



**THE EFFECT OF EMPLOYEE DEVELOPMENT PROGRAMS ON PERFORMANCE
OF THE DIRECTORATE OF CITIZENSHIP AND IMMIGRATION CONTROL
(DCIC), MINISTRY OF INTERNAL AFFAIRS, UGANDA**

BY

CAN ANDREW JUNIOR

11/MBA/06/060

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
MASTER'S DEGREE IN BUSINESS ADMINISTRATION OF UGANDA
MANAGEMENT INSTITUTE**

FEBRUARY, 2018

DECLARATION

I, Can Andrew Junior, hereby declare that this research is my own work and has not been produced by any previous researcher for any award and no person is allowed to reproduce it without my permission.

Date.....

Signature.....

APPROVAL

We, the undersigned, certify that we have read and here by recommend for acceptance by Uganda Management Institute a dissertation by Can Andrew Junior titled “to examine the influence of employee development programs on public service performance, a case study of Directorate of Citizenship and Immigration Control (DCIC)” in partial fulfillment of the requirements for the award of the degree of Masters in Business Administration.

Signed.....

Date.....

Mrs. Oluca Pross Nagitta

Lecturer, Uganda Management Institute

Signed.....

Date.....

Dr. Stella Kyohairwe

Lecturer, Uganda Management Institute

DEDICATION

This research work is dedicated to all those who are struggling to fulfill their academic ambitions in Uganda.

ACKNOWLEDGEMENT

My primary debt of gratitude goes to Almighty God for his grace, mercy and protection all these years of my educational life. Glory be unto his name. I am also profoundly grateful to my eminent supervisors Dr. Stella Kyohairwe and Ms Pross Oluka for spending substantial part of their time reading my entire manuscript, carefully pointing out errors and enthusiastically offering many useful suggestions for improvement. I extend my appreciation to the heads of Department and entire UMI lecturer team for the knowledge growth experience. I wish to express my heartfelt thanks to DCID Staff. I am also thankful to my parents, relatives and friends who in diverse ways contributed to the success of my education. I wish them in returns abundance of love, peace, success and prosperity.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ACRONYMS	xii
ABSTRACT.....	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction	1
1.2 Background	1
1.2.1 Historical Background	1
1.2.2 Theoretical Background.....	2
1.2.3 Conceptual Background.....	3
1.2.4 Contextual Background	6
1.3 Problem statement.....	7
1.4 General objective.....	8
1.5 Specific Objectives of the study.....	8
1.6 Research Questions	8
1.7 Hypotheses of the study	8

1.8	Conceptual Framework	8
1.9	Significance of the Study	10
1.10	Justification for the Study Research.....	10
1.11	Scope of the study	11
1.11.1	Content Scope.....	11
1.11.2	Geographical Scope	11
1.11.3	Time Scope	11
1.12	Operational Definition of Key terms.....	11
CHAPTER TWO		13
LITERATURE REVIEW		13
2.1	Introduction	13
2.2	Theoretical Review	13
2.3	Employee training and public service performance	15
2.4	Employee engagement and Public Service Performance	17
2.5	Employee development and Public service performance	18
2.6	Summary of Literature	19
CHAPTER THREE		21
METHODOLOGY		21
3.1	Introduction	21
3.2	Research Design.....	21
3.3	Study Population	22
3.4	Determination of sample size.....	22
3.5	Sampling Procedure and Techniques	23

3.6	Data Collection Methods.....	23
3.6.1	Questionnaire Survey Method	23
3.6.2	Interview method.....	24
3.6.3	Secondary Data Collection Methods	24
3.7	Data Collection Instruments.....	25
3.7.1	Self-Administered Questionnaires	25
3.7.2	Key informant Interview Guide	25
3.7.3	Documentary review method.....	26
3.8	Data Collection Procedure	26
3.9	Reliability and Validity of the data collection instruments.....	26
3.9.1	Validity	27
3.9.2	Reliability	27
3.10	Data Analysis	28
3.10.1	Analysis of quantitative Data	28
3.10.2	Analysis of qualitative data	29
3.11	Measurement of Variables	29
3.12	Ethical Considerations.....	29
	CHAPTER FOUR.....	30
	ANALYSIS, INTERPRETATION AND PRESENTATION OF RESULTS.....	30
4.1	Introduction	30
4.2	Response rate.....	30
4.3	Socio-demographic characteristics of the respondents	31
4.4	Empirical findings.....	33

