



**In- Service Training and Performance of Civil Servants in Jinja District Local Government
Uganda**

By

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Management) of Uganda Management Institute**

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DECLARATION

I, Kelvin Nanjuba, declare that this dissertation is my own original work and has never been submitted for the award of a Degree in any University / College / Institution in and outside Uganda.

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DEDICATION

I wish to dedicate this piece of work to my beloved guardians, Mr. and Mrs. Sematimba, who saw to it that I attain very good education, my husband Timothy Mununuzi who prayed for me, helped me proof read, print and financially supported me, my friends Seith Bogere, Collins Rugambwa, and my cousin Christine Lunkuse. I will always cherish their candid love, care, and persistence to my happiness.

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LIST OF ABBREVIATIONS

CSCU-	Civil Service College Uganda
HRD-	Human Resource Department
ICT-	Information Communication Technology
JDLG-	Jinja District Local Government
LG –	Local Government.
OECD-	Organisation for Economic Co-operation and Development
PSRP-	Public Service Reform Programme
ULGA-	Uganda Local Government Association
UPSPEP-	Uganda Public Service Enhancement Project
IPPS-	Integrated Personnel and Payroll System

ABSTRACT

The study examined the relationship between in-service training and performance of civil servants in Jinja District Local Government. The objectives that guided the study were; analysing the relationship between training content, training materials and training methods and performance of civil servants in Jinja District Local Government in terms of efficiency and effectiveness. The study was used a cross sectional survey research design using both quantitative and qualitative approaches. The target population was 176 respondents and the sampling techniques were: simple random sampling and purposive sampling. The questionnaire, interview and documentary review methods were used to collect data. The data collected was analysed using Pearson's co-relation co-efficient techniques. According to the study findings, there was a positive relationship between training content and performance of civil servants, there was a positive relationship between training materials and performance of civil servants and there was a positive relationship between training methods and performance of civil servants. The researcher concluded that training content, training materials and training methods have a positive relationship with performance of civil servants. Recommendations of the study were; training needs, materials and methods should be identified at the confluence of the direction in which the Government intends to move, the changes in technology that are occurring, and the career paths employees could be pursuing. The study therefore proposes further research should be conducted on the relationship between reward management and performance of civil servants as well as the impact of resource allocation to capacity building and performance of civil servants.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

An efficient and effective public service is Uganda's dream. An accountable, responsive, professional and patriotic public service can transform Uganda from a developing country to a developed nation in a very short time span. This study examined the relationship between in-service training and the performance of civil servants in Jinja District Local Government in Uganda. In-service training in this case was considered the independent variable while the performance of civil servants was the dependent variable.

This chapter covers the background of the study, statement of the problem, general and specific objectives of the study, research questions, hypotheses, scope, significance and justification of the study. In addition, the proposal provided the operational definitions of terms and concepts.

1.2 Background of the study

The background of the study comprises the historical, theoretical, conceptual and contextual backgrounds.

1.2.1 Historical background

Over the years, the performance of civil servants has been a concern in both developed and developing countries. Civil servants are selected after being subjected to competitive examinations as early as the Han dynasty (206B.C-A.D.220) in China. In the mid-17th century, Frederick William, a Prussian elector of Brandenburg created an efficient staff of civil servants who had been selected on a competitive basis (Columbia University Press, 2012), a situation that is similar to what was happening in Uganda. Civil servants were recruited after undergoing competitive tests

therefore being recruited on merit. However, once they got into the system, they seemed to become less efficient which signified that the challenge was likely within and not outside the system.

Kithinji (2002) noted that most developing countries suffer from poor service delivery, though a lot had been done over the years to improve the service provided by civil servants. Kithinji, (2002) described it in form of waves where the first wave occurred in the mid-80s to mid-90s and swept the sub-Saharan region countries like Ghana, Kenya, Tanzania, Uganda and Zambia. This wave had its main focus on restructuring the public service. The second wave dominated the late 1990s with a major trait of capacity building and thus the conception of in-service training. The third wave started in 2000 with an objective to underline improved service delivery.

By 1980s, Uganda had embarked on reforming the public service and by now, we would expect it to be the pioneer country in this sector. However, due to various reasons like financial constraints Uganda's public service leaves a lot to be desired.

1.2.2 Theoretical background

This study was guided by Edward L. Thorndike's (1911) "Identical Elements Theory of the Transfer of Training" and the Goal-Setting Theory, established by Edwin Locke in 1968 because of the comparison between in-service training and performance of civil servants. In the Identical Elements Theory of the Transfer of Training, Thorndike stated that the amount of transfer between a familiar situation and an unfamiliar one was determined by the number of elements the two situations have in common. The similar elements may be procedures, concepts, actions, facts, attitudes, principles and techniques, among others. This simply meant that civil servants had to relate what they learnt during a training session with what happens at their places of work. Failure to identify the relationship between training and actual practice might affect the learning process, thus influencing performance. In his goal-setting theory, Locke explained that each employee set

personal (Specific, Measurable, Achievable, Realistic and Time-bound-S.M.A.R.T) goals and his/her performance improved as his/her goals were being met, his/her performance decreased if his/her goals were not met.

The researcher therefore used the Goal-Setting Theory because it was an effective tool for ensuring progress of a group by making participants with a common goal aware of what was expected of them (Creative Common Attribution-Share Alike License, 2013). This was evident during induction/orientation and career training of civil servants both of which are some of the dimensions of in-service training. During induction, newly recruited civil servants are trained and guided on what is expected of them at work. This takes approximately two weeks.

As civil servants go on with their daily duties on the job, they set targets of how far they like to go in their career based on the knowledge attained during induction and on-job training. As they pursue this, their performance levels increased the closer they get to their set career heights and the reverse is true. Goal setting helps individual civil servants work towards achieving their own objectives, goals that are difficult to achieve tend to stimulate high performance unlike goals that were easy to achieve. According to the Identical Elements Theory of the Transfer of Training, whatever was prepared and delivered to civil servants during their trainings prepared them and equipped them with the right knowledge, attitude and skill to handle related challenges on their jobs. For example, if a civil servant is trained in public policy and management, he/she is in position to comfortably understand, advise, and promote Government policies as they arise.

1.2.3 Conceptual background

The main concepts in this research were in-service training and performance of civil servants.

Training of employees has been in existence since the ancient civilizations. Maglen, (1995:128-47) defined training as *“instruction that was directly related to the employment activities of the trainees, and usually given in their places of employment.”* Training was broadly categorized into two types:-pre-service training and in-service training. Pre-service training was more academic in nature and was offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma.

In-service training, on the other hand, was offered by the organization from time to time for the development of skills and knowledge of the incumbents.

In this research, focus was on in-service training for civil or public servants for purposes of motivation on the job and to build their capacity to perform. Initially, training in the public sector was centrally organised by the parent ministries for their staff located in the districts but since the restructuring of ministries in 1998, all training institutions were transferred to Ministry of Education and Sports.

According to Hughey and Mussnug (1997) training was far more prevalent in 1997 than it was ten years before. By that time most companies provided some form of training to their employees. Regardless of the reasons or the level of commitment to in-service training, the need for employee training as per Hughey and Mussnug’s findings had increased significantly by 1997 to date.

In 1997, the government of Uganda enacted the policy of decentralization with an aim of transferring administrative responsibilities of delivering basic services to the Local Government.

Government facilitated the aspect of capacity building of District Local Government staff for them to effectively deliver the devolved mandates (LG Act 1997). For decentralization to be a success power and responsibilities have been devolved to District Local Government staffs who need adequate in-service training for them to deliver and manage their offices as expected (LG Act 1997).

Successful in-service training was as a result of careful preparation starting with the identification of the participant's training needs, developing suitable training materials that addressed the gaps (training needs) and finally used the best styles/methods and appropriate tools to deliver training to civil servants.

According to the OECD Working Papers on Public Governance 2007/5 "performance"- referred to any measurable outputs, outcomes or other results from public sector activities and in this study that was how performance was viewed. Measuring civil servants' performance in this study took the dimensions of how civil servants execute their defined roles and duties on a daily basis, whether they met the set deadlines and whether in the long run they contributed towards the achievement of departmental goals and targets. A civil or public servant is a person holding or acting in an office in the public service. Public Service means service in any civil capacity of the Government the emoluments for which are payable directly from the consolidated fund or directly out of monies provided by parliament (Nsanze & Bateson, 2000).

1.2.4 Contextual Background

Jinja District, in south Eastern Region of Uganda, at the North Eastern shores of Lake Victoria is bordered by Mayuge District to the east, Kamuli and Iganga Districts to the north, Lake Victoria to the South, Buikwe District to the South west and River Nile to the West (Jinja Newsletter Vol.2, 2013). The district headquarters are located at Busoga square within Jinja Municipality. The District has two counties comprising of six rural sub counties and three town councils, one municipality comprising of three divisions.

In this study, performance of civil servants in Jinja District Local Government was assessed according to how they met the demands of their roles and duties on a daily basis, whether they met deadlines in a timely manner and how they contributed towards the achievement of departmental goals and achievements. Jinja District Local Government emerged the best performing District in the eastern region and as a result it continued hosting many Local Governments which include Alebtong, Busia and Kamwenge among others that learnt more from it (Jinja Newsletter Vol.2, 2013). It is because of this performance that the Jinja District Chairperson was elected as the president of Uganda Local Government Association (ULGA), (Jinja Newsletter Vol.2, 2013). A big improvement in academic performance was attained as well as the number of children accessing education increased (District Annual performance report, 2012). The free Universal Primary and Secondary Education improved the District a great deal despite the many challenges like Child labour, early marriages which were a great threat to the District.

Jinja is the second largest town after Kampala in Uganda (Jinja Municipal Profile, 2013) with 180 civil servants at Jinja District Local Government headquarters (staff list (2012/2013), Payroll (2012/2013) they are distributed in the following departments; Finance and Administration, Natural Resource, Health, Education, Works and Infrastructure, Planning Unit, Audit Unit, Community based Services, Production and Marketing Unit. The civil servants at the District Local

Government are responsible for District financial management; they perform political functions and representations, legislative functions, developmental planning and constituency serving (MOLG Standing Orders). All heads of departments attend various forms of in-service training (Performance Appraisal Report 2006/2007), however, the public services in Jinja do not measure up especially when the infrastructure is considered (Uganda Radio Network Feeder Roads Report, 2010).

The Government of Uganda is transforming the public service through the Public Service Reform Program (PSRP) and Uganda Public Service Performance Enhancement Project (UPSPEP) which is further broken into three key projects the Integrated Personnel and Payroll System (IPPS), the Civil Service College Uganda (CSCU) and Records and Archives management.

It was therefore based on the current efforts by the Government through the above stated projects, that the researcher was compelled to find out if the in-service training provided was meeting the desired goal of improving service delivery by civil servants in Uganda today.

1.3 Problem Statement

According to the Local Government (LG) Act 1997, LGs were given powers to make local policies, regulate the delivery of services, formulate development plans based on locally determined priorities, receive, raise, manage and allocate revenue. Most LGs were reported to be under performing in some of these areas and more (OAG Annual report 2012). Government and development partners attempted to fix the problem of underperformance in LGs and the quality of public service delivery to meet the needs of public service development through practical skills improvement; and through the commissioning of programmes such as Results Oriented Management (ROM). Government also supported civil servants through the capacity building fund in trainings at national institutions like Uganda Management Institute, National Leadership

Institute-Kyankwanzi, Civil Service College Uganda, public and private universities like Busoga University where majority of Jinja District civil servants have undertaken trainings in; Leadership, Change Management, Performance Appraisal, Primary Health Care, Effective Communication and Customer Care in Public Service (JDLG payroll verification report 2013).

However, much as there has been an improvement in some sectors, there is a lot still lacking, yet expected from civil servants. In Jinja District Local Government (JDLG), there are still inadequacies in departments like education as evidenced by the dysfunctional School Management Committees (SMCs), and unaudited secondary schools. The Water Department had breached contracts in Buyengo (OAG Report 2012), the Works Sector and the Production Sector was all characterized by delayed report submission. Further, LG Public Accounts Committee (PAC) recommendations were not implemented, environmental awareness not undertaken, annual and quarterly procurement plans were unprepared in addition to the absence of updated inventory of facilities, investments and infrastructure (MOLG Annual Assessment Report, 2012/2013) to mention but a few. If these issues are not addressed, cases of school drop-outs, early marriages as well as famine, drought and poverty are likely to drastically increase.

