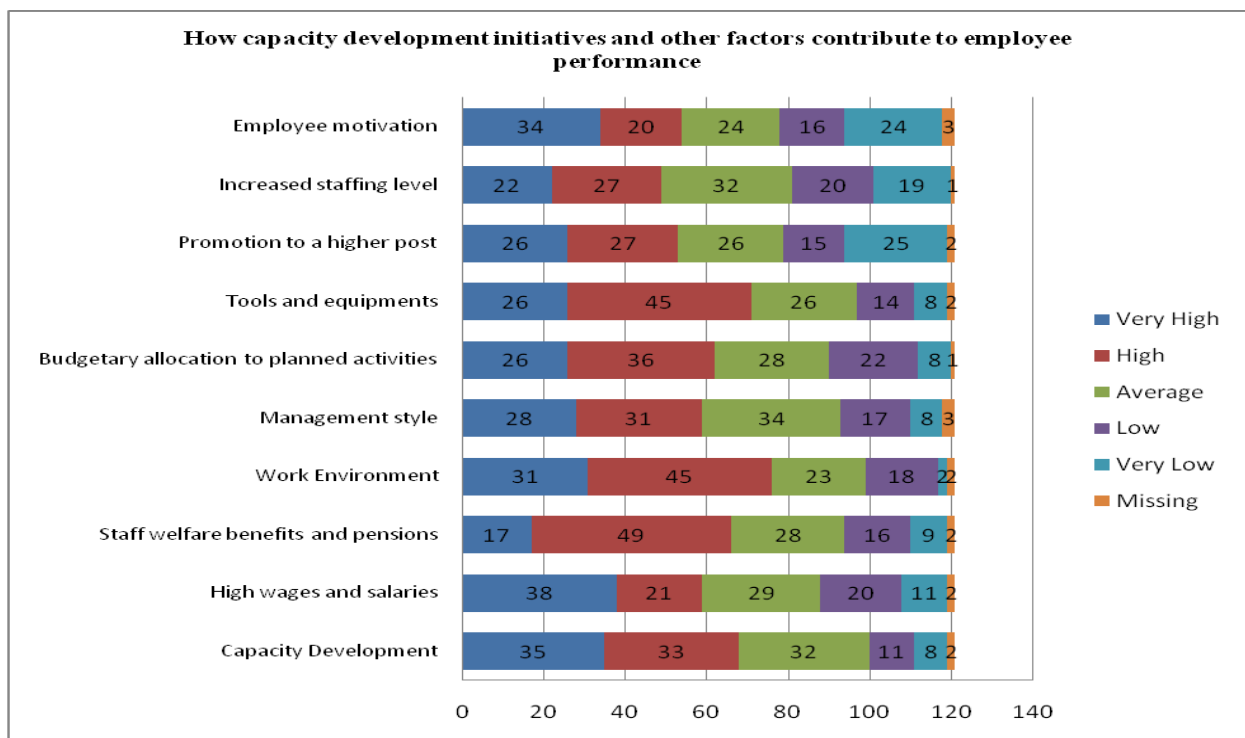


Figure 6: Finding about factors contributing to employee performance

Source: Primary data

From the research finding in figure 6, majority of the respondents (seventy six (76)) agree that work environment plays a great role in increasing employee performance, followed by availability of tools and equipment (seventy one (71)) required for their work, capacity development initiatives (68) came third, then attractive staff welfare benefits including pensions, budgetary allocation to planned activities, high wages and salaries, management characteristics/ styles, employee motivation, promotion to a high post and finally increased staffing level. The implication of this finding therefore is that though capacity development initiatives contribute to employee performance; it is not viewed as a principal contributor to employee performance. Capacity development initiatives therefore need to be implemented in an integrated manner as a wider part of civil service reform that addresses performance gaps alongside employee motivation, remuneration, job conditions and policy changes.

4.7. Ways of increasing employee performance in Moyo DLG and the PS

The figure below represents the opinion of the respondents, regarding what ought to be done to increase their performances in the service. Following it is the analysis and interpretations.

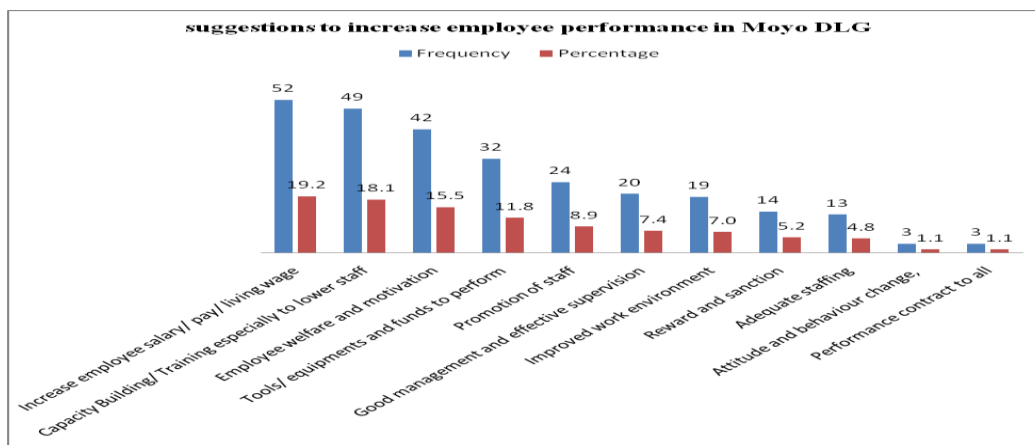


Figure 7: Finding about how employee performance can be increased

Source: Primary data

Nineteen point two percent (19.2%) of the respondents from the result of the finding in figure 7, Suggested increased employee salary/ wage commensurate to the cost of living in order to

improve performance, eighteen point one percent (18.1%) suggested capacity building programs particularly for the lower cadre, fifteen point five percent (15.5%) advocated for consideration of employee welfare and motivation, eleven point eight percent (11.8%) are for provision of tools and equipments. Other suggestions included employee promotion (eight point nine percent (8.9%)), good management practices and effective supervision (seven point four percent (7.4%)), improved work environment (7%), effective rewards and sanctions five point two percent (5.2%), adequate staffing four point eight percent (4.8%), attitude and behaviour change one point one percent (1.1%) and implementing performance contract on all employees one point one percent (1.1%). The apparently similar distribution of responses on what respondents suggested to increase their performance recognizes the fact that, any standalone intervention especially in the public sector could not have any significant implication to employee performance. The PS reforms championed by MoPS, therefore require a quite holistic view following a comprehensive countrywide review in order to address the widespread service delivery gaps and poor employee performance in Government Ministries, Departments, Agencies and LGs.

4.8. Research Question One: Implications of performance improvement programs on Employee Performance

4.8.1. Prominent performance improvement programs in Moyo DLG

The figure below shows the results of participant's response regarding the performance improvement program which were most implemented by the DLG over the eight years period under review. This is followed by analysis and interpretation.