4.4.1 Results on performance of the Directorate of Citizenship and Immigration Control (DCIC).....	33
4.4.2 Results on employee training and performance of the Directorate of Citizenship and Immigration Control.....	35
4.4.3 Results on employee engagement and performance of the Directorate of Citizenship and Immigration Control.....	40
4.4.4 Results on employee development and performance of the Directorate of Citizenship and Immigration Control.....	44
4.4.4.1 Correlation results for employee development and performance of DCIC.....	46
CHAPTER FIVE	49
SUMMARY OF KEY FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	49
5.1 Introduction.....	49
5.2 Summary of findings.....	49
5.2.1 Employee training and performance of DCIC.....	49
5.2.2 The effect of employee engagement on organisational performance of DCIC.....	50
5.2.3 The effect of employee development on organisational performance of DCIC.....	50
5.3 Discussion of findings.....	50
5.3.1 Employee training and performance of DCIC.....	50
5.3.2 The effect of employee engagement on organisational performance of DCIC.....	51
5.3.3 The effect of employee development on organisational performance of DCIC.....	53
5.4 Conclusion.....	54
5.4.1 Employee training and public service performance at DCIC.....	54

5.4.2 Employee engagement and public service performance at DCIC	55
5.4.3 Employee development and public service performance at DCIC.....	55
5.5 Recommendations	56
5.5.1 Employee training and organisational performance of DCIC	56
5.5.2 Employee engagement and organisational performance of DCIC	57
5.5.3 Employee development and organisational performance of DCIC.....	57
5.6 Study limitations	57
5.7 Areas for further research.....	58
REFERENCES.....	59
APPENDICES.....	i
Appendix I: Interview Guide for Senior Immigration officers/Supervisors and Principal Immigration Officers.....	i
Appendix II: Introductory Letter.....	i
Appendix III: Field Research	i
Appendix IV: Anti plagiarism Report.....	i

LIST OF TABLES

Table 1: Sample Size categorization.....	22
Table 2: Response rate	30
Table 3: Socio-demographic characteristics of the respondents at DCIC	31
Table 4: Summary of responses on performance of DCIC.....	34
Table 5: Results on employee training in DCIC.....	36
Table 6: Correlation results for employee training and performance of DCIC	38
Table 7: a Regression Model Summary results showing the effect of training on DCIC performance	39
Table 8: Summary of responses on employee engagement	41
Table 9: Correlation results for employee engagement	42
Table 10: a: Regression model summary results for employee engagement and performance of DCIC.....	43
Table 10b: Analysis of Variance (ANOVA).....	44
Table 10c: Regression coefficients.....	44
Table 10c: Regression coefficients.....	45
Table 11: Descriptive statistics for employee development	45
Table 12: Correlation matrix for employee development and DCIC performance	46
Table 12a: Regression model summary results for employee development and performance of DCIC.....	47
Table 12b: Analysis of Variance (ANOVA).....	47
Table 12c: Regression coefficients.....	48

LIST OF FIGURES

Figure 1: Conceptual Framework for the Relationship between Employee Training and Development Programs and Public Sector Performance	9
---	---

LIST OF ACRONYMS

CVI	Content Validity Index
DCIC	Directorate of Citizenship and Immigration Control
DV	Dependent Variable
HCT	Human Capital Theory
HR	Human Resource
HRM	Human Resource Management
IA	Immigration Assistant
ICT	Information and Communication Technologies
IO	Immigration Officer
IV	Independent Variable
MIA	Ministry of Internal Affairs
NCIB	National Citizenship and Immigration Control Board
PhD	Doctor of Philosophy
PIO	Principal Immigration Officer
SIO	Senior Immigration Officer
SPSS	Statistical Package for Social Science
T&D	Training and Development
TNA	Training Needs Assessment
UMI	Uganda Management Institute