1.4 Objectives of the study

1.4.1 General objective

The general objective of this study was to examine the relationship between in-service training and performance of civil servants, in Jinja District Local Government Uganda.

1.4.2 Specific objectives

The study aimed at achieving the following specific objectives;

1. To investigate the relationship between training content and performance of civil servants in Jinja District Local Government.
2. To find out the relationship between training materials and performance of civil servants in Jinja District Local Government.
3. To find out the relationship between training methods and performance of civil servants in Jinja District Local Government.

1.5 Research questions

The study aimed at answering the following research questions;

1. What is the relationship between the training content and performance of civil servants in Jinja District Local Government?
2. What is the relationship between training materials and performance of civil servants in Jinja District Local Government?
3. What is the relationship between training methods and performance of civil servants in Jinja District Local Government?

1.6 Research hypothesis

The study attempted to verify the following hypotheses;

1. There is no relationship between training content and performance of civil servants.
2. There is no relationship between training materials and performance of civil servants.
3. There is no relationship between training methods and the performance of civil servants.

1.7 The Conceptual Frame Work:

The conceptual framework below is a diagrammatic representation of the relationship between in-service training as an independent variable and performance of civil servants as the dependent

variable and how they were operationalized in this research study.

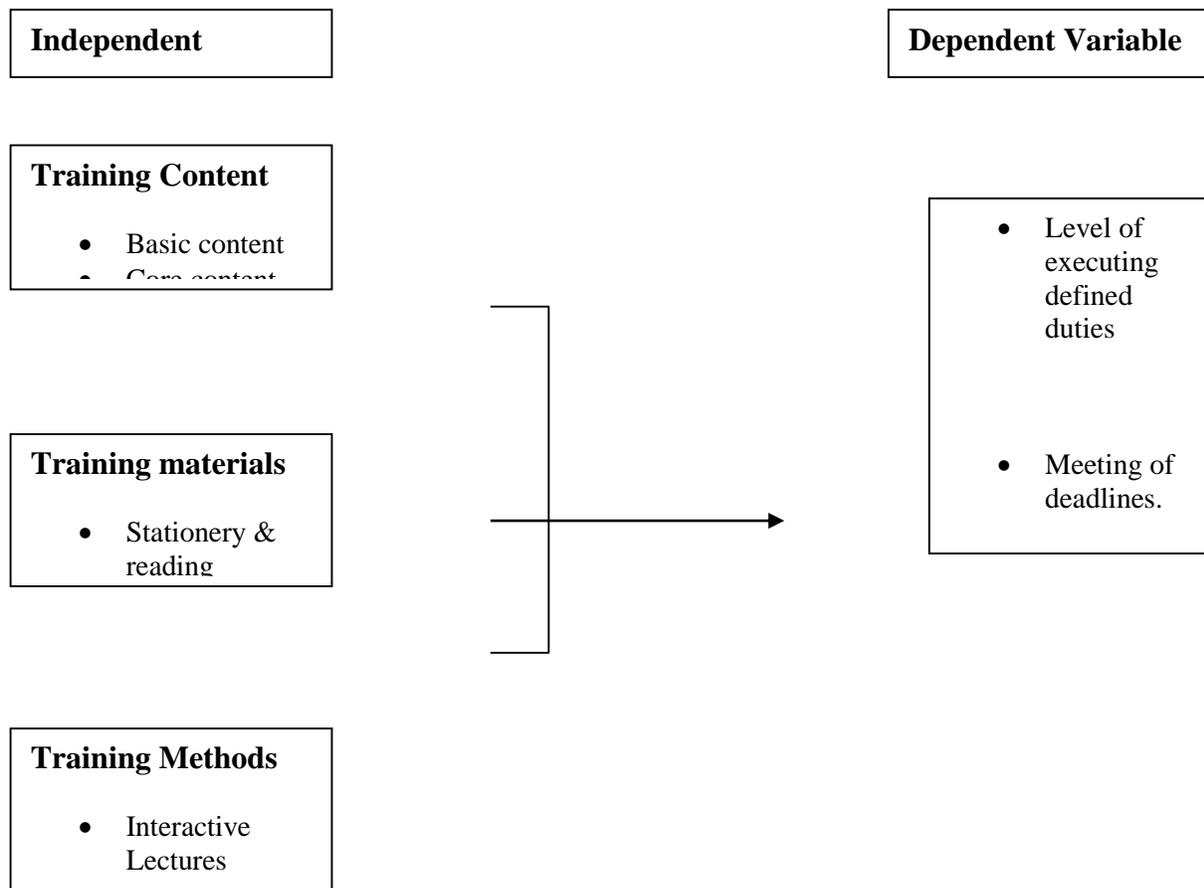


Figure1.1 The relationship between in-service training and performance of civil servants.

Source: Adopted from Mo Hamza (2012)

The conceptual framework shows the relationship between in-service training (independent variable) and the performance (dependent variable) of civil servants. Performance was measured in terms of the number of defined duties a civil servant executed in a day, whether he/she met deadlines and if he/she contributed towards achieving departmental goals.

In-service training had three main dimensions; training content which involved the information (knowledge) that would be shared and passed on to civil servants in form of notes, categorized as basic information (the must know) core information (the should know) and elective information (may know). The training had training materials dimension which were items used during a training

session like reading materials, stationery, video documentaries, images, charts, slide shows, simulation games all aiming at improving the skills of the civil servants. Training methods applied by the facilitator/trainer in form of interactive lectures, case studies, debates, group discussions, panel forums and role plays all aiming at refining the practical skills and creating a positive attitude within the civil servants and doing away with the negative attitudes towards their jobs/work.

1.8 Significance of the study

The study may guide the Government of Uganda to decide if it should continue funding the in-service training of civil servants through the capacity building fund or divert funds to a more results oriented venture.

It may enable civil servants appreciate the concept of in-service training, practice it and enjoy the short and long term benefits expected from it.

Civil Society Organizations may know what was expected from civil servants and could therefore stimulate the masses to demand for accountability, which in the long run would be more likely to improve performance of civil servants.

Researchers may use this study findings for reference purposes and based on it to contribute towards the knowledge bank.

Institutions training civil servants may have insight into how in-service training influenced performance so as to come up with better ways/ideas of improving in-service training to facilitate transfer of knowledge, skills and positive attitudes.

1.9 Justification

Training of civil servants had been carried out by Government through induction (UPSPEP Annual Report 2011/2012) mentoring, career development both overseas and within the country in various

institutions like Uganda Management Institute, Busoga University and NALI (Kyankwanzi). However, yearning for power and influence, absenteeism, subjective evaluations, unequal distribution of incentives and more bad practices still existed in Uganda like elsewhere (Nasir, 2013)

It was on this basis that the researcher proposed to find out if all civil servants had been well trained on how to perform their jobs, then why would a big room for improvement exist in the performance of civil servants. If civil servants did not improve their performance and become more responsive and accountable, consequences like poverty would continue prevailing in this nation even after discovering natural resources like oil.

1.10 Scope of the study

Geographical scope

Jinja District Local Government is located at Busoga square within Jinja municipality north shore of Lake Victoria and the eastern shore of River Nile 80 km east of Kampala the capital city (District newsletter, Vol.2). Jinja is the second largest town after Kampala in Uganda (Jinja Municipal profile, 2013).

The study was conducted at the District headquarters because of its proximity to the researcher's place of work. Jinja District is also privileged to host Civil Service College Uganda a Government project set up purposely to provide in-service training to all civil servants of Uganda; therefore, the researcher sought to find if there was a relationship between in-service training and performance of civil servants in JDLG.

Content scope

The study focused on the relationship between in-service training which was the independent variable and the performance of civil servants the dependent variable. In-service training in this study was limited to three dimensions which include; training content, training material and training methods. The performance of civil servants was measured according to how they executed their daily duties, how they met deadlines and how they contributed towards the general departmental goals.

Time scope

The study considered a period of three years, 2010 to 2012. The Civil Service College Uganda (CSCU) was established in July 2010 with a mandate “to build the capacities of Public Service institutions and human resources for improved performance in Public Service delivery' and it is located in Jinja. Therefore, the researcher sought to find out the relationship between in-service training as a Government initiative through CSCU and the performance of civil servants particularly in JDLG as the host of CSCU.

1.11 Operational definitions

Training: The process of acquiring specific skills, knowledge and attitude for a civil servant to perform his/her job better. Training is also the process of bringing a person to an agreed standard of proficiency.

Trainer/Facilitator: a person who helps civil servants (trainees/ participants) understand important concepts about their jobs/work and assists them to plan to achieve common objectives without taking a particular position in the discussion.

Trainee/ participant: an individual (a civil servant) originally hired as a Government employee taking part in a training program within his ministry/department being trained to his/her job.

In-service training: A process of staff development for the purpose of improving the performance of an incumbent civil servant holding a position with assigned job responsibilities.

Training content: The information written in handouts by either trainers or various authors for civil servants or presented on slides by a facilitator during a training course or session. It is structured in a way that it gets trainees from the point of what they know in the basic modules, through to new complex knowledge in core and elective modules.

Training materials: These are tangible items used by a facilitator during a training session as learning aids. They may take the forms of stationery like flip chart paper, markers, video presentations, simulation games like board games or cards, blinds, all of which aim at improving the skills of trainees at the same time helping them adopt a positive attitude towards tasks.

Training methods: This simply meant delivery styles. The way a facilitator chooses to pass on information to civil servants in a training session. It may be an interactive lecture, a debate, a panel forum or through group discussions.

Public Service: This is the supply of useful works to citizens by the Government.

Performance of Civil Servants: How well a civil servant performs compared to the tasks like report writing, monitoring a project and delivering a service that he has been assigned enabling performance to be evaluated. The performance of civil servants is indicated by the performance of the District in general as depicted by the District annual performance report.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This second chapter presented a review of literature on in-service training in relation to performance of civil servants. Secondary and primary sources of literature were used to gather this information. The researcher used the Goal-Setting Theory and the Identical Elements Theory of the Transfer of Training to fortify the main areas of in-service training and performance of civil servants.

2.2 Theoretical Review

Training of civil servants is a significant function of the Human Resource Management department, which is a department in the Ministry of Public Service Uganda. Civil servants are a very crucial and expensive resource to the Government of Uganda. The changing workplace trends have had a significant impact on the knowledge and skills of a civil servant. Training civil servants has therefore become a necessity not only to motivate but also to enhance the knowledge, skill and attitude of civil servants. In order to sustain performance, training is very essential for purposes of spawning a creative and innovative civil service team.

In his Goal-Setting Theory, Professor Edwin A. Locke stated that people performed highly if they had clear goals, and depending on how difficult, specific and realistic his goal was. According to Locke (1966) and Locke & Latham (1990) setting specific, difficult goals led to higher performance of a civil servant than when he/she strived to simply do their best. Therefore, one may conclude that for civil servants to improve their performance, their goals for working needed to be clearer, more challenging and specific. Through in-service training civil servants would be in position to set their own goals in line with the overall public service goals. That way they would be more committed to not only meet their goals but also their performance would greatly improve.

However, Edward L. Thorndike, 1911 in “Identical Elements Theory” noted that the transfer of learning was facilitated in the second situation in the extent that it contained identical elements or factors which occurred in the learning situation earlier. This meant that whatever civil servants learnt during a training session would be irrelevant if they did not relate it to their respective work places or if what was taught had no similarity with what actually happened in public service.

Actual Literature Review

De Cenzo & Robbins (2002) referred to training as a learning experience that seeks a relatively permanent change in an individual that will improve his/her ability to perform on the job. According to them training involves changing of skills, knowledge, attitudes or social behaviour. Armstrong (1996) considered training, as a systematic development of knowledge, skills and attitudes required by an individual to perform a given task adequately. Dessler (2001) defined training as the process of teaching new employees the basic skills they need to perform the job. All these writers seem to agree that training should aim at improving performance of trainees

In-service training is a process of staff development for improving the performance of an incumbent holding a position with assigned job responsibilities. It promotes the professional growth of individuals. *"It is a program designed to strengthen the competencies of extension workers while they are on the job"* (Malone, 1984:209). In-service training is a problem-centered, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of the clientele, and increase capacity to gain knowledge and mastery of techniques.

2.3 Training content and performance of civil servants

Training content is developed after carrying out a needs assessment/analysis to identify the gaps among the civil servants that the training sought to fill. The analysis is carried out at the institutional level like a DLG, on a team's level like stakeholders and on the individual level (www.skills-thirdsector.org.uk). The analysis helps identify the type of need, if training would be the best solution and facts to include while designing the training content. In a study carried out by Katimbo (1991), 82.2% of the respondents did not know how training needs were identified or assessed. Proper design of the training programme greatly contributes towards transfer learning.