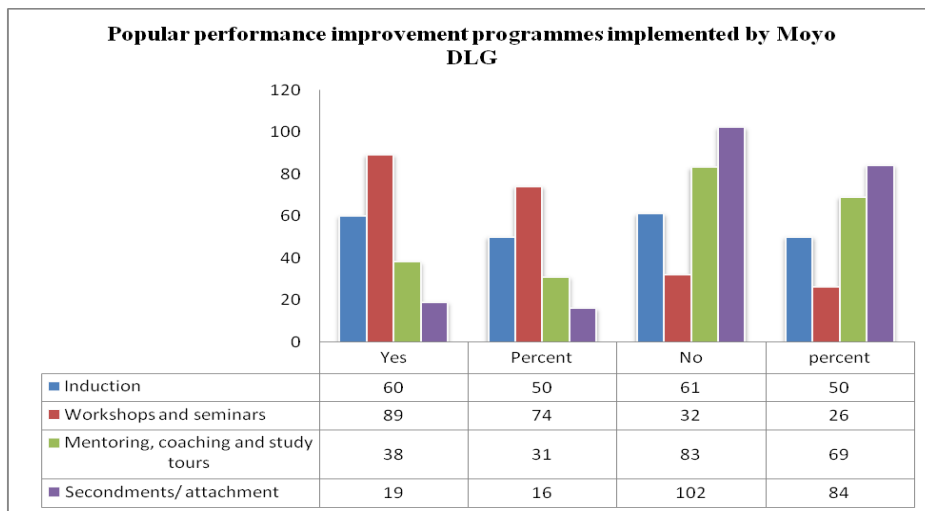


Figure 8: Finding about performance improvement programs

Source: Primary data

From the result of the research finding shown in figure 8, seventy four percent (74%) of the respondents reported having attended workshops and seminars, 50% induction programs, thirty one percent (31%) mentoring, coaching and study tour and only sixteen percent (16%) benefitted from secondments/ attachment programs. It therefore means that Moyo DLG implemented its performance improvement programs mostly through workshops/ seminars and induction (sixty two percent (62%)). The implication of this is that workshops/ seminars and induction programs which were found to be ineffective means of addressing performance gaps, was a misdirected intervention. Over fifty percent (50%) of the resources have been spent here and was considered as a money making activity implemented by service providers and clients with vested personal interests.

4.8.2. Performance improvement programs and employee performance

The table below represents the summary of multiple questions that sought to establish whether induction, workshops and seminars, mentoring and coaching, study tours and attachment/ secondment (performance improvement programs) can result in increased employee performance. This is followed by analysis and interpretation.

Table 11: Contribution of performance improvement programs to performance

Scale	Frequencies	Cumulative Frequency	Percentage
Absolutely	23+ 16+ 23+ 17	79	16%
Yes	75+ 72+ 77+ 66	290	60%
Not sure	15+ 26+ 18+ 34	93	19%
No	05+ 04+ 01+ 04	14	3%
Not at all	03+ 02+ 02+ 00	7	1%
Missing system	00+ 01+ 00+ 00	1	0%
Total		484	100

Source: Primary data

Overall, an overwhelming majority- combined response for affirmation (seventy six percent (76%)) as demonstrated in table 11, maintain that performance improvement programs have a strong influence on employee performance, and only four percent (4%) of respondents felt performance improvement programs have no positive contribution to employee performance while nineteen percent (19%) were not sure.

4.8.3. Contribution of various performance improvement programs on employee performance

The table below represents the summary of multiple questions that sought to establish the extent to which induction, workshops and Seminars, mentoring and coaching, study tour and attachment/ secondment (performance improvement programs) contributed to employee performance. This is followed by analysis and interpretation.

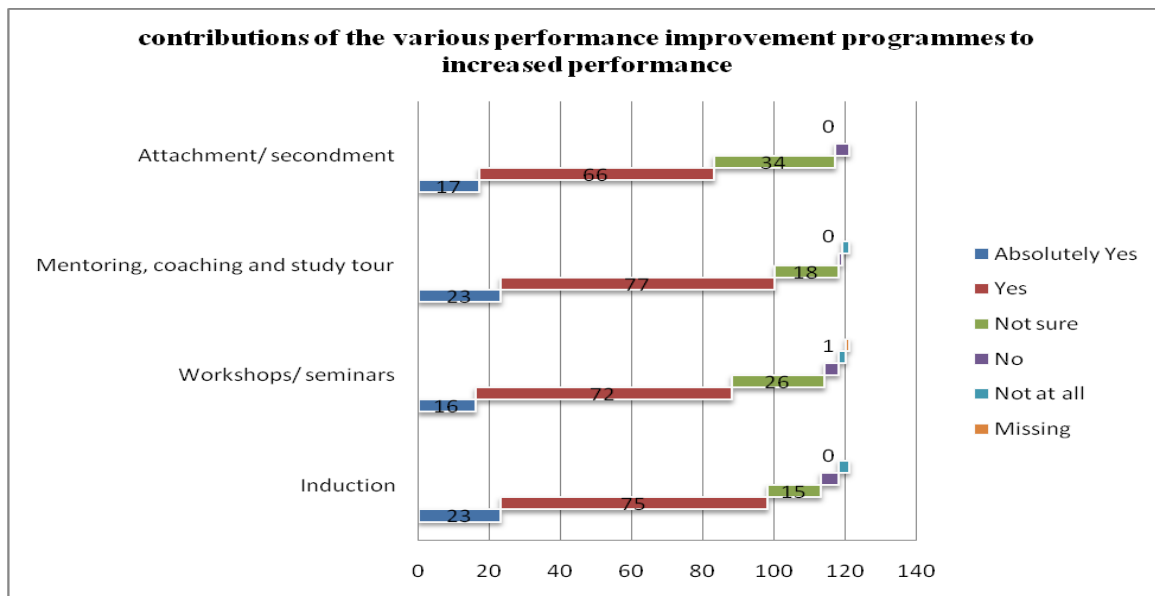


Figure 9: Contribution of various performance improvement programs

Source: Primary data

From the finding of the research shown in figure 9, majority of the respondents attributed increased employee performance mentioned in figure 5, to mentoring, coaching and study tour (100 responses); followed by induction (98 responses); then workshops and seminars (88 responses) and finally attachment/ secondment (83 responses). This results means that mentoring/ coaching/study tour was responsible for the improved employee performance though it was the second popular performance improvement program implemented and suprisingly workshop and seminars whose implementation took over fifty percent (50%) of the performance improvement programs contributed less to employee performance. This therefore implies that if more resources were channelled to implementing mentoring/ coaching and study tours as was the case for workshops and seminars, there would be a very significant increase in employee performance than it has been reported.

4.8.4. Testing Hypotheses one

H₁ = Performance improvement programs have significant implication on employee performance.

The researcher administered multiple quantitative questions to test the hypothesis that, performance improvement programs have significant implication on employee performance and the summary descriptive is shown below followed by analysis and interpretation.

Table 12: Model Summary for Performance Improvement Programs and Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Change Statistics	
					R Square Change	F Change	df1	df2	Sig. F Change
1	.576 ^a	.332	.326	.49395	.332	59.068	1	119	.000

a. Predictors: (Constant), Performance Improvement Programs

b. Dependent Variable: Employee Performance

Source: Primary Data

According to table 12 the R value = .576 and the R Square (R²) value = .332 is the explained variance and p-value = .000 was statistically significant at .01 level or 99%. This indicates the variability that exists in the employee performance that is explained by the performance improvement programs. So, the variable causes 33.2% of the variability in the employee performance with a standard error of .49395. Thus 33.2% in employee performance has been significantly explained by the performance improvement programs meaning that a unit change in this variable would cause an equivalent of .326 (adjusted R Square) increase in employee performance. The remaining 67.4% variance is explained by other factors outside the scope of this study. This shows a strong support to the null hypothesis that performance improvement programs have significant implication on employee performance.

Table 13: Summary of the Hypothesis Testing

No	Hypothesis	Result
H1 ₁	Performance improvement programs have significant implications on employee performance	Supported and Accepted

Source: Primary Data

4.9. Research Question Two: Implications of professional development programs on employee performance

4.9.1. Prominent professional development programs in Moyo DLG

The figure below shows the results of responses regarding professional development programs which were mostly implemented by the DLG over the nine years period under review. This is followed by analysis and interpretation.