ABSTRACT

The study assessed the effect of employee development programmes on performance of Directorate of Citizenship and Immigration Control (DCIC). Specifically, the study sought to: Examine the influence of employee training, employee engagement and employee development on public service performance at DCIC. The adopted a cross-sectional design, alongside a triangulation of both qualitative and quantitative approaches of data collection and analysis. Out of the targeted sample size of 130 respondents, 90 fully participated in the study, representing a response rate of 69.2%. Quantitative data were analyzed using descriptive statistics, Pearson correlation and regression analysis techniques. Qualitative data were summarized and presented using verbatim statements. The findings showed that, employee training accounted for 30% of the variations in performance of DCIC; employee engagement accounted for 23.2% of the variations in performance of DCIC and employee development accounted for 23.6% of the variations in DCIC performance. It was thus concluded that; enhancing employee skills are through training programmes that take care of employees' needs, alongside having a training policy in place can lead to better organisational performance. More so, failure to actively engage employees in decision making and depriving them of necessary information reduces their commitment and engagement. Lastly, the study concluded that employee development enhances workers' skills and acts as a motivation towards better performance. Basing on the conclusions drawn, it was recommended that; Management of DCIC should consider having in place a sound training policy and be keen on the kind of training that would best benefit all employees; devise mechanisms of ensuring that all employees are effectively involved in decision making and lastly, have in place a mechanism through which supervisors should monitor the career progression of their staff.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The success of any organization is immensely dependent on its human resources (Kirkpatrick & Kirkpatrick, 2006). Similarly, Sarah Gilmore & Williams (2009) argue that there is a clear relationship between employee development and performance. This study focused on the effect of employee development programs on performance of the Directorate of Citizenship and Immigration Control (DCIC), Ministry of Internal Affairs (MIA), Uganda. Employee development programs were construed as the independent variables of the study, while performance of DCIC was the dependent variable. This chapter thus presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses, the conceptual framework, scope and significance of the study, justification of the study and finally, operational definitions of key terms and concepts used in the study.

1.2 Background

This section presents the background to the study, structured in accordance with Amin's (2005) four dimensional approach of historical, theoretical, conceptual and contextual perspectives, in order to effectively root the research problem.

1.2.1 Historical Background

Employee development programs are not a new idea in the world. In the United States for example, studies show that General Motors established one of the first corporate universities in 1927 with the General Motors Institute (Gerbman, 2000). The concept was slow to catch on, but in the 1950s a variety of organizations followed the same path. Several organization in USA and Europe

established training and development institutions: General Electric (established Crotonville Career development Institute), Walt Disney (Disney University) (Gerbman, 2000); McDonalds (Hamburger University) to train its managers in the early 1960s (Garger, 1999). Despite these progressive organizations, employee training and development still experienced some growing pains.

Employee development has thus taken a necessary shift from focusing on promotion to focusing on skill development (Feldman, 2000). Today, employee development is becoming an increasingly critical and strategic imperative for organizations in the current business environment (Mankin, 2009). For instance, corporate image of organizations enhances when organizations are well organized in terms of their internal stakeholders. Employees provide organizations with competitive advantage through deliberately working with optimal outputs. This results in better organizational performance.

In Uganda, the need for training of public service personnel was at first neglected. It was only in the late 1960s that governments started to discover the need for in-service training for public servants. This was the time when administrative reform was on the agenda and new management techniques, including budget systems, planning methods and organisation techniques found their way into the public service (Kruger & Smith, 2006).

1.2.2 Theoretical Background

This study was guided by the Human Capital Theory as presented by Becker (1964). According to this theory, employee development raises the productivity of workers by imparting useful knowledge and skills. The theory posits that human resources in any work settings are worth

investing in as a form of capital. People's performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits (Bratton, 2007). The theory further lays emphasis on how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in beings (Olaniyan & Okemakinde, 2008). According to Armstrong (2011) human capital theory focuses attention on resourcing, human resource development, reward strategies and practices, and the importance of knowledge management.