For training to have sustainable impact on individuals it must be designed to meet the needs of the organisation (Montesino, 2002, Olsen, 1998, Rossett, 1997).

Different institutions had different packages designed to fill the knowledge gap of civil servants like competence-based, student-centered and subject-centered, but the current trend was the competence-based. In Jinja most civil servants trained at Busoga University with packages like Business Communication, Customer care and Data Base Management System. Some trained at UMI in units like Research Methods, Management Skills Improvement and Financial Accounting and Management. These units were studied in all the courses a participant chose to study. Some civil servants under-went patriotic training at NALI in Kyankwanzi..

Training content dictated the training strategies (methods and materials) that would be most effective for an adult learner. The level of treatment called for a certain order in the presentation of material, practice, review and evaluation during the learning activity. A performance based content approach presumed that essential objectives were identified and taught to all so that a desired performance was assured (Seaman & Fellenz, 2002, Harry, 2009).

However, there was a challenge of what to include in the training content (basic, core and elective) and what to eliminate since there was a plethora of information to communicate (www.foodservicewarehouse.com/education). Fairbians (1991) provides a model that emphasizes three matters to decide on appropriate training;-Important in my job, In need of training as well as Job likely to be encouraged and rewarded. Therefore, the researcher found out that some trainees were consulted prior to the training such that their knowledge gaps could be filled during the training however those that were not well consulted, could have had their performance affected.

James & Nick, (2004) suggested that training content should be designed in a way that it addresses a specific performance improvement opportunity, employees tend to discount a training's relevance. The urge that a few changes will be seen in the performance of employees who attend a general training, likewise the organisations tire of trainings that cannot demonstrate their incremental value over their cost.

2.4 Training materials and performance of civil servants

Training materials were essential for recording trainees' ideas (Bens & Ingrid, 2005), once these ideas were brought out and shared, the learning process is facilitated and this would have a positive impact on performance. Training materials included stationery like flip charts, markers, videos, slides, reading materials including books and e-learning materials, board or card games, images and charts. Training materials enabled large and small group facilitation which built commitment and reinforced ideas (Bens & Ingrid, 2005). Also training materials like pre-test tools helped assess the general knowledge and skills that trainees possessed and this helped facilitators choose training materials as well as the training style/methods. Audiovisual enhancements are useful in meeting all the three types of training objectives (knowledge, skill and attitude) and are easily applied to any training method (James & Nick, 2004). Training materials like charts and posters allow trainees to place the training content into context (James & Nick, 2004).

Training materials helped during demonstration sessions, for example, if it was training on gardening, safety measures and employee counseling sessions, tools like gloves, buckets, helmets, blinds and mats facilitated the learning process and thus had a positive impact on performance. On the other hand, training sessions that lacked such tools may not have gone so well since adult learners would only remember 50% of what they saw and heard. Simple tools like space, colour themes of training room, furniture, curtains, the entire environment whether in open space or

indoors captured the trainees' imagination and thus influenced trainee's attitudes towards learning and in the long run induced a desired performance. Training with the right materials is said to be positively related to improvement of employees' skills (Muhammad & Shamaila, 2011, Colarelli and Montei, 1996) and in the long run increase the quality of labour (Patrick & Leonie, 1999).

In conclusion much as training materials played a big role in knowledge and skills transfer, the cost implications were under looked by most scholars especially for Low Developing Countries like Uganda. Worse still, in the public sector where such materials had to be procured under a bureaucratic system. The researcher therefore confirmed that the type of training materials used affected the performance of civil servants.

2.5 Training methods and performance of civil servants

Proper conduct of a training programme builds on a good training design. It is essential to maintain the learner's interest in the training and motivation to put forth the energy required to acquire new skills. Research shows that engaging trainees through exercises that apply the information and feedback during instruction allows learners to make adjustments in their behaviour and gain insight into the required changes (Harry, 2009).

Trainers who do not vary their training methods according to the content fail to stimulate participants sufficiently to achieve the learning goals. Although trainers need to be comfortable with whatever training method they use, comfort should not be an excuse for changing approaches or trying out something new (Seaman & Fellenz, 2002). A healthy mix of training methods provided variety, overcame monotony and boredom and energized trainees. Training methods needed to be carefully selected to match the purpose and learning outcomes of each session (Hamza, 2012).

Training methods included role plays, group discussions, case studies, interactive lectures, panels, brainstorming and skills practice. These and more provided opportunities to trainees to clarify, ask, apply and consolidate new knowledge, skills and attitudes (Hamza, 2012). Harry (2009) suggested that the skills acquired in training should be the ones in current use, participants should be in position to contribute towards training content and design, and they should receive feedback on their performance at their jobs in relation to the training and have the opportunity to make necessary adjustments. According to the proposed training and development policy by Public Service (1999), the following training methods are recommended; - seminars, workshops, long and short training. Nabaho (2001), Mugarura (2000) and Bagyenda (1993), recommended in-service training, lectures, group discussions, brainstorming, individual assessment, take home assignments, tests and the use of Audio Visual Aids. Borysowich (2007) suggested three training methods/styles namely; the independent training strategy, where the trainee learnt by working alone, the collaborative strategy where two or more trainees shared ideas, experiences, opinions and perspectives related to the training objective but completed activities independently and the cooperative strategy where two or more trainees worked on a common task in a manner that was positively interdependent. Various training methods within a training session helped maximize the ability of each learner to understand and process the information. Therefore the trainer needed to be aware of the various learning styles of his trainees. Relative to more conventional alternatives such as classroom training, e-learning had a number of advantages that were not easily replicable in traditional classroom settings such as immediate individualized feedback (Kulik & Kulik, 1988; Phye & Andre,1989), engagement and other learning outcomes (Kraiger & Jerden,2007). This study therefore found out that training methods had an influence on performance of all civil servants since they needed to adopt e-learning as a method which was underutilized in the public sector.

2.6 Summary of the literature review

In-service training in general is aimed at producing change in the level of performance of civil servants. Acquah & Tukamushaba (2009, p.359) stated that the role of employees who posed and had the capabilities to apply the knowledge base, skills, experience and expertise for the betterment of their nations and organisations could not be overemphasized. It was the upgrading or addition of a new skill to the civil servant that made him desirable in whichever department he was deployed. Many civil servants trained with Government resources left to go to the private sector, NGOs and abroad where salaries and other benefits were often higher (Tessema, Winrow, and Teclezion, 2012: p.251). Today in-service training has taken the trend of technology in terms of both training materials and training methods. Information is presented in slides using Microsoft PowerPoint and can be passed on to as many trainees (civil servants) as possible for example the training and development materials by Ruhi Beri can be accessed by any individual willing to become a trainer or facilitator. This has proven to be cost effective yet convenient to the geographically dispersed trainees. It was also important to note that training alone could not motivate all civil servants but it was an integral part of what was needed to achieve the national development goals.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this chapter is to explain the methodology that was used in the study. The chapter explains the approaches that were used to gain information on the research problem. It includes the research design, study population, determination of sample size, sampling techniques and procedure, data collection methods and instruments, validity and reliability, data collection procedures, data analysis and measurement of variables and the ethical considerations in the study.

3.2 Research Design

The study employed a cross sectional research design. It adopted both descriptive and correlation approaches to aid collection and analysis of both qualitative and quantitative data. The design was considered appropriate because the study investigated opinions, attitudes and perceptions regarding the study phenomenon (Barifaijo, Basheka, & Oonyu, 2010). The correlation approach was used while collecting data in an effort to determine whether and to what degree a relationship exists between in-service training and performance of civil servants. It helped in establishing the influence of in-service training dimensions of training content, materials and methods on performance of civil servants in JDLG. This triangulation method was supported by Barifaijo, Basheka & Oonyu (2010) as it exploited the synergies in the different methodologies.

3.3 Study Population

Jinja District Local Government is located in the central division of Jinja District. It is an old inner town and the centre for business transactions with a population of 71,213 people (Jinja Municipal profile, 2013). All civil servants in the District report at the DLG headquarters and this was where

the study was conducted. JDLG employs 176 civil servants at the headquarter offices (LG payroll verification report, 2013). These included 4 Heads of departments (vote controllers), 4 Sectional Heads, 48 Middle Managers, 84 Lower Managers and 36 support staff. These respondents were from departments like Finance and Administration, Works, Natural Resources, Health, Education, Planning Unit, Audit Community based services, Production and Marketing as well as all the technocrats within the departments.

3.4 Sample size and Selection procedure

In this study, the sample size of 103 was determined using the Krejcie and Morgan, (1970) table for determining sample size as cited by Amin (2005). The sample size comprised 4 Heads of department, 4 unit heads who were both selected purposively, 25 middle managers, 45 lower managers and 25 lower staff who were attained using the simple random sampling technique. The sample size and selection for this study is presented in Table 3.1;

Table 3. 1: Sample size and sampling technique used in this study

Stratum	Target population	Sample size	Sampling technique	Instrument for data collection
Heads of department	4	4	Purposive	Interview Guide
Heads of Sections/ units	4	4	Purposive	Interview Guide
Middle Managers	48	25	Simple Random sampling	Questionnaire
Lower Managers	84	45	Simple Random Sampling	Questionnaire
Support Team	36	25	Simple Random Sampling	Questionnaire
Total	176	103		

Source: Adapted from Jinja District Local Government Payroll verification report, 2013.

3.5 Sampling Techniques and Procedures

The researcher used both probability and non-probability sampling techniques.

3.5.1 Simple Random Sampling

Stratified random sampling was employed to collect data from the target population which was grouped in various strata: 25 middle managers, 45 lower managers and 25 support team. Each unit in these strata had an equal chance of being selected to eliminate bias (Ontario Public Service, 2007).

3.5.2 Purposive sampling

Purposive sampling was used to select 4 heads of department and 4 sectional heads who were assumed to be information-rich respondents. Sekaran (2003:277) suggested that purposive sampling involved the choice of subjects mostly advantageously placed in the best position to provide the required information.

The table of determining sample size was adopted and modified by the researcher to ensure representativeness of the sample which is 103 in table 3.1 above.

3.6 Data collection methods

A triangulation of data collection methods (qualitative and quantitative) was used to enable both qualitative and quantitative data to be collected. Questionnaires and interviews were used to collect primary data while documentation was used for collecting secondary data. The descriptions of the stated methods are as defined by Amin (2005).

3.6.1 Questionnaire method

Questionnaires were used in the collection of quantitative data. Amin (2005) defined a questionnaire as a form consisting of interrelated questions prepared by a researcher about the research problem under investigation, based on the objectives of the study. A questionnaire was

used to obtain information from 95 civil servants (middle managers, lower managers and support staff) since they were knowledgeable about the variables in the study. According to Amin (2005) this method is used for a large proportion of respondents who know how to read and write. The questionnaire method saved on time because it was self administered and structured. The researcher prepared a set of questions in relation to the study (Chandan, 1995), which were edited to check against ambiguities and inconsistencies. Once distributed to the selected respondents, the researcher simply picked the questionnaires at an appropriate time for data capturing and coding.

3.6.2 Interview method

This method was used to enable the researcher get in-depth information that the questionnaires could not obtain by probing through face-to-face interaction with top level managers; departmental and sectional heads (Amin, 2005). This was because this team supervised all other civil servants at the District therefore they had vital knowledge and expertise in the area under study. This method had an advantage in that it enabled the researcher to observe non-verbal expressions, gave the respondent clarity of the question and gauged if the respondent was giving the correct information or withholding some important facts necessary for the research (Mugenda & Mugenda, 2003).

3.6.3 Documentary review

The researcher used secondary data sources acquired from the Ministry of Local Government, Ministry of Public Service Library, JDLG Finance office and Human Resource Department (HRD) Ministry of Public Service. The secondary data sources included; Human Resource Department records, Public Service Standing Orders, JDLG Annual Performance Report and Office of Auditor General District reports to provide supplementary reading materials for the study. This method helped the researcher know more of what others had written about the study variables. Moser &

Kalton (1979) note that it is not proper to rush off into the field without past and present investigations of relevance. This method also helped the researcher to test and enrich findings from other methods used to obtain information on the area of study (Amin, 2005).

3.7 Data collection Instruments

The following instruments were used to obtain data from the respondents: questionnaires and interview guides. Amin (2005) encouraged the use of structured questions as they are convenient. Therefore, the questionnaire was self administered and structured while the interview guide had both structured and un-structured questions in order to address specific objectives.