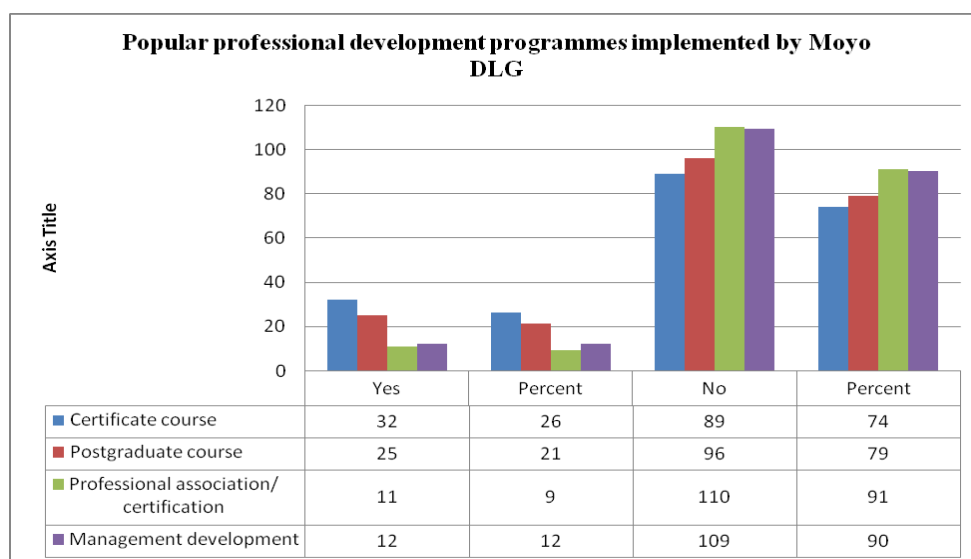


Figure 10: Professional development programs implemented

Source: Primary data

From the result of the research finding shown in figure 10, only twenty six percent (26%) of the respondents reported having attended certificate courses, twenty one percent (21%) postgraduate courses, twelve percent (12%) management development programs and nine percent (9%) professional association/ certification programs. This finding therefore implies that only twenty (20) of the one hundred twenty one (121) respondents benefited from any of

the professional development programs while one hundred one (101) did not benefit at all. This finding suggests that if there was increase in employee performance in Moyo DLG, professional development programs could not have contributed significantly to it as only seventeen percent (17%) of the respondents benefitted over the 8 years period which is statistically insignificant.

4.9.2. Professional development Programs and Employee Performance

The table below represents the summary of multiple questions that sought to establish whether certificate, postgraduate, management development and certification programs (professional development programs) can result in employee performance. This is followed by analysis and interpretation.

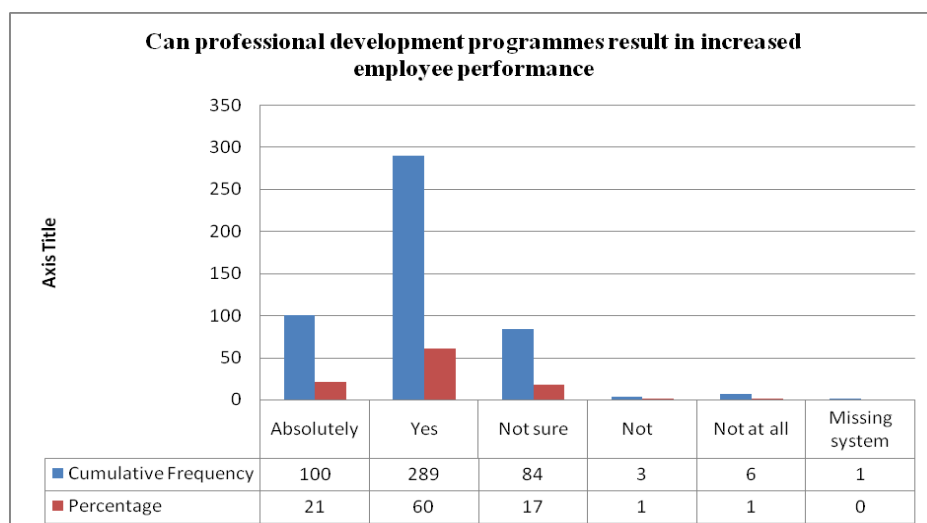


Figure 11: Professional development programs and employee performance

Source: Primary data

Overall, an overwhelming majority- combined response for affirmation (eighty one percent (81%)) of the respondents as demonstrated in figure 11, maintain that professional development programs have a strong positive influence on employee performance, and only two percent (2%) felt professional development programs have no positive contribution to employee performance while seventeen percent (17%) are not sure. It therefore implies that

once properly structure and implemented based on identified capacity needs, are regularly monitored and evaluated and implemented as a comprehensive package alongside other human resource, organizational and policy interventions, professional development programs could go a long way in stimulating high employee performance.

4.9.3. Contribution of professional development programs to employee performance

The table below represents the summary of multiple questions that sought to establish the extent to which certificate, postgraduate, management development and certification programs (professional development programs) contributed to employee performance. This is followed by the analysis and interpretation.

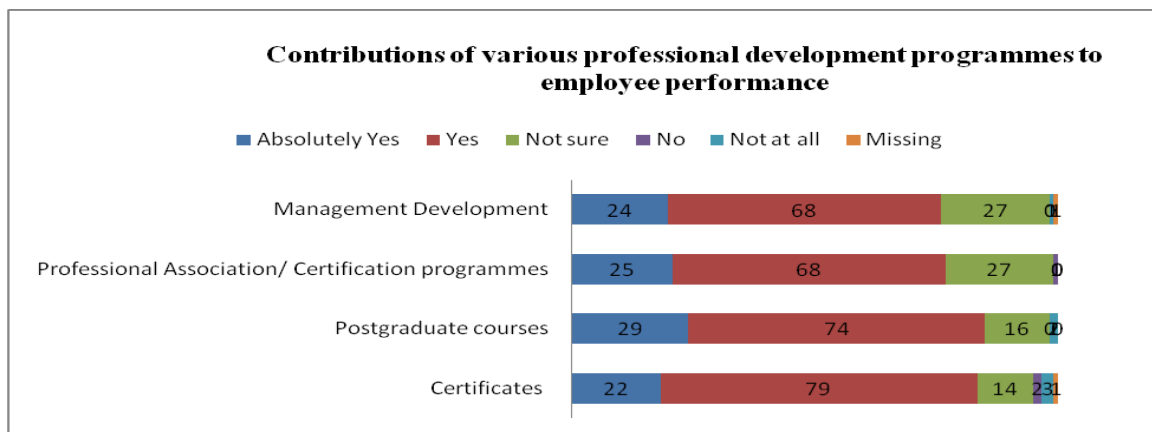


Figure 12: Contributions of professional development programs to performance

Source: Primary data

From the finding of the research shown in figure 12, summation of affirmative responses reveal that one hundred three (103) responses attributed increased employee performance mentioned in figure 5 to postgraduate courses; one hundred one (101) to certificate courses; ninety three (93) to professional Association/ certification programs and ninety two (92) to management development programs. The implication of this is that more attention is required in implementing postgraduate and certificates courses that have more significant effect on employee performance. Management development and certification did not receive adequate

attention due to the fact that little interest is paid to leadership development generally and certification does not fall within the eligible program for LGDP funding. This calls for a review as management development results in effective management, encourages smooth transition through succession planning and every successful organizations globally emphasis ongoing professional development which needs to be inculcated in the PS.