The human capital theory is considered relevant for this study because it best explains the effect of employee development programs on employees and organizational performance. In effect the theory seems to suggest that when employees are provided with opportunity for growth through training, allowing employee engagement in organizational policies and programs and employee development, they are likely to improve their performance and achieve organizational goals. Moreover, Lucas (2006) argues that as employees upgrade their skills, they maintain the mastery of their subject area and are likely to bear more fruit, adding that employee value is determined from their methods of delivery, forwarding arguments or choosing a more informed way and respect by others on their ideas. Such views make HCT relevant to the study since performance of DCIC is most likely to be hinged on employee training and development.

1.2.3 Conceptual Background

According to Olu & Erero, (2005), some authors use the terms "training" and "development" as synonyms. However, some view the two concepts as being different. Jones, George & Hill, (2000) believe that *training* primarily focuses on teaching employees and managers how to perform their

current jobs and helping them acquire the knowledge and skills they need to be effective performers. Mathews, et al., (2004) argue that training is concerned with providing an individual with the opportunity to learn what he/she needs in order to do their job more effectively. In this study, employee training was measured in terms of whether; the training at DCIC is relevant, training needs are well identified, the training method is effective, and whether the training policies and guidelines in place are effective.

Armstrong (2011) defines training as the systematic development of the knowledge skills and attitudes required by an individual to perform adequately a given task on the job. To him training involves learning of various kinds and in various situations. In a related view, Tharenou et al (2007) defined training as a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment.

Jain and Saakshi (2005) point out that the purpose of training is to achieve a change in the behavior of those trained and to enable them to do their jobs in a better way. In industrial situation, this means that the trainees will acquire manpower skills, technical knowledge, problem-solving ability or attitudes. Employee development on the other hand focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges.

The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which

enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs (Kirkpatrick & Kirkpatrick, 2009).

Employee engagement, according to Corporate Leadership Council, is the extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that commitment. Shuck and Wollard (2010) define engagement as individual employee's cognitive, emotional, and behavioural state directed toward desired organisational outcomes. In yet another definition, Hameed and Waheed (2011) consider employee engagement to be a process of letting employees to participate in the organization's policies or decision making (Hameed and Waheed, 2011). These definitions suggest that engaged employees are committed, dedicated, and invested in their work roles cognitively, psychologically, and behaviourally. In this study, employee engagement was measured in terms of employee involvement, employee consultation, two-way communication and consideration of employee contribution.

Mankin (2009) defines organizational performance as a multi-dimensional system of performance measures combining financial performance, non-financial performance and managerial performance in the organization. Relatedly, Mathis and Jackson (2009) define performance as being associated with quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of work completed. Yet according to Mahapatro, (2010), Organizational performance is the ability of an organization to fulfill its mission through sound management, strong governance and a persistent rededication to achieving results. For purposes of this study, performance was conceptualised as; organisation effectiveness, improved public image and customer service.

1.2.4 Contextual Background

The National Citizenship and Immigration Board (NCIB) was established under Article 16 of the Constitution of the Republic of Uganda, 1995. The functions of the NCIB are prescribed under the Uganda Citizenship and Immigration Control Act, Cap.66. The Directorate of Citizenship and Immigration Control (DCIC) was established by the Uganda Citizenship and Immigration Control (Amendment) Act, 2006. This Act repealed the definition of “Commissioner” and replaced it with that of the “Director” and defined it to mean Director for Immigration established under Section 8 of the Uganda Citizenship and Immigration Control Act, Chapter 66. Under Section 8 of Cap 66, the Director shall be responsible for giving effect of the decision of the Board and shall be assisted by the Immigration Officers all of whom shall assist the Board in the performance of its functions under this Act and shall perform such duties in relation to them as the Board may direct the vision of the Directorate is to be a model of excellence in provision of immigration service to Ugandans and Migrants.