3.7.1 Questionnaire

A self-administered questionnaire with mostly close ended questions was used in collection of data. It was administered to middle managers, lower managers and support staff to gather both qualitative and quantitative data on training content, materials and methods and their relationship on performance as civil servants. This instrument was preferred because it is easy to administer, understand and takes a short time. It is also suitable for a descriptive study design which this study employed. A likert scale of a 5-category continuum was used (from strongly agree, agree undecided, disagree to strongly disagree). This was convenient since it had structured responses (Appendix 1, page 67).

3.7.2 Interview guide

An interview guide contains a set of questions that the interviewer/researcher asked a respondent making it possible to obtain data required to meet specific objectives of the study (Mugenda & Mugenda, 1999). A semi-structured interview guide was used for all top level managers; departmental and sectional heads to engage them into a detailed face-to-face discussion about the study problem. The interviews were guided by an interview schedule which was designed prior to

the interviews. This assisted the researcher to standardize the interviewing conditions so that the respondents were subjected under the same conditions to avoid biased results (Appendix2, page 74).

3.7.3 Documentary Review Guide

Documents regarding the study was reviewed. The documents reviewed included District annual performance reports, training manuals and reports, District strategic plans and Office of the Auditor General reports. This was possible by developing and making use of the documentary review guide to ensure that all the required information was collected from information archives of both the Ministry of Public Service and the Ministry of Local Government. This instrument helped the researcher to test and enrich the findings obtained from using other tools to obtain data on the research problem (Appendix 3, page 76).

3.8 Validity and Reliability

For a research instrument to be valid it has to be reliable. To ensure top quality management of data, the researcher ensured that there was increased use of reliable and valid research instruments.

3.8.1 Validity

A research instrument is said to be valid if it measures what it is actually supposed to measure (Amin, 2005). Validity is the appropriateness of the instrument in measuring what it is intended to measure (Amin, 2005: 284). This research utilized triangulation to ensue validity of research findings; the data collection instruments were presented to two Uganda Management Institute (UMI) supervisors to rate the instruments as relevant/ suitable or not suitable. The results of this rating were used to calculate the Content Validity Index (CVI) where;

$$CVI = \frac{25}{28} \times 100 = 89\%$$

A Content validity index of 50% is desirable (Jackson, 2012:71).

3.8.2 Reliability

Amin (2005:284) defined reliability as the consistency with which an instrument measured what it is intended to measure. It is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To test the reliability of the research instruments, the researcher used Cronbach's alpha coefficient to measure the internal consistency. The Cronbach alpha measured the scores along the continuum. To establish that a measure was reliable a positive correlation coefficient of 0.70 was expected (Amin, 2005). This method was chosen due to its suitability for questionnaires that have a likert scale (Amin 2005:284). The reliability statistics results for this study are presented in table 3.2 below;

Table 3. 2: Reliability Statistics Results

	Cronbach's Alpha	Number of Items
Performance of civil servants	.784	10
Training content	.753	6
Training materials	.798	6
Training methods	.824	6

The reliability statistics shown in Table 3.2 reflect high reliability coefficients which indicated that all sub areas had been included in their correct proportions. All the items were considered to be reliable because they had a positive correlation coefficient that was above 0.70 as suggested by (Amin, 2005). The detailed computations are presented in Appendix IV on page 99.

3.9 Data collection procedure

After successfully defending the proposal at Uganda Management Institute (UMI), the researcher obtained a cover letter from UMI School of Management Sciences and permission from Jinja District Local Government to conduct the research. The researcher physically administered the questionnaires to middle managers, lower managers and support staff at the District headquarters. The researcher then proceeded to find the top level managers and sought to schedule oral interviews with them regarding the problem under study. The respondents were approached on convenient and agreed appointments. A brief purpose of the study was given to the respondents along with the interviews and questionnaires, respectively. Promise of confidentiality was assured and emphasis was made that the information would be treated in aggregate for research purposes only. Appreciation was extended to participants for their time.

In addition, a documentary review checklist was used as a guide to the researcher to the relevant information pertaining to in-service training and the performance of civil servants in JDLG. This ensured collection of only relevant data as far as the study was concerned.

3.10 Data analysis

3.10.1 Quantitative Data Analysis

Quantitative data was captured from questionnaires, coded, edited and entered into an SPSS data editor. It was then analysed with SPSS. Two methods of data analysis were used; descriptive statistics expressed in percentages and correlation technique. Percentages were used on data from questionnaires to facilitate easy interpretation of the data and comparison of items. Tallies for each response that is; strongly disagree, disagree, undecided, agree and strongly agree were tabulated and used to draw frequency counts for each of the items considered in the questionnaire; which were then used to compute percentages and present them in tables. Correlation analysis using SPSS was applied on numeric data to compute correlation coefficients between variable pairs; for

example in-service training and performance of civil servants. The coefficients were used to draw conclusions on the relationship between the in-service training dimensions and the indicators of performance of civil servants as considered in this study.

3.10.2 Qualitative Data Analysis

Responses from the qualitative data were transcribed, sorted and classified into themes and categories, in order to support the hypotheses tested. Detailed information was scrutinized; analysed and presented in form of paraphrases or quoted upon permission of the respondents, and in some cases was narrated or quoted verbatim. The analysis was done manually and responses were summarized in a narrative form as a representation of the major findings of the study. Relevant information was extracted and generated from various documents, it was analyzed using classification and content analysis, arranged in themes according to the objectives of the study, summarized, interpreted and narrated in the findings of this study

3.11 Measurement of Variables

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. A variable is a key idea that researchers seek to collect information on to address the purpose of the study (Creswell, 2012). There were three types of variables that is; ordinal, nominal and interval. An ordinal scale is used to measure the variables which generate responses that were ranked. A nominal scale is used where numbers that are assigned to the different variables to serve as its name and create sameness or different variables. An interval scale is used to describe the order, size or degree between variables. The variables in this study were measured using an interval scale, specifically a 5 point likert scale rated from 1 (strongly disagree) to 5 (strongly agree). This was because while an ordinal scale

helped in rank-ordering and the nominal scale used number to categorize data, the interval scale described the order, size or degree between the items being measured.

3.12 Ethical considerations.

The researcher sought permission from Uganda Management Institute to proceed to the field after clearance. The researcher then sought permission from Jinja Local Government District headquarters to conduct the research. The researcher sought respondents' consent to conduct the study. Confidentiality was observed. The names of the respondents were not recorded on any of the documents rather codes were used in order to follow up on key information. The researcher securely kept all completed questionnaires and used them for academic purposes only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents, analyzes and interprets the findings on the relationship between in-service training and performance of civil servants in Jinja District Local Government.

The presentation is made along the following themes; training content and performance of civil servants, training materials and performance of civil servants and the relationship between training methods and performance of civil servants in Jinja District Local Government.

The general objective of the study was to examine the relationship between in-service training and performance of civil servants in Jinja District Local Government. The demographic factors of the respondents are presented first followed by the findings under the three research hypotheses. The study generated both qualitative and quantitative data. The findings are presented in the form of frequency counts, percentages in tables and figures such as bar graphs and pie charts.

4.2 Response Rate

The researcher calculated the response rates of all categories of respondents in order to gauge his efficiency at eliciting data from various groups. The results are presented in Table 4.1.

Table 4.1: Response rate of the various respondents

Category	Target	Actual	Response rate
Questionnaire	95	90	95%
Interview	8	5	62%
Total	103	95	92%

Source: Primary Data

Table 4.1 shows that out of 103 respondents targeted, 95 responded making the response rate 92%.

Mugenda and Mugenda (1999) suggest that a response rate of 50% or higher is adequate, 60% or

higher is good and 70% or above is very good. Therefore, the overall response rate of 92% was regarded as very good.

4.3 Background Variables

This section presents information about the demographic characteristics of the sample that was used in the study. Demographic characteristics of the respondents that were studied include; gender of respondents, age of respondents, level of work of respondents, education of respondents, department of operation, years of service and number of trainings attended by respondents between 2010 and 2012.

4.3.1 Gender

Table 4.2: Gender of respondents

	Frequency	Percent (%)
Valid Male	70	73.7
Female	25	26.3
Total	95	100.0

Source: Primary data

Table 4.2 shows that most of the respondents 70(73.7%) were male compared to female respondents 25(26.3%). This suggests that there are more male civil servants in Jinja District than female ones. This implied that more males were recruited in the civil service than females therefore more males have attained training than the females. This gender insensitivity could have had impact on performance of civil servants in Jinja District Local Government since women tend to be more detailed than males thus the gaps in performance.

4.3.2 Age

The researcher asked respondents to indicate their age categories .this was done in order to establish if one was still trainable or had reached an age where he or she can't attain any new knowledge, skill or better attitude towards work which would affect the performance of the entire organisation.

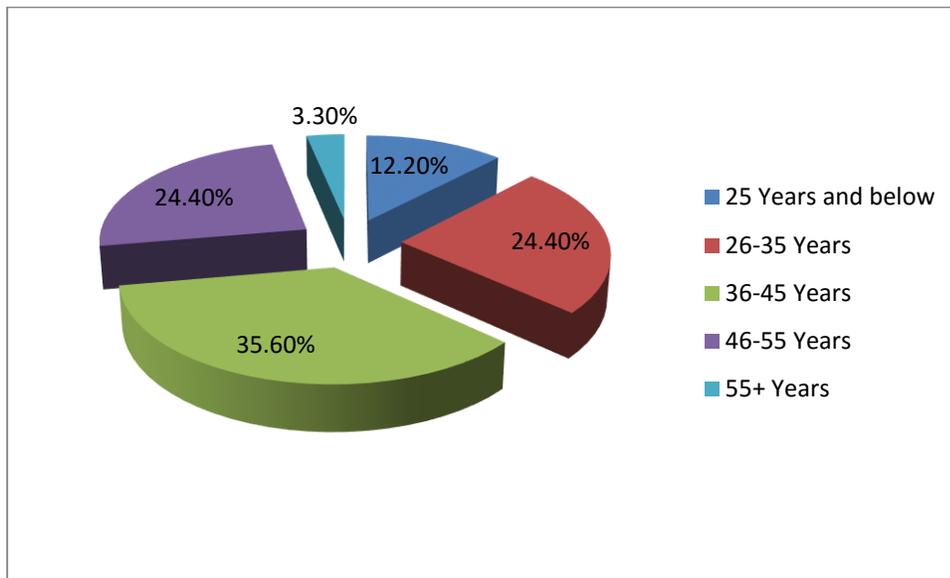


Figure 4.2 Age of Respondents

Source: Primary data

Figure 4.2 shows that respondents in the age brackets (36-45) contributed 35.6 %, 24.4% were 26-35 years, 24.4% were 46-55 years. Few of the respondents (12.2%) were in the age group 25 and below. The lowest were 3.3% who were 55 years and above. Cumulatively over 96% of the respondents were 35 years and below suggesting that majority of the respondents were below retirement age. This age bracket is within the training range and stand to gain from improved training programmes thus enhancing better performance of civil servants.

4.3.3 Level of Work

Respondents were requested to indicate the levels or ranks where they worked so that the researcher could collect information from those who have it in plenty and those who have scanty information. Results are shown in table 4.3 below.

Table 4.3: Level of work of respondents

	Frequency	Percent (%)
Valid Top level manager	5	5.3
Middle manager	44	46.3
Lower manager	31	32.6
Support staff	15	15.8
Total	95	100.0

Source: Primary data

Majority of the respondents 44 (46.3%) were middle managers, 31 (32.6%) were lower managers 15(15.8%) were support staff and only 5(5.3%) were top level managers. This signifies that there are more supervisors than implementers of the work to be done. It also means that the level of productivity will be low and thus affecting the performance of these civil servants.

4.3.4 Level of Education

In the background information respondents were asked to indicate their levels of education as figure 4.2 below shows. This was done to ascertain whether the levels of education had a bearing on the performance of civil servants.