4.9.4. Hypotheses Testing

H₂₁ = Professional development programs have significant implications on Employee performance.

The researcher administered multiple quantitative questions to test the hypothesis that, professional development programs have significant implication on employee performance and the summary descriptive is shown below followed by analysis and interpretation.

Table 14: Model Summary for Professional Development Programs and Employee Performance

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Change Statistics	
					R Square Change	F Change	df1	df2	Sig. F Change
1	.512 ^a	.262	.256	.51895	.262	42.327	1	119	.000

a. Predictors: (Constant), Professional Development Programs

b. Dependent Variable: Employee Performance

Source: Primary Data

Table 14 shows the relationship between professional development programs and employee performance. It reveals a P value of .000 at 99% level of confidence, which is less than 0.01 ($P= 0.000 < 0.01$), implying that professional development programs is statistically significant at 99% level of significance. It also reveals R value = .512 and the R Square (R^2) value = .262, which is the explained variance that indicates the variability that exists in employee performance that is explained by the professional development programs. So, the variable

causes 26.2% of the variability in the employee performance with a standard error of .51895. Thus 26.2% in employee performance has been significantly explained by the professional development programs and this means that a unit change in this variable would cause an equivalent of .256 (adjusted R Square) increase in employee performance. The remaining 74.4% variance is explained by other factors outside the scope of this study. This shows a strong support to the null hypothesis that professional development programs have significant implication on employee performance.

Table 15: Summary of the Hypothesis Testing

No	Hypothesis	Result
H2 ₁	Professional development programs have significant implications on employee performance	Supported and Accepted

Source: Primary Data

4.10. Employee performance measurement parameters

4.10.1. The adequacy of current employee performance assessment parameters

The proceeding table presents responses from a question that sought to establish the capacity of the current employee performance assessment parameters in adequately measuring performance levels. Following it is the analysis and interpretations.

Table 16: Finding about adequacy of performance assessment parameters

Scale	Frequency	Percent
Yes	62	51.2
No	40	33.1
Not Sure	15	12.4
Missing System	4	3.3
Total	121	100.0

Source: Primary data

There is a feeling that the current employee performance assessment parameters are adequate in measuring level of performance with more than half of the respondents fifty one point two percent (51.2%) as shown in table 16, appreciating them, thirty three point one percent (33.1%) feel they were not and twelve point four percent (12.4%) were not sure while three point three percent (3.3%) declined the question. It should also be noted that, ignorance exists amongst employees about performance management concepts and practices; this means that in some instances the assessment results do not reflect the actual level of attainment of performance targets but just a fulfillment of an annual job requirements. MoPS need to invest more time and funds in promoting effective performance management systems and practices in the service.

4.10.2. The most preferred (effective) employee performance assessment parameters

The below table presents participants' preferences for the various performance assessment parameters based on ability to effectively measure performance outputs, followed by the analysis and interpretations.

Table 17: Finding about preferred performance assessment parameters

Parameter	Cumulative percentage	Frequency	percentage
Quantity	939	118	33
Quality	903	118	31
Cost	575	118	20
Timeliness	469	118	16
Total	2,886	118	100

Source: Primary data

Table 17, shows that quantity as an employee performance assessment parameter is most preferred by the respondents at thirty three percent (33%), Quality at thirty one percent (31%), cost (twenty percent (20%)) and timeliness at seventeen percent (17%). Experience shows that, managers and employees are ignorant and pay very little interest in performance management. Assessment results many times do not reflect the performance levels exhibited by employees generally, appraisers and appraises also lack knowledge in evaluating performance based on

quality which is regarded subjective. A comprehensive training by MoPS for managers and employees in understanding performance management is critical.

4.10.3. Alternative employee performance assessment parameters.

Though many respondents did not answer this question possibly due to lack of exposure to so many employee performance assessment parameters and others made proposals which are not in line with performance management, a few especially the scientific cadres (Agriculture, engineering and health) proposed innovativeness (3), relevance (1), efficiency and effectiveness (5) and conformance to standards. It is high time MoPS expands the parameters for performance assessment as is in the case for the private sector to include innovativeness, value addition and compliance which are in line with Uganda’s Vision 2040. Return on investment calculation is also long overdue so as to ascertain the necessity to continue funding capacity development programs.

4.11. Correlation Analysis Output

Performance improvement programs and professional/ career development programs were correlated with employee performance to ascertain their degree of association and the results is as demonstrated hereunder. Following this is the interpretation and analysis.

Table 18: Correlation Analysis Output

		Performance Improvement Programs	Professional Development Programs	Employee Performance
Performance Improvement Programs	Pearson Correlation	1	.398**	.576**
	Sig. (1-tailed)		.000	.000
	N	121	121	121
Professional Development Programs	Pearson Correlation	.398**	1	.512**
	Sig. (1-tailed)	.000		.000
	N	121	121	121
Employee Performance	Pearson Correlation	.576**	.512**	1
	Sig. (1-tailed)	.000	.000	
	N	121	121	121

		Performance Improvement Programs	Professional Development Programs	Employee Performance
Performance Improvement Programs	Pearson Correlation	1	.398**	.576**
	Sig. (1-tailed)		.000	.000
	N	121	121	121
Professional Development Programs	Pearson Correlation	.398**	1	.512**
	Sig. (1-tailed)	.000		.000
	N	121	121	121
Employee Performance	Pearson Correlation	.576**	.512**	1
	Sig. (1-tailed)	.000	.000	
	N	121	121	121

** . Correlation is significant at the 0.01 level (1-tailed).

According to table 18, there was a positive moderate (.576) relationship between performance improvement programs and employee performance that is statistically significant ($p = .000$). This implies that more employee participation in performance improvement program has the potential of somewhat significant increase in their performance. This finding is statistical significant at 99% as the p-value is much less than .01 ($p < .01$)

Similarly there was a positive moderate (.512) relationship between professional development programs and employee performance that is statistically significant ($p = .000$). This implies that more employee participation in professional development program has the potential of somewhat significant increase in their performance. This finding is statistical significant at 99% as the p-value is much less than .01 ($p < .01$)

4.12. Hypothesis Testing

Multiple regression analysis to test the hypotheses postulated to determine the variance of the effect of all the independent variables together on the dependent variables were carried out, presented and the following is the results deduced from them. These are presented hypothesis by hypothesis.

Table 19: Model Summary of the Capacity Development Initiatives and Employee

Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Change Statistics	
					R Square Change	F Change	df1	df2	Sig. F Change
1	.653 ^a	.427	.417	.45936	.427	43.950	2	118	.000

a. Predictors: (Constant), Professional Development Programs, Performance Improvement Programs

b. Dependent Variable: Employee Performance

Source: Primary Data

The regression analysis output in table 19 shows the R value = .653, correlation for all independent variables with the dependent variable after all the inter-correlations among independents variables are taken into account. The R Square (R^2) value = .427 is the explained variance and p-value = .000 was statistically significant at .01 or 99% level. The R^2 tells us how much variability exists in the employee performance that is explained by the combined effects of the capacity development initiatives. These variables share 42.7% of the variability in the employee performance with a standard error of .45936.

Therefore, 42.7% in employee performance has been significantly explained by the two capacity development initiatives and this means that a unit change in these variables would cause an equivalent of .417 (adjusted R Square) change in employee performance. The remaining 58.3% variance is explained by other factors outside the scope of this study.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This Chapter presents the study summary, discussions, conclusions and recommendations. The summary provides the context which includes the objectives of the study, methodology and findings; it presents the discussion of the finding, conclusion and recommendations, it then states the contribution to the body of knowledge and thereafter suggests areas for further research.