However, despite the numerous government interventions to train employees with hope that this would improve on their efficiency and effectiveness, training appeared not to have had a positive effect on their capabilities. A Report on staff capacity in 2005 indicated that DCIC staff was weak in terms of capacity, knowledge, commensurate skills and requisite attitudes (Republic of Uganda, 2005) and thus fell short of delivering service with excellence, as per the vision of the Directorate. One government report observes that there is still persistent “*workers failure to do what they are trained to do. They have remained unable to develop effective strategies to deal with the work environment and they are unwilling to work under low morale conditions*” (Republic of Uganda, *ibid*). In this regard, a number of questions come to mind; why is there still a continuous failure to improve staff attitudes towards work, despite training provided? Why don’t staff who have

undertaken training apply the knowledge acquired? It appeared that there were problems to deal with a balance in mix between individual and institutional training needs.

1.3 Problem statement

Employee development programs are intended to improve employee performance and overall organizational performance, where the employee works by upgrading his/her knowledge, skills and abilities. In a bid to improve employee and organizational performance at DCIC, management has put in place a number of employee development programs like training, encouraging employee engagement in decision making, among others (DCIC human resource manual, 2016). A program is drawn specifically for each employee and for each different level of grade in accordance with a training needs assessment. This is intended to enhance achievement of organization objectives, officers' career progression, individual performance appraisal and gender balance. There is also leadership training to prepare individuals for top level positions in the public service (Rugumyamheto, 2010).

However, despite such efforts, there was persistent public concern about long queues at the passport sections, long delivery time for passports, long gestation periods for immigration and citizenship applications, as well as immigration legal technicalities. This inadequate performance of the organization despite efforts to improve its performance through employee development programs is what intrigued the researcher to conduct the this study, so as to find out if employee training and development programs had any impact on the organizational performance.

1.4 General objective

The general objective of this study was to examine the influence of employee development programs on public service performance, a case study of Directorate of Citizenship and Immigration Control (DCIC).

1.5 Specific Objectives of the study

1. To examine the influence of employee training on public service performance at DCIC.
2. To assess the influence of employee engagement on public service performance at DCIC.
3. To determine the influence of employee development on public service performance at DCIC.

1.6 Research Questions

1. What is the influence of employee training on public service performance at DCIC?
2. What is the influence of employee engagement on public service performance at DCIC?
3. What is the influence of employee development on public service performance at DCIC?

1.7 Hypotheses of the study

1. Employee training has a significant influence on public service performance.
2. Employee engagement has a significant influence on public service performance.
3. Employee development has a significant influence on public service performance.

1.8 Conceptual Framework

In this study, the researcher conceptualized how the different components of employee development programs influenced organizational performance at DCIC. In the conceptual framework, organizational performance is the dependent variable (D.V) and was operationalized as; organisation effectiveness, improved public image and customer service. The independent