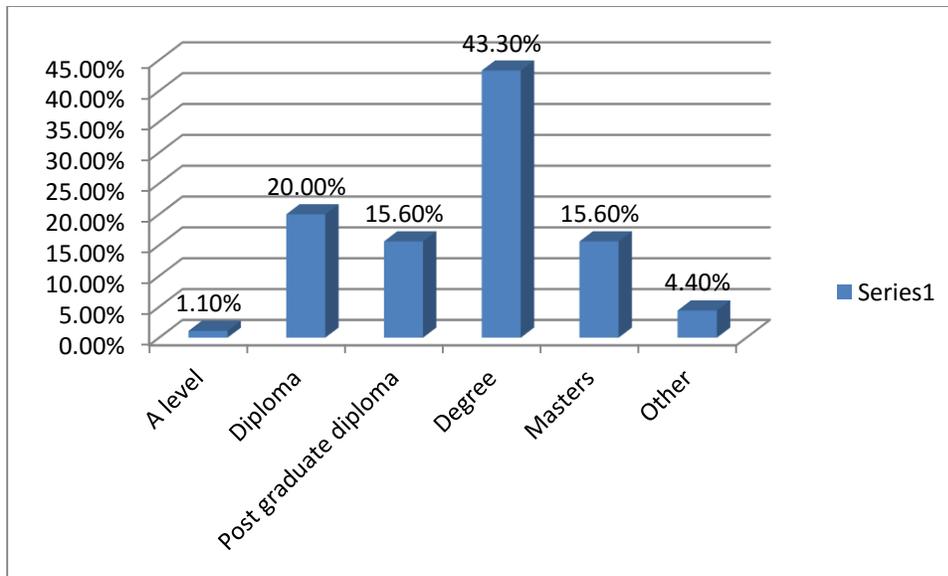


Figure 4.2: Diagram showing level of education of respondents

Source: Primary data

As indicated in Figure 4.2 above, majority of the respondents 39 (43.3%) had a bachelor’s degree, 20 (20%) had ordinary diplomas, 14(15.6%) had a postgraduate diploma, 15(15.6%) had a master’s degree, while only 4 (4.4%) and 1(1.1%) had other qualifications and A’ level certificates respectively. This signifies that all the civil servants qualified to be employed by government according to the recruitment policy under the public service commission however, the gap that needs to be filled (22.4% of civil servants) need career advancement and failure to attain it may have an impact on their level of performance since they tend to have a negative attitude towards those who have attained higher education levels.

4.3.5 Department in JDLG

Respondents were requested to indicate the departments to which they belonged. Results are shown in figure 4.3 below.

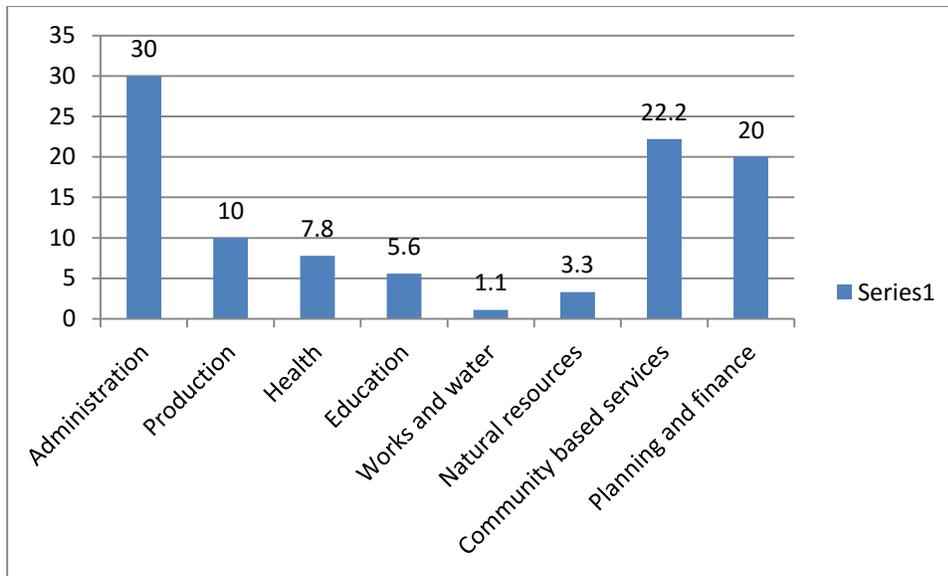


Figure 3.3 Diagram showing Departments of respondents

Source: Primary data

Figure 4.3 above shows majority of the respondents 27 (30%) worked in administration, 20 (22.2%) from community based services department, 18(20%) from the planning and finance department, 9 (10%) the production department, 7 (7.8%) worked in the health department, 5 (5.6%) worked in the education department while only 3 (3.3%) and 1(1.1%) worked in the natural resources and works departments respectively. This clearly explains the inadequacies in the departments of education, water, works and production as stated in the problem statement of this study. If a department like Works can only afford to raise 1.1% as a cooperating respondent then district boreholes stand a chance of not being established due to the uncooperativeness of department members.

4.3.6 Years of Service at JDLG

The researcher asked respondents to indicate the period they had been serving as civil servants in Jinja District Local Government to find out whether this aspect had an influence on the performance of civil servants. Results are shown in table 4.4 below.

Table 4.4: Years of Service of respondents

	Frequency	Percent
Valid 0-5 years	36	37.9
6-10 years	17	17.9
11-15 years	22	23.1
16-20 years	7	7.4
21 years and more	13	13.7
Total	95	100.0

Source: Primary data

According to table 4.4 above, more than a half of the respondents 53(55.8%) had worked for 0-10 years in Jinja District local Government, followed by those who had worked for 11-15 years 22(23.1%) and only 20 (21.1%) respondents had worked for more than 16 years. This explains the need for in-service training aiming at an improvement in the attitude towards work since more than half of the respondents have served at the district but the performance of civil servants is still lacking, this signifies that civil servants have been equipped with knowledge and skills to perform but need to improve their attitude for them to deliver.

4.3.7 Number of in- service trainings attended between 2010 and 2012

The researcher established the number of in-service trainings respondents had attended between 2010-2012 so as to justify if the problem of under performance was as a result of inadequate capacity building or not. The results are indicated in table 4.5 below.

Table 4.5: Number in-service trainings attended by respondents

	Frequency	Percent (%)
Valid 0-5 trainings	66	69.5
6-10 trainings	21	22.1
11-15 trainings	3	3.1
21 and more trainings	5	5.3
Total	95	100.0

Source: Primary data

Table 4.5 shows that most of the respondents had attended less than 5 trainings 66(69.5%), 21(22.1%) had attended between 6-10 trainings, only 3(3.1%) had attended 11-15 trainings while 5(5.3%) had more than 21 trainings between 2010 and 2012 in Jinja District local Government. The results signify that performance of civil servants was bound to be inadequate since few people had attended more than 21 trainings therefore it is assumed that if more people are given in-service training the performance is likely to improve.

4.4. Performance of Civil servants

Findings on performance of civil servants are presented in Table 4.6 followed by an analysis and interpretation. A Likert scale was used.

Table 4. 6: Responses from respondents to statements on performance of civil servants

Statements on performance of civil Servants.	Percentage Response (%)					Mean	Std dev
	SA	A	UD	D	SD		
My duties are clearly defined	51% (46)	40% (36)	5% (4)	1% (1)	3% (3)	4.34	.889
I execute all my duties promptly	13% (12)	74% (66)	2% (2)	9% (8)	2% (2)	3.87	.837
I promptly meet all deadlines	19% (17)	58% (52)	9% (8)	13% (12)	1% (1)	3.80	.939
We set departmental goals periodically	38%	36%	10%	11%	5%	3.86	1.204

	(33)	(32)	(9)	(11)	(5)		
We achieve all our departmental goals efficiently	7% (6)	40% (36)	18% (16)	31% (28)	4% (4)	3.13	1.073
All our clients are happy with our services	18% (16)	38% (34)	17% (15)	24% (22)	3% (3)	3.42	1.141
I arrive at work on time and meet my targets as scheduled	19% (17)	56% (50)	9% (8)	11% (10)	5% (5)	3.71	1.073
JDLG utilizes all the funds by end of the financial year	11% (10)	36% (32)	21% (19)	23% (21)	9% (8)	3.17	1.173
I am well facilitated by JDLG to do all my tasks at work	7% (6)	16% (14)	10% (9)	46% (42)	21% (19)	2.40	1.178
I work very well with my supervisor(s)	38% (34)	54% (49)	0% (0)	6% (5)	2% (2)	4.20	.877

Source: primary data

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Std dev=Standard deviation

For interpretation, the research represents respondents that strongly agreed, agreed, those that remained neutral as undecided, the ones that disagreed and those that strongly disagreed. More, the mean scores greater than three (>3) represent agree while those less than three (<3) represent disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

The findings in table 4.6 above revealed that 46(51%) of the respondents strongly accepted that their duties are clearly defined this was further evidenced with the presence newspaper articles advertised by district service commission for the vacancies before civil servants are recruited, 36 (40%) agreed, 4(4%) were undecided yet only 1 (1%) disagreed and 3(3%) strongly disagreed.

12(13%) of the civil servants strongly agreed that they executed all their duties promptly, majority 66(74%) agreed, 8(9%) disagreed and this was further supported with one of respondents who mentioned that as a finance department their report submission depended on the promptness of all

other departments and thus the irregularity in report submission, 2 (2%) strongly disagreed while only 2(2%) remained undecided.

Most of the respondents 52(58%) accepted that they promptly met all deadlines, 17 (19%) strongly agreed, 12(13%) disagreed and this could be the team that confirms the complaint raised in the Auditor General's report to JDLG concerning the delay in report submission, 1(1%) strongly disagreed while only 8(9%) were undecided.

The findings in table 4.6 also established that 33(38%) of the respondents strongly agreed that they set departmental goals periodically this was evidenced with the minutes file in the office of one of the respondents who agreed to the setting of goals but regretted the execution of these set goals, 32(36%) agreed, 11(11%) disagreed, 5(5%) strongly disagreed while only 9(10%) remained undecided about the statement.

The study findings indicate that 6(7%) of the civil servants strongly agreed that they achieved all their departmental goals efficiently, 36(40%) agreed 28(31%) disagreed 4(4%) strongly disagreed and 16(18%) were undecided about whether they achieved departmental goals efficiently or not. This clearly coincides with the Office of the Auditor General (OAG) reports which expressed that JDLG had breached contracts, delayed report submission and had failed to implement Auditor General' recommendations.

The study revealed that majority 34(38%) of the respondents agreed that their clients are happy with their services this was confirmed with the district achievements mentioned by the LC 5 Chairperson Mr. Gume in Jinja Newsletter Vol.2 as he mentions the new children hospital and the schools in the district, 16(18%) strongly agreed, 22(24%) disagreed, this too was raised by Mr. Gume when he mentioned the roads and health centers that were in a bad state, 3(3%) strongly disagreed and 15(17%) were undecided.

Majority 50(56%) of the respondents accepted that they arrived at work on time and met their targets as scheduled, 17(19%) strongly agreed, 10(11%) disagreed, 5(5%) strongly disagreed and only 19(21%) were undecided. This was evidenced with the number of signatures in the various arrival books that were placed in various offices of departmental heads.

The findings of the study indicate that 10(11%) strongly agreed that JDLG utilized all the funds by end of the financial year, 32(36%) agreed, 19(21%) disagreed, 8(9%) strongly disagreed while only 19(21%) remained undecided about whether JDLG utilized all the funds by end of the financial year although the district quarterly reports indicated that some funds were not utilized and therefore Ministry of finance demanded the district to return this money but negotiations were still going on.

This study revealed that majority 42(46%) of the respondents disagreed with the statement that they were well facilitated by JDLG to do all their tasks at work, 19(21%) strongly disagreed, 6(7%) strongly agreed, 14(16%) agreed, while only 9(10%) were undecided about the statement. This shows that majority of the civil servants were not motivated to work. One of the respondents interviewed said that *“Many of our officers feel not well motivated owing to the few incentives offered to them as a result of the financial constraints faced by the local Government”*. Another mentioned that *“I do not see much change in JDLG unless the government considers giving us a wage similar to that of civil servants in the western countries.”*

Most of the civil servants 49(54%) who participated in the study accepted that they work very well with their supervisors, 34(38%) strongly agreed, 5(6%) disagreed, 2(2%) strongly disagreed and only 7(8%) disagreed with the statement. This explains the unprepared procurement plans and thus hindering performance in some departments since superiors approve juniors' work and if they do not work well together little might be achieved.

Research Question Number One:-

4.5 Training content and Performance of Civil servants

Findings on training content are presented in Table 4.7 followed by an analysis and interpretation.

A Likert scale was used.