5.2. Summary of the findings

The implications of capacity development initiatives on employee performance in Moyo DLG were examined. Three main variables: performance improvement programs, professional development programs and employee performance were studied. Two specific objectives were formulated to guide the study; research question and hypotheses were formulated as shown in chapter one. Questionnaire was used to gather primary data which was corroborated with secondary data on employee performance identified by use of documentary review checklist. Several interesting relationships arose, representing a paradigm shift in understanding the implications of capacity development initiatives to employee performance. The study thus found out that:-

- 5.2.1. Performance improvement program has positive correlation with employee performance at fifty seven point six percent (57.6%) and a regression square (R^2) value of .332 explained variance at a p-value of .000. It contributed to employee performance by only thirty two point six percent (32.6%). Seventeen point five percent (17.5%) of the employees who underwent performance improvement programs registered increase in performance. Workshops/ seminars and induction were the popular initiatives implemented at sixty two percent (62%). Mentoring/

coaching and study tour were however found to be responsible for the improved employee performance though they were least implemented compared to workshops and seminars which took over fifty percent (50%) of the capacity development fund over the eight years period. Induction which is mandatory for all new employees, those transferred and promoted and or employee who receive additional duties was found to have been implemented to only fifty percent (50%) of the respondents in violation of the training policy and PS Standing Orders.

5.2.2. Professional development program has positive correlation with employee performance at fifty one point two percent (51.2%) and a regression Square (R^2) value of .262, which is the explained variance. The correlation with other HRM factors and survey results especially secondary data on employee performance presented in figure 6, however shows a weak relationship with employee performance in Moyo DLG. Only twenty (20) of the one hundred twenty one (121) respondents benefited from the professional development programs while one hundred one (101) did not benefit at all yet it was found to have a strong positive influence on employee performance once professionally structured and managed.

5.3. Discussion of Results

This study discusses its findings according to the major themes that were derived from the objectives and the hypothesis. We have as much as possible tried to use cross-referencing in the course of the discussion to link the findings with existing literatures.

5.3.1. Performance Improvement Programs and Employee Performance

From this study we establish that performance improvement programs contributed to employee performance by only thirty two point six percent (32.6%), meaning that sixty seven point four percent (67.4%) of the factors are outside the scope of this study. The implication of this is that, performance improvement program did not contribute significantly to employee

performance in Moyo DLG. There is therefore an urgent need to adopt a completely different approach to implementing performance improvement programs based on systematically identified performance gaps, professionally administered programs which are regularly monitored, evaluated and implemented alongside other HRM and organizational factors that takes care of the expectations and motivation of the employee.

These are in line with Vroom's expectancy theory which maintains that employee performance is a factor of both ability and motivation and that if either ability or motivation is zero there will be no effective performance. Porter and Lawler, stresses these arguments by proposing that high individual performance depends on high motivation plus possession of the necessary skills, abilities and an appropriate role and understanding of their role (Armstrong, 2009). Walter, 2007 further confirms the results of this research finding by arguing that efficiency and effectiveness of capacity development initiative and employee productivity can be achieved if focus is put on identifying and developing both 'hard' capacities such as infrastructure, technology, financial and human resources; and managerial capacities (soft) including vision, goal setting, leadership, communication, planning, motivating and supervising staff.

The ongoing PS reform inform of result oriented management, output oriented budgeting, performance contract, integrated personnel and payroll system which emphasize employee productivity, efficiency and effectiveness, accountable PS, innovation among others may not provide adequate solution to the performance and poor service delivery problems affecting the Public Sector. MoPS and law makers should address the biting problem/ concerns of employee welfare including the demand for pay reform and streamlined wages across the PS. It is only when due consideration is made through the combined intervention of the reforms and performance improvement programs that employee performance can increase significantly.

5.3.2. Professional Development Programs and Employee Performance

Professional development program accounted to only twenty six point two percent (26.2%) of the employees' performance meaning seventy four point four (74.4%) of the factors are outside the scope of this study. The implication of this finding is that Moyo DLG did not benefit a lot from the professional development programs which though was established to have a very high potential of increasing employee performance, it also significantly explains the reason for the reported poor performance which calls for a quick review and paradigm swift. The Public Service Standing Orders, 2010 which recommends mandatory participation in staff development activities for a minimum of forty (40) hours in a financial year in order to improve on performance and increase employee competencies was greatly violated. MoPS should attach participation in career development program to the requirements for promotion, institute penalty on an MDA/ LG that has not sponsored some minimum number of employees in a financial year in career development programs, carry out quarterly and annual evaluation and promote the measurement of participation effectiveness during and after implementation.

5.4. Conclusions of the study

The researcher was able to draw the following important conclusions from the results of this study finding based on three key themes of performance improvement programs, professional development programs and employee performance in Moyo DLG.

The increasing demand for and implementation of capacity development activities unfortunately has failed to match with delivery of public goods and services which citizens' yearn for thereby increasing the skepticism about the ability of the public sector to conduct its affairs in a productive manner. Capacity development initiatives are viewed as waste of tax payers' money with practically no significance to employee productivity. The public sector is generally viewed as being administered by "incompetent bureaucrats" steeped in "red tape",

indifferent to the needs of the public and, unable to effectively deliver the required goods and services and hide their inability by strict adherence to rules and regulations.

5.4.1. Performance Improvement Programs and Employee Performance

Performance improvement programs had insignificant implications on employee performance in Moyo DLG. There is lack of institutional and Human resource capacity in Moyo DLG to implement a meaningful and effective performance improvement programs. Workshops and seminars which were the commonest performance improvement program is a money making project with practically no relationship to employee performance. There is an unbalanced implementation of performance improvement programs as fewer initiatives were through induction, mentoring/ coaching, study tour and secondment/ attachment.

5.4.2. Professional Development Program and Employee Performance

Performance improvement program had insignificant effect on employee performance, this is supported by the actual employee performance results in Moyo DLG. Regression analysis also shows a weak support to the null hypothesis.

Lack of professionalism, human resource and institutional capacity and lack of monitoring and evaluation characterize the implementation of professional development programs in Moyo DLG. The researcher thus concludes that performance improvement programs had insignificant effect on employee performance in Moyo DLG.

5.5. Recommendations

The following recommendations under the various themes (objectives) based on a representative, unbiased data, analysis/ interpretation and discussions on the significance of capacity development initiatives on employee performance can be made. These are based on the notion that fundamentally man is the key to all problems. Therefore a framework needs to

be put in place and a complete strategic, systematic and implementation shift by MoPS is paramount. This will ensure that the trained and experienced employees are transformed into devoted men and women and capacity enhancement programs should be continuous and regularly monitored and evaluated.

5.5.1. Performance improvement programs and employee performance

That Moyo DLG should implement its performance improvement programs as a total package (balanced programs) in a transparent manner based on identified performance needs. This should be enforced by MoPS and MoLG through budget quotas for implementing the various performance improvement programs and sanctions imposed for non compliance. Annual review and regular monitoring and evaluation at National and Local levels are imperative in ensuring compliance and maximum benefits from these programs.

MoPS and MoLG should design and encourage the implementation of performance improvement programs targeted solely to job-specific skills and knowledge transfer, technical and behavioural competencies. These should be implemented in a comprehensive manner encompassing change in the current terms and conditions of service of the PS. Policy review based on comprehensive assessment and consequent recommendation by MoPS to address issues of work environment, tools and equipment; a living wage; attractive staff welfare benefits including pensions; funding to planned activities; good management practices that encourages participation; employing good motivation strategy and adequate staffing.