Table 4. 7: Responses from respondents to statements on training content

Statements on training content	Percentage Response (%)					Mean	Std dev
	SA	A	UD	D	SD		
The basic content was relevant to my job	48% (43)	45% (40)	3% (3)	1% (1)	3% (3)	4.32	.872
The core content helped me acquire more knowledge about my job	46% (41)	46% (41)	7% (7)	1% (1)	0% (0)	4.36	.676
The electives helped me acquire new skills relevant to my job	28% (25)	54% (49)	11% (10)	6% (5)	1% (1)	4.02	.848
The training content as a whole improved my attitude towards work	31% (28)	60% (54)	7% (6)	1% (1)	1% (1)	4.19	.701
The training content was generally comprehensive	25% (22)	62% (56)	8% (7)	4% (4)	1% (1)	4.04	.778
I regularly refer to the information I got from the in-service training	30% (27)	56% (50)	7% (6)	4% (4)	3% (3)	4.04	.923

Source: primary data

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagreed, SD=Strongly Disagreed

Std dev=Standard deviation

For interpretation, the research represents respondents that strongly agreed, agreed, those that remained neutral as undecided, the ones that disagreed and those that strongly disagreed. More, the mean scores greater than three (>3) represent agree while those less than three (<3) represent disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

The study findings in table 4.7 above reveal that 43(48%) of the respondents strongly accepted that the basic content was relevant to their job, 40(45%) agreed, 1(1%) disagreed, 3(3%) strongly disagreed and only 3(3%) were undecided.

41(46%) of the respondents strongly agreed that the core content helped them acquire more knowledge about their job, 41(46%) agreed, this too re-confirms Edward's identical elements theory, the core content civil servants attained during the training the more they related it to their jobs (transfer learning) and thus an improvement in performance 1(1%) disagreed, no one strongly disagreed whereas 7(7%) were undecided.

The study established that 25(28%) strongly agreed that the electives helped them acquire new skills relevant to their job, 49(54%) agreed, 10(11%) were undecided while 5(6%) disagreed and 1(1%) strongly disagreed with the statement.

The study revealed that majority 56(62%) of the respondents agreed that the training content was generally comprehensive, 22(25%) strongly agreed, this contradicted James and Nick (2004)'s view that suggested that trainings needed to be specific so that the improvement in performance could be measured and thus an implication that if the trainings had been specific there could have been an improvement in the performance of JDLG civil servants 7(8%) remained undecided while only 1(1%) strongly disagreed and 4(4%) disagreed with the statement that the training content was generally comprehensive.

The findings in table 4.7 established that 28(31%) of the respondents strongly agreed that the training content as a whole improved their attitude towards work, 54(60%) agreed, 6(7%) were undecided, only 1(1%) disagreed and 1(1%) strongly disagreed.

Most of the respondents 50(56%) agreed that they regularly refer to the information they got from the in-service training, 27(30%) strongly agreed, 4(4%) disagreed, 3(3%) strongly disagreed with the statement and only 6(7%) were undecided. This was further confirmed by the presentation of some of the training materials to the researcher by one of the interviewees who said *“I have my file which I got from the leadership training by Civil Service College here in my cabin and I read the notes once in a while.”*

Correlation between Training Content and performance of civil servants

There was need to establish whether there was a correlation between training content and performance of civil servants. The analysis was done using Pearson product moment correlation coefficient. The results were presented in Table 4.8..

Table 4. 8: Correlation Results for Training content and performance of civil servants

	Training Content	Performance of Civil servants
Training Content	Pearson Correlation	1
	Sig. (2-tailed)	.345**
	N	.001
		90
Performance of civil servants	Pearson Correlation	.345**
	Sig. (2-tailed)	1
	N	.001
		90

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

Source: Primary data

Table 4.8 above shows a weak positive correlation between training content and performance of civil servants in Jinja District Local Government ($r=.345^{**}$ $p < 0.05$). This means that proper design of basic, core and elective training content, other factors remaining constant is likely to improve performance of civil servants by 34.5%. But this analysis is not conclusive thus the need to test the hypothesis.

Testing Hypothesis

Null hypothesis (Ho)

H0: There is no relationship between training content and performance of civil servants.

Alternative hypothesis

HA: There is a positive relationship between training content and performance of civil servants.

α = Level of significance, $\alpha = 0.05$

Test is done using coefficient of determination. The result is presented in Table 4.9.

Table 4. 9: Model summary on training content and performance of civil servants

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.345 ^a	.119	.109	.57574

a. Predictors: (Constant), Training Content

Source: Primary Data

Table 4.9 shows that 10.9% of the variation in performance of civil servants is a result of changes in training content. However, the testing is not conclusive thus the need to run Analysis of variance (ANOVA). The result is presented in Table 4.10.

Table 4. 10: Analysis of Variance (ANOVA) results

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.931	1	3.370	11.861	.001 ^a
	Residual	29.170	88	.331		
	Total	33.101	89			

a. Predictors: (Constant), Training Content

b. Dependent Variable: Performance of civil servants

Source: Primary data

The ANOVA table 4.10 shows the regression of the models and significance of the separate models by the F-test. Table 4.8 shows that the relationship between training content and performance of civil servants was significant (Sig. = 0.001, P =.001 <0.05, F= 11.861). This meant that the model is significant and that the direction of the variance is as expected because its significance value is below 0.05. This led to the acceptance of the alternative hypothesis which states that there is a positive significant relationship between training content and performance of civil servants in Jinja District Local Government.

Research Question Number two:-

4.6 Training materials and performance of civil servants

Findings on training materials are presented in Table 4.11 followed by an analysis and interpretation. A Likert scale was used.

Table 4. 11: Responses from respondents to statements on training materials

Statements on training materials	Percentage Response (%)					Mean	Std dev
	SA	A	UD	D	SD		
The reading materials and slides were legible	35% (31)	59% (53)	1% (1)	4% (4)	1% (1)	4.21	.772
The videos and simulation games equipped me with new skills and better attitude towards work	27% (24)	42% (38)	19% (17)	10% (9)	2% (2)	3.81	1.016
All the stationery I needed was available	21% (19)	39% (35)	11% (10)	27% (24)	2% (2)	3.50	1.164
The training materials helped me understand complex concepts easily	28% (25)	59% (53)	5% (5)	7% (6)	1% (1)	4.06	.839
The training ambience was conducive for learning	21% (19)	66% (59)	8% (7)	5% (5)	0% (0)	4.02	.719
All the training materials were well utilized during the training	19% (17)	53% (48)	13% (12)	10% (9)	5% (4)	3.72	1.028

Source: primary data

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Std dev=Standard deviation

For interpretation, the research represents respondents that strongly agreed, agreed, those that remained neutral as undecided, the ones that disagreed and those that strongly disagreed. More, the mean scores greater than three (>3) represent agree while those less than three (<3) represent disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

The study findings in table 4.11 above reveal that majority 53(59%) of the respondents agreed that the reading materials and slides were legible, as suggested by (James & Nick, 2004) training materials such as those referred to by the respondents help them to not only place the acquired knowledge into context/practice on their jobs but also helped them achieve the three main objectives of training and thus an improvement in performance, 31(35%) strongly agreed, 4(4%) disagreed, 1(1%) strongly disagreed and only 1(1%) were undecided.

Majority of the civil servants 38(42%) agreed that the videos and simulation games equipped them with new skills and better attitude towards work, this too re-confirms James and Nick's view on training materials as previously discussed 24(27%) strongly agreed, 17(19%) were undecided, 9(10%) disagreed and 2(2%) strongly disagreed.

The study established that 19(21%) of the respondents strongly agreed that all the stationery they needed was available, 35(39%) agreed, 10(11%) were undecided while 24(27%) disagreed with the statement and 2(2%) strongly disagreed. As mentioned in chapter two that when it came to public institutions where training materials were procured by a central body the bureaucratic system had an impact, its therefore no surprise that 40% either disagreed or were not sure of the availability of necessary stationery.

According to the study findings 25(28%) of the respondents strongly agreed that the training materials helped them understand complex concepts easily, 53(59%) agreed, 5(5%) were undecided, 6(7%) disagreed and 1(1%) strongly disagreed.

The findings show that 19(21%) strongly agreed and 59(66%) agreed that the training ambience was conducive for learning, (2005), 7(8%) remained undecided while 5(5%) disagreed and no one strongly disagreed with the statement that the training ambience was conducive for learning

Most of the respondents 48(53%) agreed that all the training materials were well utilized during the training, 17(19%) strongly agreed, 9(10%) disagreed, 4(5%) strongly disagreed with the statement and only 12(13%) were undecided.

Correlation between training material and performance of civil servants

There was need to establish whether there was a correlation between training material and performance of civil servants. The analysis was done using Pearson product moment correlation coefficient. The results were presented in Table 14.12.

Table 4. 12: Correlation results for training materials and performance of civil servants

		Training Materials	Performance of Civil servants
Training Materials	Pearson Correlation	1	.365**
	Sig. (2-tailed)		.000
	N	90	90
Performance of civil servants	Pearson Correlation	.365**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

Source: Primary data

Table 14.12 above shows a weak positive correlation between training materials and performance of civil servants in Jinja District Local Government ($r=.365^{**}$ $p < 0.05$). This meant that availability and proper use of stationery, reading materials, use of videos, slides and simulation games, and other factors remaining constant is likely to improve performance of civil servants by 36.5%. But this analysis is not conclusive, thus the need to test the hypothesis.

Testing Hypothesis

Null hypothesis (Ho)

H0: There is no relationship between training materials and performance of civil servants.

Alternative hypothesis

HA: There is a positive significant relationship between training materials and performance of civil servants.

α = Level of significance, $\alpha = 0.05$

Test was done using coefficient of determination. The result is presented in Table 4.13.

Table 4. 13: Model summary on training materials and performance of civil servants

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365 ^a	.134	.124	.57090

a. Predictors: (Constant), Training Material

Source: Primary Data

Table 4.13 shows that 12.4% of the variation in performance of civil servants is a result of changes in training materials. However, the testing is not conclusive thus the need to run Analysis of variance (ANOVA). The result is presented in Table 4.14.

Table 4. 14: Analysis of Variance (ANOVA) results

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.420	1	4.420	13.560	.000 ^a
	Residual	28.681	88	.326		
	Total	33.101	89			

a. Predictors: (Constant), Training Materials

b. Dependent Variable: Performance of civil servants

Source: Primary data

The ANOVA table shows the regression of the models and significance of the separate models by the F-test. Table 4.14 shows that the relationship between training materials and performance of civil servants was significant (Sig. = 0.000, P = .000 < 0.05, F = 13.560). This meant that the model is significant and that the direction of the variance is as expected because its significance value is below 0.05. This led to the acceptance of the alternative hypothesis which states that there is a positive significant relationship between training materials and performance of civil servants in Jinja District Local Government.

Research Question Number Three:-

4.7 Training methods affect performance of civil servants

Findings on training methods are presented in Table 4.15 followed by an analysis and interpretation. A Likert scale was used.

Table 4. 15: Responses from respondents to statements on training methods.

Statements on training methods	Percentage Response (%)					Mean	Std dev
	SA	A	UD	D	SD		
The facilitators were knowledgeable of the subject matter	46% (41)	46% (41)	6% (5)	4% (3)	0% (0)	4.33	.734
The training sessions were interactive and I had an opportunity to participate	32% (29)	64% (57)	2% (2)	2% (2)	0% (0)	4.26	.610
The role plays equipped me with skills relevant to my job	27% (24)	59% (53)	8% (7)	5% (5)	1% (1)	4.04	.820
Training needs were analyzed before the training	18% (16)	54% (49)	16% (14)	9% (8)	3% (3)	3.74	.966
The case study discussions equipped me with more knowledge about my job	36% (32)	49% (44)	10% (9)	5% (5)	0% (0)	4.14	.815
The information was passed on chronologically	24% (22)	55% (49)	14% (13)	7% (6)	0% (0)	3.97	.814

Source: primary data

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagreed, SD=Strongly Disagreed

Std dev=Standard deviation

For interpretation, the research represents respondents that strongly agreed, agreed, those that remained neutral as undecided, the ones that disagreed and those that strongly disagreed. More, the mean scores greater than three (>3) represent agree while those less than three (<3) represent disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

The findings in table 4.15 revealed that 41(46%) strongly agreed that the facilitators were knowledgeable at the subject matter, 41(46%) agreed, 3(4%) disagreed with the statement, only 5(6%) were undecided and no one strongly disagreed with the statement. This was possible because training institutions like NALI Kyankwanzi, Uganda Management Institute and Civil Service College Uganda have facilitators who are current or ex-practitioners and therefore have the hands-on experience of the subject matter and are in position to deliver the training effectively.

Majority of the civil servants 57(64%) agreed that the training sessions were interactive and they had an opportunity to participate, 29(32%) strongly agreed, according to the training and development policy of Ministry of Public Service (MOPS), brainstorming and group discussions are some of the recommended training methods, this shows that the policy is being implemented 2(2%) remained undecided while only 2(2%) disagreed and no one strongly disagreed with the statement that the training sessions were interactive and they had an opportunity to participate.

The study found out that 53(59%) of the respondents agreed that the role plays equipped them with skills relevant to their jobs, 24(27%) strongly agreed, 7(8%) were undecided, only 5(5%) disagreed and 1(1%) strongly disagreed.

The study established that majority of the civil servants 49(54%) agreed that training needs were analyzed before the training, this was also supported by one of the respondents who mentioned that training gaps were identified and prioritized by the District Training Committee (comprising 4 members and a chairperson) following guidelines in the capacity building grant, 16(18%) strongly agreed, 14(16%) were undecided, 8(9%) disagreed while only 3(3%) strongly disagreed with the statement.

Majority of the civil servants 44(49%) agreed that the case study discussions equipped them with more knowledge about their job, 32(36%) strongly agreed, this is because during discussions participants are able to share experiences and together they generate applicable solutions to their challenges 9(10%) were undecided and only 5(5%) disagreed whereas no one strongly disagreed.

The study findings revealed that majority 49(55%) of the respondents agreed that the information was passed on chronologically, 22(24%) strongly agreed, as viewed in the training content information is arranged from basic, core to elective this order helps civil servants to move from an

area they are all aware of to deeper and more complex areas that they get to learn about, 6(7%) disagreed, 13(14%) were undecided and no one strongly disagreed with the statement.

Correlation between training material and performance of civil servants

There was need to establish whether there was a correlation between training methods and performance of civil servants. The analysis was done using Pearson product moment correlation coefficient. The results are presented in Table 4.16.

Table 4. 16: Correlation results for training methods and performance of civil servants

		Training Methods	Performance of Civil servants
Training Methods	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.005
	N	90	90
Performance of civil servants	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.005	
	N	90	90

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

Source: Primary data

Table 4.16 above shows a weak positive correlation between training methods and performance of civil servants in Jinja District Local Government ($r=.296^{**}$ $p < 0.05$). This meant that use of interactive lectures, case studies, discussions, role plays and panel forums, other factors remaining constant is likely to improve performance of civil servants by 29.6%. But this analysis is not conclusive thus the need to test the hypothesis.

Testing Hypothesis

Null hypothesis (H₀)

H₀: There is no relationship between training methods and performance of civil servants.

Alternative hypothesis

HA: There is a significant relationship between training methods and performance of civil servants.

α = Level of significance, $\alpha = 0.05$

Test was done using coefficient of determination. The result is presented in Table 4.17.

Table 4. 17: Model summary on training methods and performance of civil servants

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296 ^a	.087	.077	.58590

a. Predictors: (Constant), Training Methods

Source: Primary Data

Table 4.17 shows that 07.7% of the variation in performance of civil servants is a result of changes in training methods. However, the testing is not conclusive thus the need to run Analysis of variance (ANOVA). The result is presented in Table 4.18.

Table 4. 18: Analysis of Variance (ANOVA) results

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.892	1	2.892	8.426	.005 ^a
	Residual	30.209	88	.343		
	Total	33.101	89			

a. Predictors: (Constant), Training Methods

b. Dependent Variable: Performance of civil servants

Source: Primary data

The ANOVA table shows the regression of the models and significance of the separate models by the F-test. Table 4.16 shows that the relationship between training methods and performance of civil servants was significant (Sig. = 0.005, P = .005 < 0.05, F= 8.426). This meant that the model

was significant and that the direction of the variance was as expected because its significance value was below 0.05. This led to the acceptance of the alternative hypothesis which stated that there is a positive significant relationship between training methods and performance of civil servants in Jinja District Local Government.

Regression Model

A regression analysis was carried out to examine the extent to which training content, training material and training methods predicted the performance of civil servants. The overall potential of training content, training material and training methods and the performance of civil servants were presented using the regression model in the table below. Thus, regression analysis was carried for the study to establish the total effect of the study variables on the performance of civil servants.

Table 4. 19: Regression model

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
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	B	Std. Error	Beta		
(Constant)	1.610	.514		3.130	.002
Training content	.395	.115	.345	3.444	.001
Training material	.341	.093	.365	3.682	.000
Training methods	.312	.108	.296	2.903	.005
Dependent Variable: Performance of civil servants					
R	.423				
R Square	.179				
Adjusted R Square	.150				

Source: Primary data

According to Table 4.19, training content, training material and training methods predict 15.0% of the performance of civil servants (Adjusted R Square = .150). The regression model was significant and thus reliable for making conclusions and recommendations. The most significant predictor of the performance of civil servants was training material (Beta= 0.365, Sig. = 0.000) followed by training content (Beta= 0.345, Sig. = 0.001) and then training methods (Beta= 0.296, Sig. = 0.005). The findings revealed that training content, training material and training methods were strong predictors of the performance of civil servants. These results were in line with correlation results implying that the performance of civil servants significantly depends on training content, training material and training methods.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated the relationship between in-service training and performance of civil servants in Jinja District Local Government. The dimensions of in-service training were training content, training materials and training methods while the dimensions of performance of public servants were the level of executing defined duties, meeting of deadlines, the level of achieving departmental goals and the level of satisfaction by the citizens. The previous chapter was concerned with analyzing, presenting and interpreting data obtained from the respondents of Jinja District Local Government. This chapter therefore consists of summary of the findings, discussion, conclusions and recommendations according to the three objectives of the study.

5.2 Summary of the findings

This study found that the different elements of training that were examined; training content, training materials and training methods were positively related to performance of civil servants.

5.2.1 The relationship between training content and performance of civil servants in Jinja District Local Government

The correlations revealed that there was a weak positive significant relationship between training content and performance of civil servants. This study found that proper design of basic, core and elective training content, involving civil servants in the needs assessment exercise, provision of the training content as a soft copy either through the internet or on compact discs other factors remaining constant is likely to improve performance of civil servants in Jinja District Local Government and this is likely to result into improved performance of civil servants.

5.2.2 The relationship between training materials and performance of civil servants in Jinja District Local Government

The correlations revealed that there was a weak positive significant relationship between training materials and performance of civil servants. This study found that availability and proper use of stationery, reading materials, use of videos, slides and simulation games, use of ICT equipment like compact discs, computers, internet and other factors remaining constant is likely to improve performance of civil servants in Jinja District Local Government. This is likely to result in to improved performance of civil servants.

5.2.3 The relationship between training methods and performance of civil servants in Jinja District Local Government

The correlations revealed that there was a weak positive significant relationship between training methods and performance of civil servants. This study found that use of interactive lectures, case studies, discussions, role plays and panel forums, video conferencing between trainers and civil servants, other factors remaining constant is likely to improve performance of civil servants in Jinja District Local Government. This is likely to result in to improved performance of civil servants.

5.3 Discussion

5.3.1 The relationship between training content and performance of civil servants in Jinja District Local Government

The study revealed a weak positive relationship between training content and performance of civil servants in Jinja District Local Government. Such findings seem to be in agreement with Malone (1984) who observed that in-service training is a problem –centered, learner oriented and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of the clientele and increase capacity to gain knowledge and mastery of techniques. It is therefore the mastery of these techniques that brings about high performance of employees (civil servants) in an organisation (public service).

The findings of the study still concur with Seaman & Fellenz (2002) that a performance based content approach presumes that essential objectives are identified and taught to all so that a desired performance is assured. The identification of these objectives is facilitated by a proper needs assessment and according to www.skill-thirdsector.org.uk, this assessment had to be carried out at institutional, team and individual levels so that the training is of benefit to both the institution/organisation and the civil servants (trainees).

The findings are supported by Locke (1966), and Locke & Latham (1990) who opine that through in-service training civil servants will be in position to set their own goals in line with the overall public service goals. That way they will be more committed to not only meeting their goals but also their performance will greatly improve.

The study confirms the identical elements theory by Edward L. Thorndike (1911) which stated that the amount of transfer between a familiar situation and an unfamiliar one was determined by the number of elements the two situations have in common. Therefore respondents found the basic

content relevant to their jobs due to the numerous common elements between the training and their jobs.

De Cenzo and Robbins (2002) referred to training as a learning experience that seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job, the study therefore revealed that due to in-service training civil servants were able to acquire new skills relevant to their jobs.

Harry J. Martin stated that participants needed to be involved in determining training content and design, it is due to their involvement that their attitude towards their jobs improved for they set tasks they are willing to accomplish. The findings confirmed Martin's statement with 28(31%) of the respondents strongly agreeing that the training content as a whole improved their attitude towards work and 54(60%) simply agreed,

5.3.2 The relationship between training materials and performance of civil servants in Jinja District Local Government

The study revealed a weak positive relationship between training materials and performance of civil servants in Jinja District Local Government. Following analysis of the results, it was found out that training materials influenced performance of civil servants since it was these materials and the training environment that helped in the trainees' imagination and in relating what they were learning with what happened at their workplaces. The findings were further supported by Bens & Ingrid (2005) who found out that training materials are essential for recording trainees' ideas, once these ideas are brought out and shared, the learning process is facilitated and this will have a positive impact on performance.

James & Nick (2004) supported the findings of this study when they argued that audiovisual enhancements as an example of training materials, are useful in meeting all the three types of training objectives (knowledge, skill and attitude) and are easily applied to any training method.

According to Bens & Ingrid (2005) and in line with this study findings found that training materials enabled large and small group facilitation which built commitment and reinforced ideas. They further orated that training materials helped during demonstration sessions, for example, if it is training on gardening, safety measures and employee counseling sessions, tools like gloves, buckets, helmets, blinds and mats might facilitate the learning process and thus have a positive impact on performance. On the other hand, training sessions that lacked such tools might not go so well since adult learners will only remember 50% of what they saw and heard.

Patrick & Leonie (1999) suggested that the quality of labour and thus the performance of civil servants would be able to improve in the long run if in-service training of these servants was conducted with the right training materials and this was also backed up by Muhammad & Shamaila (2011).

However, contrary to the study findings, Bens & Ingrid (2005) found out that much as training materials play a big role in knowledge and skills transfer, the cost implications were under looked by most scholars especially for Low Developing Countries like Uganda. Worse still in the public sector where such materials have to be procured and the bureaucracy attached.

The findings showed that 19(21%) strongly agreed and 59(66%) agreed that the training ambience was conducive for learning, this was in agreement with Bens, (2005) who mentioned that the training environment stimulated the trainees' imagination and helped them acquire a positive attitude towards learning.

5.3.3 The relationship between training methods affect performance of civil servants in Jinja District Local Government

The study revealed a weak positive relationship between training methods and performance of civil servants in Jinja District Local Government. Following analysis of the results, it was found out that training methods influence performance of civil servants and civil servants really understood the different training methods. Such findings are supported by Seaman & Fellenz (2002) who stated that although trainers needed to be comfortable with whatever training method they used, comfort should not be an excuse for changing approaches or trying out something new.

Findings from this study still agree with those of Hamza (2012) who concluded that a healthy mix of training methods provided variety, overcame monotony and boredom and energized trainees. Training methods need to be carefully selected to match the purpose and learning outcomes of each session. Findings from this study still concur with those of Borysowich (2007) who suggested three training methods/styles namely; the independent training strategy, where the trainee learnt by working alone, the collaborative strategy where two or more trainees shared ideas, experiences, opinions and perspectives related to the training objective but completed activities independently and the cooperative strategy where two or more trainees worked on a common task in a manner that was positively interdependent.

In line with the study, Harry (2009) argues that engaging trainees in exercises that enable them to apply the information and feedback during the training allows them to make adjustments in their behavior and gain insight into the required changes thus bringing about change in terms of improved performance at their workplaces as civil servants. Also, in Professor E.A. Locke's goal setting theory, he mentioned that people performed highly if their goals were clear and this is in line with the study findings as well as Harry (2009)'s argument that these civil servants need to be

engaged in exercises that help them transfer what has been learnt to the workplace setting and having this goal at the back of their minds would help them learn effectively and improve performance. Harry (2009) also mentioned that trainees needed to get feedback according to their performance in relation to the training they have undertaken, he also mentions that it's important the most current training methods are used and this is in line with the study findings which revealed a very good relationship between subordinates and their supervisors.