5.5.2. Professional development programs and employee performance

There is need to pay more attention to professional development programs than performance improvement programs in order to achieve the mission of professionalizing the civil service and promoting inventions and innovations. MoPS and MoLG can achieve this through adequate budget allocation, effective monitoring of programs implementation and evaluation of

results which currently is nonexistent. The professional development programs should be implemented alongside other managerial, administrative and organizational measures to achieve employee performance.

MoPS need to redesign professional development programs that not only promote lifelong acquisition of knowledge, skills, and competencies necessary for the performance of job responsibilities but also which facilitates the application of knowledge, skills and competencies in chosen roles in rewarding ways.

MoPS therefore needs to encourage robust implementation of appropriate general management training and professional development to enables top- and middle-level civil service personnel develop the criteria and experience needed to decide on activities with higher probability of success, and which are sustainable.

Finally, there ought to be a system of auditing of the outcomes of training. This should provide information about the degree to which improvement in performance can be justifiably attributed to capacity building activities.

On the parameter of employee performance, MoPS need to introduce and encourage the adoption by MDAs and DLGs a more practical, robust and integrated approach to measuring employee performance encompassing quantitative (numeric measures of inputs, outputs and outcomes), qualitative of soft measures which provides information on staff attitudes and process analysis. A benchmarking of employee performance with the private sector is also critical as more often than not, the PS is in intense competition with the private sector for service quality and customer satisfaction.

5.6. Contribution to a body of knowledge

The study results can have some apparent implications and add value to understanding how capacity development initiatives implemented across the entire service influence employee performance. Examining the contribution of performance improvement and professional development programs on employee performance reveal that, it is not a guarantee that investing and focusing performance improvement attention to building employees' capacity would automatically result in increased performance. This imposes very serious policy obligations on MoPS, MoLG, policy makers and the academia with regards to the paradigm shift and in as far as the need to review funding and implementation approach on these initiatives are concerned for effective attainment of Uganda's vision 2040.

5.7. Limitations of the Study

The research notes that while our study brought some encouraging findings through elaborate methodological approach (using questionnaire and documentary review); it is subject to limitations arising in part from the study design and on the methodology employed. These limitations includes; the small portion of dimensions of capacity development initiatives and employee performance considered, therefore, it is hard to be sure that only these dimensions are enough to test the implications of capacity development initiatives on employee performance moreover other factors that may have implications on employee performance were not discussed in-depth.

The selection of a sample size from only one LG out of one hundred thirty two (132) and from only One hundred twenty one (121) respondents from a population of over nine hundred (900) constitutes another limitation given that it was relatively small for comparisons. This though was due to resource constraints (time and funds). As a result, the majority of the analysis administered showed weak significance. As Sekaran (2003) observed, sometimes because of

time and costs involved, a researcher might be constrained to settle for less than ideal research design. Thus there is trade-off between rigor and resource, deliberate and conscious decision by the researcher based on the scope of and reason for the study.

5.8. Areas for further research

Owing to the constraints noted above, a further research aimed at expanding the contribution of the dimensions of performance improvement and professional development programs to employee performance is apparent.

A research is also warranted in exploring the extent to which employee performance can be attributed to capacity development initiatives only and not HRM, administrative and organizational factors.

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APPENDICES

Appendix 1: Questionnaire

Uganda Management Institute-Kampala-Uganda

Capacity Development Initiatives and their Implications to Employee Performance in Moyo District Local Government- Uganda.

Question Serial No: _____

Questionnaire

I am **Bua Victor Leku**, a student of the Uganda Management Institute, Kampala-Uganda undertaking a 12 months Masters Degree in Management Studies- Human Resource Management Programs (MMS-HRM). I am carrying out a study on Capacity Development initiatives and their implications to Employee performance in Moyo District Local Government- Uganda in partial fulfillment of the above award and I am looking for your honest response which shall be used for academic purposes only. I shall be very grateful to receive your useful contribution to this project.

General Background Information

1. Name (Optional):

2. Please tick the cadre to which you belong

- | | | |
|--|---|------------------------------------|
| <input type="checkbox"/> Administrative/ Planning | <input type="checkbox"/> Finance/ Audit | <input type="checkbox"/> Health |
| <input type="checkbox"/> Agriculture Extension | <input type="checkbox"/> Engineering | <input type="checkbox"/> Education |
| <input type="checkbox"/> Environment/Natural Resources | <input type="checkbox"/> Community based services | |
| <input type="checkbox"/> Other (please, Specify) | | |

3. Salary scale/ Grade

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> U1 | <input type="checkbox"/> U2 | <input type="checkbox"/> U3 | <input type="checkbox"/> U4 |
| <input type="checkbox"/> U5 | <input type="checkbox"/> U6 | <input type="checkbox"/> U7 | <input type="checkbox"/> U8 |

4. Gender: Male Female

5. Marital Status: Single Married Cohabiting
 Widowed Separated

6. What is your current level of education?

- Certificate Diploma Degree
 Masters PhD
 Others (please, Specify)

7. Have you ever participated/ enrolled in a capacity development program undertaken/ sponsored by Government in the last 10 years?

- Yes No

8. If yes in no.7, indicate by a tick which of the following capacity development initiatives you participated in:-

S/No	Capacity Development Initiative	Choice (√)
	Performance Improvement Programs	
1	Induction	
2	Workshop and Seminars	
3	Mentoring, Coaching and Study Tour	
4	Attachment/ Secondment	
	Professional Development Programs	
1	Certificate courses	
2	Postgraduate program	
3	Professional Association/ Certification programs	
4	Management Development Programs	

9. Have you registered any improvement in performance as a result of undertaking/ participating in the Capacity Development program?

- Yes No can't tell

10. If no or can't tell in (10) above, give at least three reasons to explain why.

11. Can the following performance improvement programs increase employee performance in your opinion?

S/No	Performance Improvement Programs	Degree of contribution to employee performance				
		Absolutely	Yes	Not sure	Not	Not at all
1	Induction					
2	Workshop and Seminars					
3	Mentoring, Coaching and Study Tour					
4	Attachment/ Secondment					

12. Can the following professional development programs increase employee performance in your opinion?

S/No	Professional development Programs	Degree of contribution to employee performance				
		Absolutely	Yes	Not sure	Not	Not at all
1	Certificate courses					
2	Postgraduate program					
3	Professional Association/ Certification programs					
4	Management Development Programs					

13. Are employee performance assessment/ evaluation in the Public Service based on quality, quantity, time and cost adequate?

Yes No Not sure

14. Allocate a 100% marks to the following employee performance evaluation/ assessment parameters used in the Public Service generally as they appeal to you.

Performance assessment parameters	Suggested percentage scores according to you
Quality	
Quantity	
Timeliness	
Cost	
Total score	100%

15. What other employee performance assessment/ evaluation parameters can you suggest for the Public Service?

.....

16. Suggest ways of increasing employee performance in District Local Governments and the civil service generally.

.....

.....

.....

.....

17. How can you rank the contribution of the following Human Resource Management practices in increasing employee performance in District Local Governments and the Public Service generally? Use a scale of 1- 5

S/No	HRM Practice	Where 1= Very High; 2= High; 3= Average; 4= Low; 5= Very low).				
		1	2	3	4	5
1	Capacity development					
2	High wages and Salaries					
3	Social Welfare benefits including pension					
4	Work Environment					
5	Management style					
6	Budgetary allocation for planned activities					
7	Tools and equipments					
8	Promotion to a higher post					
9	Staffing level					
10	Staff Motivation					

Thank you for the contribution and your valuable time

Appendix 2: Documentary review checklist

Uganda Management Institute-Kampala-Uganda

Capacity Development Initiatives and their Implications to Employee Performance in Moyo District Local Government- Uganda.

Documentary Checklist

1. Employee Performance Appraisal forms
2. Local Government Annual Performance Assessment Reports
3. Capacity Building Plans
4. Capacity Needs Assessment Reports
5. Minutes of the Local Government Capacity Development/ Training Committee
6. Annual Sector reports
7. Moyo District Local Government Restructuring report and minutes of 2005
8. Moyo District Local Government Training Policy, 2006
9. Minutes and reports on disciplinary actions related to incompetence, abuse of office and absenteeism.
10. Data bank of employees who attended/ participated in capacity development initiatives in Moyo District Local Government.
11. Project completion reports.

Appendix 3: Secondary data

EMPLOYEE PERFORMANCE APPRAISAL FORMS RANDOMLY SAMPLED (2003-11)

S/N	SCALE	PERCENTAGE SCORE FOR STAFF ON PROBATION			
		YEAR BEFORE IN %		YEAR AFTER IN %	
		Year 1 before	Year 2 before	Year 1 after	Year 2 after
1	U7	58	61	65	65
2	U7	93	43	48	43
3	U8	63	67	70	71
4	U7	80	80	79	79
5	U5	70	90	70	90
6	U5	78	78	78	78
7	U4	55	81	81	81
8	U4	59	59	59	59
9	U4	86	74	74	74
10	U4	80	82	86	86
11	U7	90	90	86	85
12	U8	85	81	80	80
13	U8	80	79	79	76
14	U8	78	81	81	81
15	U8	66	65	66	67
16	U4	65	65	78	79
17	U4	59	55	60	59
18	U4	90	90	89	89
19	U4	81	78	76	76
20	U4	78	78	55	52

Time period for appraisal 2003-2008

Source: Moyo District Central Registry

EMPLOYEE PERFORMANCE APPRAISAL FORMS RANDOMLY SAMPLED

S/N	SCALE	PERCENTAGE SCORE FOR STAFF ON PROBATION	
		% DECLINE YEAR BEFORE	% DECLINE YEAR AFTER
1	U7	3	0
2	U7	-50	-5
3	U8	6	1
4	U7	0	0
5	U5	20	20
6	U5	0	0
7	U4	26	0
8	U4	0	0
9	U4	-12	0
10	U4	2	0
11	U7	0	-1
12	U8	-4	0
13	U8	-1	-3
14	U8	-2	0
15	U8	-1	-2
16	U4	0	1
17	U4	-4	-1
18	U4	0	0
19	U4	-2	0
20	U4	0	-3

PROBATIONARY STAFF PERFORMANCE					
YEAR BEFORE			YEAR AFTER		
NUMBER IMPROVED	NUMBER STATIC	NUMBER DECLINED	NUMBER IMPROVED	NUMBER STATIC	NUMBER DECLINED
6	7	7	4	11	5

PERMANENT EMPLOYEE PERFORMANCE APPRAISAL FORMS RANDOMLY SAMPLED (2003-11)

S/N	SCALE	PERCENTAGE SCORE FOR STAFF ON PERMANENT STAFF	
		YEAR BEFORE IN %	YEAR AFTER IN %
21	U1	58	61
22	U2	82	79
23	U1	66	66
24	U3	72	72
25	U3	80	80
26	U4	78	73
27	U4	75	73
28	U7	67	73
29	U7	59	59
30	U8	64	66
31	U2	78	82
32	U3	65	65
33	U6	58	58
34	U5	78	68
35	U7	88	82
36	U3	85	84
37	U8	71	75
38	U4	72	72
39	U4	66	63
40	U3	62	62

Source: Moyo District Central Registry personnel records covering 2003-2008 appraisal period

EMPLOYEE PERFORMANCE APPRAISAL FORMS RANDOMLY SAMPLED

S/N	PERCENTAGE SCORE FOR STAFF ON PERMANENT ESTABLISHMENT	
	SCALE	% DECLINE YEAR AFTER
21	U1	3
22	U2	-3
23	U1	0
24	U3	0
25	U3	0
26	U4	-5
27	U4	-2
28	U7	-6
29	U7	0
30	U8	-2
31	U2	3
32	U3	0
33	U6	0
34	U5	-10
35	U7	-6
36	U3	-1
37	U8	4
38	U4	0
39	U4	-2
40	U3	0

PERMANENT STAFF PERFORMANCE		
YEAR AFTER		
NUMBER IMPROVED	NUMBER STATIC	NUMBER DECLINED
3	8	9

TOTAL SAMPLE SIZE = 138, RANDOMLY SAMPLED STAFF = 40, % sampled = 28.9

WHETHER PARTICIPATION OF EMPLOYEES IN CAPACITY DEVELOPMENT INITIATIVES INCREASED THEIR PERFORMANCE AS PER THE PERFORMANCE APPRAISAL RESULT

Total No of records sampled	No of staff with increased performance	No of staff with static performance	No of staff with declining performance
40	07	19	14
% Total	% increase	% static	%age decline
	17.5%	47.5%	35%

Source: Moyo District Central Registry personnel records covering 2003-2008 appraisal period

LOCAL GOVERNMENT ANNUAL PERFORMANCE ASSESSMENT REPORT – MOYO DISTRICT
KEY: R= REWARD; S+ STATIC; P= PENALTY; AND N/A= NOT APPLICABLE (for those that did not participate)

INSTITUTION	PERFORMANCE IN THE VARIOUS YEARS OF ASSESSMENT							
	2004	2005	2006	2007	2008	2009	2010	2011
Moyo District LG	R	R	R	S	S	S	S	P
Moyo T Council	S	S	S	P	P	P	P	P
Moyo Sub County	S	R	R	S	S	S	R	R
Metu Sub County	S	S	R	R	S	R	R	S
Lefori Sub County	R	R	S	S	R	R	R	S
Dufile Sub County	S	S	S	S	S	P	S	P
Itula Sub County	S	S	R	R	S	R	R	S
Gimara Sub County	S	S	S	R	S	S	S	S
Aliba Sub County	S	S	S	R	R	S	S	S
Laropi Sub County	N/A	N/A	N/A	N/A	N/A	N/A	S	R

Source: Ministry of Local Government Districts Annual Assessment Reports and District Planning Unit Moyo District

TABLE SHOWING PERFORMANCE OF THE VARIOUS INSTITUTIONS OF MOYO DISTRICT IN PERCENTAGES 2004-11

INSTITUTIONS	% PERFORMANCE INDICATOR								TOTAL
	REWARD (R)		STATIC (S)		PENALTY (P)		NOT APPLICABLE(N/A)		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Moyo District LG	3	37.5	4	50	1	12.5	0	0	100
Moyo T Council	0	0	3	37.5	5	62.5	0	0	100
Moyo Sub County	4	50	4	50	0	0	0	0	100
Metu Sub County	4	50	4	50	0	0	0	0	100
Lefori Sub County	5	62.5	3	37.5	0	0	0	0	100
Dufile Sub County	0	0	6	75	2	25	0	0	100
Itula Sub County	4	50	4	50	0	0	0	0	100
Gimara Sub County	2	25	6	75	0	0	0	0	100
Aliba Sub County	2	25	6	75	0	0	0	0	100
Laropi Sub County	1	12.5	1	12.5	0	0	6	75	100