5.4 Conclusion

This study found out that the different elements of training that were examined; training content, training materials and training methods were positively related to performance of civil servants. The results supported research findings of people like Seaman & Fellenz (2002), theorists like Edwin. A. Locke, Edward.L.Thorndike and many others as the Literature indicates. However for Jinja District Local Government (JDLG), of the three elements considered in this study, training materials had the strongest significant effect of being likely to improve performance of civil servants by 36.5%. All the three elements training content, materials and methods emerged as the significant variables in explaining the variance in performance of civil servants. The study also revealed that the underperformance of civil servants in JDLG could be due to other factors like limited ICT facilities, low efforts of monitoring and evaluation and the low wages paid to civil servants as expressed by various officers during interviews but not in-service training for this has been proven to be well rated as discussed in chapter 4

5.4.1 The relationship between training content and performance of civil servants in Jinja District Local Government

The interpreted results led to a conclusion that training content has a positive influence on the performance of civil servants. This implies that an improvement in the basic, core and elective modules of the training content will certainly enhance performance. If nothing is done to identified weaknesses in the training content like the insufficient development of the training needs assessment, then the performance problem is likely to persist. While carrying out the needs assessment trainees (individuals), stakeholders and the organisation itself have to be considered so as to develop the content that will be relevant and able to solve the prevailing challenge. Training content is important because it determines the training materials and methods thus messing it up, negatively affects the entire training programme.

5.4.2 The relationship between training materials and performance of civil servants in Jinja District Local Government

The findings revealed that the method of procuring training materials in public organisations was bureaucratic yet there is a positive relationship between training materials and performance of civil servants. This implies that for public organisations to achieve a desired level of performance of its civil servants, in terms of executing their duties, meeting deadlines and achieving set goals, training materials need to be procured with less bureaucracy, the latest materials should be procured to bring about an improvement in performance for example ICT materials would be ideal especially in public institutions due to the large number of clients handled by civil servants. Failure address the issue of training materials will hinder the success of a good training programme and once the training is not successful then it would be considered as wastage of resources which a low developing country like Uganda cannot afford at the moment.

5.4.3 The relationship between training methods and performance of civil servants in Jinja District Local Government

The study findings revealed that training needs assessment was an exercise that needed more attention as well as the follow up and evaluation exercise which is to be done after the training programme has been conducted. These are key areas that are part of the methodology of training but have been ignored by most trainers. If trainees' needs are not analysed then the training is aimless and its objectives may not be met, if their performance after the training is not evaluated then they may not know which areas of their performance need to be improved. Yet according to this study there is a positive relationship between training methods and performance of civil servants, therefore an improvement in the methods for example training institutions need to work in collaboration with other training institutions so as to learn the current training methods and decide which one best suits the kind of trainees one has. If this is not addressed, the problem of under performance by civil servants will persist.

5.5 Recommendations

The underperformance of Civil servants in district Local governments could be due to other factors other than in-service training therefore more research should be carried out in areas like the civil servants' wages, availability of ICT equipment and the levels of monitoring and evaluation. Jinja District Local Government has undertaken quite a number of in-service trainings and this has contributed towards its good performance and thus a role model to other districts.

5.5.1 The relationship between training content and performance of civil servants in Jinja District Local Government

Training needs should be identified at the confluence of the direction in which the Government intends to move, the changes in technology that are occurring, and the career paths civil servants could be pursuing. Therefore, at the stage of planning human resource development, the knowledge and skills identified should be tailor-made to suit the needs of each civil servant.

The study therefore recommends that Government should introduce new courses such as attitudinal change training where civil servants are helped and trained in developing a positive attitude and mindset towards their jobs, working environment, superiors and their customers both internal and external customers. This will help combat vices like self-centeredness, corruption and ungratefulness which are eating up the public service body.

5.5.2 The relationship between training materials and performance of civil servants in Jinja District Local Government

The study recommends that modern training methods should be used to ensure good quality and meaningful training; these should include Information Communication Technology (ICT) such that civil servants are in position to have their training materials in soft copies and can easily refer to them instead of storing a lot of paper work. ICT also enhances research skills and life-long learning even after a training course is done, the durability and easy access of information therefore government should invest and purchase more in ICT training materials for continuous learning and updating of one's knowledge as a civil servant. Government should also ensure that these materials are spread out in the country so that the local governments are not left far behind from central government in terms of capacity building and development.

Managers and other stakeholders like the Government should recognise the underlying value of training towards the improving performance of civil servants and should take the initiative to constantly improve on their abilities through in-service training so as to facilitate sustainable

performance. In other words, to maximize the effect of training and development of civil servants, performance based environment should be proceeded to stimulate the motivation of civil servants' participation. Civil servants who perform and meet the set goals should be appreciated publicly while those who fail should be encouraged and supported by the superiors until they too perform as expected.

The bureaucracy for procuring training materials should also be reduced, especially in public institutions since these materials and training environments influence the learning process of civil servants.

5.5.3 The relationship between training methods affecting performance of civil servants in Jinja District Local Government

The study recommends the need for policy makers and administrators to strengthen and revise the staff development program policy that all staff shall be encouraged through training and career development to improve their potential and enhance their efficiency on the job. This will enable civil servants feel and believe that the Government believes in employee development through training and career development and actually supports it. However this shall be possible when training methods such as interactive lectures, discussions, role plays, panel forums are in place to improve the quality of training.

Training should be carried out in departments through seminars and workshops; it may also include attending conferences, it might equally be "on-the-job" training through development assignments closely monitored by a trained supervisor. In particular, if bulk training is necessary, distance training schemes should be used.

The use of computers, projectors and the internet as part of the current training methods with the help of ICT is very important. Since the government is distributing computer to Local Government

district offices and introducing new computer packages like IFMS to the Finance and Administration (F&A) department, then training with the use of ICT methods is very important for the improvement in performance of civil servants especially those working at the district level. This can be done with the use of in-service training through coaching and since the study revealed a good working relationship between supervisors and subordinates then it is possible for one to train another within the work environment.

Also training institutions need to work together in a partnership or collaboration to pick on new training methods, if they continue working in isolation soon their training methods will become obsolete. This collaboration should not only exist between training institutions alone but also with government bodies like ministries and the local government for there's an interdependence between these bodies and the frustrations in one body affect the other directly.

5.6 Areas for further research

Further research should focus on the following:

- a) Impact of motivation on performance of civil servants (Jinja District Local Government).
- b) A study to establish the best measure that should be taken by government to ensure that civil servants perform to the standards set by Public Service Commission (the government recruiting body) since training alone would never help much if employees are not well motivated.
- c) Evaluating training and development for government Civil Servants since this study has confirmed that training sessions are indeed undertaken but their impact is not yet well established.

- d) Job satisfaction and performance of civil servants since some of the civil servants seem to be on their way out and are tired of serving government but have signed contracts that are binding them to the job, this was discovered during the interviews of some respondents.
- e) Impact of Information Communication Technology (ICT) on performance of civil servants.
- f) The relationship between procurement and logistics procedures and in-service training in public service.

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APPENDIX I: Questionnaire for Middle Managers, Lower Managers and the Support Team at Jinja District Local Government

INTRODUCTION

My name is Kelvin Nanjuba a student at Uganda Management Institute. I am conducting a study entitled **“In-service Training and Performance of Civil Servants in Jinja District Local Government” (JDLG)**. The study aims to assess the relationship between in-service training and the performance of civil servants in District Local Governments. You are requested to participate in this study based on your experience as a civil servant with Jinja District Local Government. The responses you will give will be very useful to understanding the relationship between in-service training and the performance of civil servants in District Local Governments.

CONFIDENTIALITY:

Please note that the responses you provide are completely anonymous and confidential. The research outcomes and report will not include reference to any individuals.

Section A: Personal Information

1. Gender

1	Male		2	Female	
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2. Age

1	25 and below	
2	26-35	
3	36-45	
4	46-55	

5	55+	
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3. Level of work

1	Middle manager	
2	Lower manager	
3	Support Staff	

4. State your highest level of education

1	A- Level	
2	Diploma	
3	Post-Graduate Diploma	
4	Degree	
5	Masters	
6	Others (specify)	

5. Department in JDLG

1	Administration	
2	Statutory Bodies	
3	Production	
4	Health	
5	Education	
6	Works and Water	
7	Natural Resources	

8	Community Based Services	
9	Planning and Finance	
10	Internal Audit	

6. Years of service at JDLG

1	0-5 years	
2	6-10 years	
3	11-15 years	
4	16-20 years	
5	21 years and more	

7. Number of in-service trainings attended since 2010-2012:

1	0-5 trainings	
2	6-10 trainings	
3	11-15 trainings	
4	16-20 trainings	
5	21 and more trainings	

Section B:

Please read the following statements carefully, and rate your skills on a scale of 1-5 for each of the categories.

Place a tick (✓) in the appropriate box against each statement to indicate your rating, where:

1= strongly disagree 2= I disagree 3=Undecided 4= I agree 5= I strongly agree

1. Performance of civil servants:

No	Statements on performance of civil servants	1	2	3	4	5
1	My duties are clearly defined					
2	I execute all my duties promptly					
3	I promptly meet all deadlines					
4	We set departmental goals periodically					
5	We achieve all our departmental goals efficiently					
6	All our clients are happy with our services					
7	I arrive at work on time and meet my targets as scheduled					
8	JDLG utilizes all the funds by end of the financial year					
9	I am well facilitated by JDLG to do all my tasks at work					
10	I work very well with my supervisor(s)					

1(b) What can be done for the performance of civil servants to improve?

.....

2. Training Content:

No	Statements on Training Content	1	2	3	4	5
7	The basic content was relevant to my job					
8	The core content helped me acquire more knowledge about my job					
9	The electives helped me acquire new skills relevant to my job					
10	The training content as a whole improved my attitude towards work					
11	The training content was generally comprehensive					
12	I regularly refer to the information I got from the in-service training					

2(b) How can the training content help you to perform better at your work place?

.....

3. Training materials:

No	Statements on Training materials	1	2	3	4	5
13	The reading materials and slides were legible					
14	The videos and simulation games equipped me with new skills and better attitude towards work					
15	All the stationery I needed was available					
16	The training materials helped me understand complex concepts easily					

17	The training ambiance was conducive for learning					
18	All the training materials were well utilized during the training					

3(b) What training materials do you need to help you understand your job better?

.....

4. Training methods

No	Statements on Training methods	1	2	3	4	5
19	The facilitators were knowledgeable at the subject matter					
20	The training sessions were interactive and I had an opportunity to participate					
21	The role plays equipped me with skills relevant to my job					
22	Training needs were analyzed before the training					
23	The case study discussions equipped me with more knowledge about my job					
24	The information was passed on chronologically					

4(b) What training method can be used to help you improve performance at work?

.....

5. In-service Training in General.

No	Skill Items	1	2	3	4	5
25	Training has addressed my performance gaps					
26	As a department, we meet deadlines due to the regular in-service training					
27	As a department, we have met all set goals due to in-service training.					
28	There is a clear training plan at JDLG					
29	Trainings are evaluated and have improved steadily					

5(b) How does in-service training improve your attitude towards your work?

.....

APPENDIX II: Interview Guide for Top Managers

Section A: Background variables.

1. Gender

1	Male		2	Female	
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2. Age

1	25 and below	
2	26-35	
3	36-45	
4	46-55	
5	55+	

3. Level of work

1	Top Level	
2	Departmental/ sectional Head	

4. Years of Service at JDLG

1	0-5 years	
2	6-10 years	

Section B.

5. How is the training and development policy implemented at JDLG?
6. What new strategies do you intend to implement to improve the training and development aspect in JDLG?
7. How do you choose a person who qualifies for in-service training and one who does not?
8. What measures have you put in place to assess the performance of civil servants?
9. How has the performance of civil servants improved due to in-service training?
10. What are the future plans towards an improvement in performance of civil servants?
11. Where do you see JDLG in 5 years time from today?

APPENDIX III: Document Review Checklist.

Document	Data to be Collected on:
District Annual Performance Reports	District Progress, achievements and gaps
Training Manuals And Training Reports	Policies, training trends, gaps, content, methodology and materials. Statistical data.
District Strategic Plans	Budgets, vote accounts, new ideas of improvement
Office of the Auditor General reports.	District gaps, responsibilities of officers, accomplishments and failures.

APPENDIX IV: CRONBACH'S ALPHA RELIABILITY COEFFICIENT

The reliability test value was analyzed by using Cronbach's Alpha reliability coefficient given by the following formula;

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{V_{test}} \right)$$

Where;

α = Alpha coefficient

n = Number of items in the instrument

\sum = Summation

V_i = Variance of scores on each item

V test = Total variance of overall scores (not %'s) on the entire test