REPORTS AND DISCIPLINARY ACTIONS RELATED TO INCOMPETENCE, ABUSE OF OFFICE AND ABSENTEEISM –
MOYO DISTRICT 2003- 2011

S/N	Disciplinary cases reported	Number of people									TOTAL
		2003	2004	2005	2006	2007	2008	2009	2010	2011	
1	Incompetence	0	1	0	0	0	0	2	13	0	16
2	Abuse of office	0	0	10	1	0	0	1	13	0	25
3	Abscondment	8	8	1	1	3	5	10	55	55	146
4	Termination of probationary appointment	0	12	3	0	5	8	12	1	16	57
5	Absenteeism	11	15	13	10	10	5	5	15	15	99
6	Warning/ reprimand	5	12	12	10	10	10	0	28	0	87
7	Extension of Probationary period	0	14	1	0	0	4	54	0	0	73
8	Retirement in Public Interest	0	6	1	0	0	0	1	8	5	21
9	Interdiction	0	1	2	0	0	0	2	0	0	5
10	Demotion in Rank	0	0	1	0	0	0	0	6	0	7

NB: Records of DSC Minutes and Chief Administrative Officer's Quarterly submissions to the Public Service Ministry

DATA BANK OF EMPLOYEES WHO PARTICIPATED IN CAPACITY BUILDING INITIATIVES 2003-11

S/No	Capacity Development Initiative implemented	Number of people		TOTAL	% of Total trainings
		2003- 2006	2007-2011		
1	Masters Degree	5	6	13	0.103
2	Postgraduate Diploma	8	9	17	0.135
3	ACCA/CPA/ Others	2	3	5	0.040
4	Management Development	0	0	0	0.000
5	Certificate courses	11	13	24	0.190
6	Workshops and seminars	4,653	3,824	8,477	67.09
7	Mentoring/ Coaching	1,424	1240	2,664	21.08
8	Study Tour	21	10	31	0.245
9	Induction	328	1072	1,400	11.08
10	Attachment/ secondment	2	3	5	0.040
	TOTAL	6,454	6,180	12,636	100.0

Source: Human Resource Unit, Moyo District

PROJECT COMPLETION REPORTS (ANY PROJECT IMPLEMENTED BETWEEN 2003- 2011)

S/No	Project Name	Planned duration (Months)	Actual duration (Months)	Months behind Schedule	Comments
1	Rehabilitation of Afoji-Lere & Lefori Kali	3	9	6	Completed on 30/06/08
2	Mechanical Shade Construction	3	Yet to be completed	4 and a half years	Planned for completion on 30/6/2009
3	Dilokata Primary Four Classroom Construction	3	Yet to be Completed	18 months	Planned for completion on 30/6/2011
4	Rehabilitation Ojho Gravity Flow Scheme	3	9	6	Completed on 30/6/11
5	Construction of OPD and staff house at Opiro Health Center II	3	12	9	Completed on 30/6/12
6	Construction of OPD and staff house at Abeso Health Center II	3	Yet to be completed	4 and half years	Planned for completion on 30/6/2008
7	Construction of 5 stance VIP at Moyo Hospital	3	3	0	Completed on 30/6/11
8	Construction of 5 stance VIP at Amua	3	9	6	Completed on

	Primary School				30/12/11
9	Construction of Doctors house at Obongi Health Center IV	3	24	18	Completed on 30/6/2006
10	Construction of Moyo Sub County Office Block	3	Yet to be Completed	4 and half years	Planned for completion on 30/6/2008
11	Lokwa Primary Four Classroom Construction	3	3	0	Completed on 30/6/11
12	Extension Lefori GFS	6	9	3	Completed on 30/06/11
13	Construction of OPD and staff house at Waka Health Center II	3	12	9	Completed on 30/06/11
14	Gwere Bore hole Drilling	3	6	3	Completed 30/12/2011
15	Amua Primary School two Semi detached staff houses	3	Yet to be Completed	4 and half years	Planned for completion on 30/6/2008

Source: Works Department, Moyo District Local Government

TABLE SHOWING PROJECT COMPLETION REPORTS (RANDOMLY SAMPLED PROJECT IMPLEMENTED BETWEEN 2003- 2011) IN PERCENTAGES

TIME OF PROJECT COMPLETION (2003-11)											
On time		3 Months behind schedule		6 Months behind schedule		9 Months behind schedule		12 Months behind schedule		More than 12 Months behind schedule	
Number of projects	%	Number of projects	%	Number of projects	%	Number of projects	%	Number of projects	%	Number of projects	%
2	13.3	2	13.3	3	20	2	13.3	0	0	6	40

Reasons identified for delays

- Late preparation of statement of requirements
- Late evaluation and contracts committee meetings
- Late submissions of procurement requisitions to the procurement unit by users
- Conflicting interests between users and contractors
- Lack of capacity of local contractors
- For documents seen most contract awards were in the third quarter of the year (January- March) instead of the first or second quarters.

Appendix 4: Correlation Output

Correlations

		Performance Improvement Programs	Professional Development Programs	Employee Performance
Performance Improvement Programs	Pearson Correlation	1	.398**	.576**
	Sig. (1-tailed)		.000	.000
	N	121	121	121
Professional Development Programs	Pearson Correlation	.398**	1	.512**
	Sig. (1-tailed)	.000		.000
	N	121	121	121
Employee Performance	Pearson Correlation	.576**	.512**	1
	Sig. (1-tailed)	.000	.000	
	N	121	121	121

** . Correlation is significant at the 0.01 level (1-tailed).

Appendix 5: Regression Analyses Output

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Professional Development Programs, Performance Improvement Programs ^a		Enter

a. All requested variables entered.

b. Dependent Variable: Employee Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Change Statistics	
					R Square Change	F Change	df1	df2	Sig. F Change
1	.653 ^a	.427	.417	.45936	.427	43.950	2	118	.000

a. Predictors: (Constant), Professional Development Programs, Performance Improvement Programs

b. Dependent Variable: Employee Performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.547	2	9.274	43.950	.000 ^a
	Residual	24.899	118	.211		
	Total	43.446	120			

a. Predictors: (Constant), Professional Development Programs, Performance Improvement Programs

b. Dependent Variable: Employee Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
		1	(Constant)	.009			.228	
	Performance Improvement Programs	.592	.102	.442	5.821	.000	.390	.793
	Professional Development Programs	.419	.095	.336	4.427	.000	.232	.607

a. Dependent Variable: Employee Performance

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Performance Improvement Programs ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Employee Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Change Statistics	
					R Square Change	F Change	df1	df2	Sig. F Change
1	.576 ^a	.332	.326	.49395	.332	59.068	1	119	.000

a. Predictors: (Constant), Performance Improvement Programs

b. Dependent Variable: Employee Performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.412	1	14.412	59.068	.000 ^a
	Residual	29.034	119	.244		
	Total	43.446	120			

a. Predictors: (Constant), Performance Improvement Programs

b. Dependent Variable: Employee Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.473	.218		2.165	.032	.040	.905
	Performance Improvement Programs	.771	.100	.576	7.686	.000	.572	.969

a. Dependent Variable: Employee Performance

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Professional Development Programs ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Employee Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Change Statistics	
					R Square Change	F Change	df1	df2	Sig. F Change
1	.512 ^a	.262	.256	.51895	.262	42.327	1	119	.000

a. Predictors: (Constant), Professional Development Programs

b. Dependent Variable: Employee Performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.399	1	11.399	42.327	.000 ^a
	Residual	32.047	119	.269		
	Total	43.446	120			

a. Predictors: (Constant), Professional Development Programs

b. Dependent Variable: Employee Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
	Professional Development Programs	.638	.098	.512	6.506	.000	.444	.833

a. Dependent Variable: Employee Performance