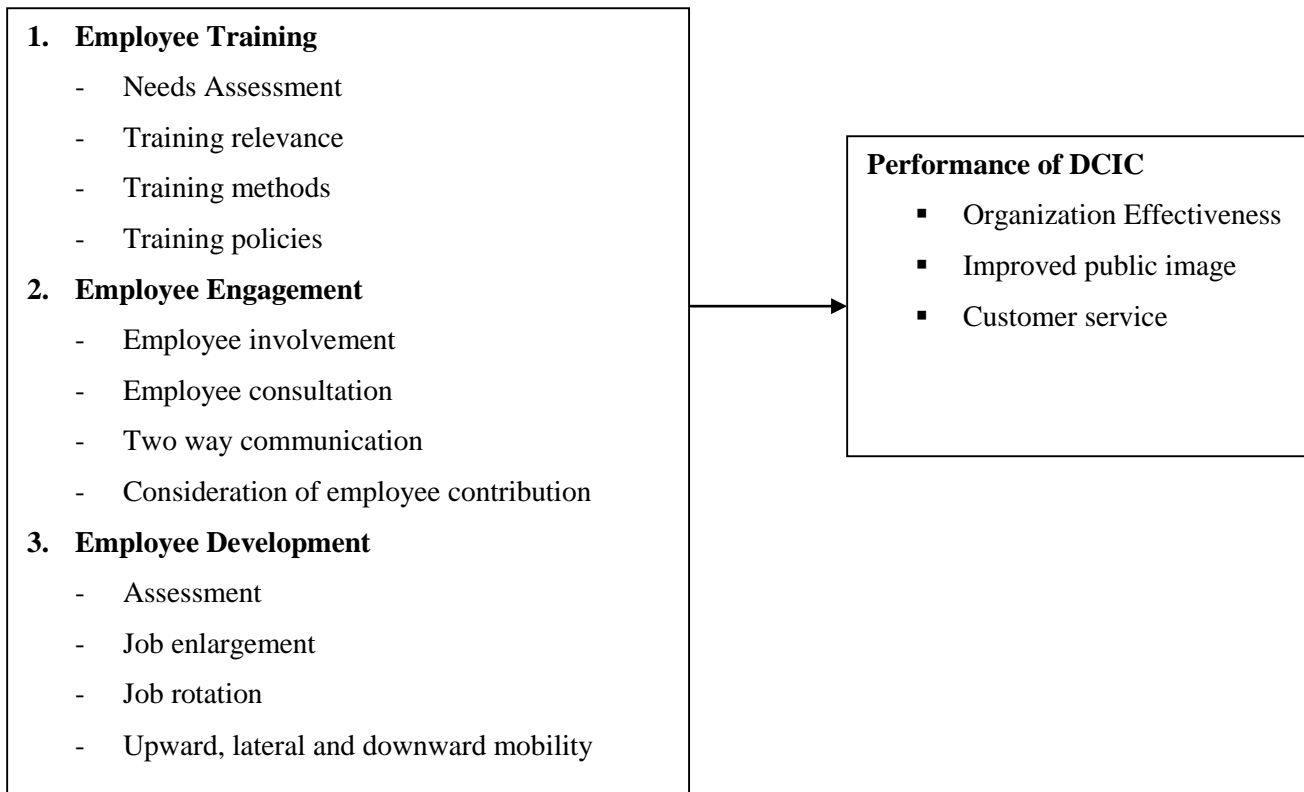
variable dimensions of the study constituted employee training, employee engagement and employee development.

Independent Variable

Dependent Variable

(Employee Development)

(DCIC performance)



Source: Adopted from Hameed & Waheed (2011) and modified by the researcher.

Figure 1: Conceptual Framework for the Relationship between Employee Training and Development Programs and Public Sector Performance

The conceptual framework above explains the influence of employee training and development on public service performance. The model assumes that employee development programs like training, engagement in decision making and development have a significant influence on public service performance. According to the model, the more the organization (DCIC) engages in employee development programs through training, engagement and development of employees,

the more its performance will be enhanced. On the other hand, any ineffectiveness in the employee development programs may have a negative influence on public service performance.

1.9 Significance of the Study

The study findings may foster performance improvement amongst individuals and organizations in the public service sector of Uganda. Further, the findings may help the government in making better decisions on how to maximize the development program interventions. Notably still, the study may guide public service organizations like DCIC to identify selected managerial techniques that contribute to lost productivity and morale. The study findings may further contribute to the body of knowledge on the notion of T&D programs which is relatively, especially in the public service sector for most of the developing countries, such as Uganda.

To academicians and other researchers, the study will contribute to literature on the subject and further facilitate future research. The results of this study will be used to formulate recommendations on developing a comprehensive plan (model) for the creation of effective employee training and development within public service organizations. Lastly, this study will enable the researcher to attain the Master of Business Administration (MBA).

1.10 Justification for the Study Research

According to Hameed and Waheed (2011), an employee is a key element of the organization. The authors observe that the success or failure of the organization depends on the employee performance. A Report on staff capacity in 2005 indicated that DCIC staff was weak in terms of capacity, knowledge, commensurate skills and requisite attitudes (Republic of Uganda, 2005) and thus fell short of delivering service with excellence, as per the vision of the Directorate. It was not clear if employee development programs would have the same effect on public organizations in

the developing world context like Uganda. Consequently, there was need to examine the influence of employee development programs on organizational performance at DCIC.

1.11 Scope of the study

The study was limited to the following scope;

1.11.1 Content Scope

The study focused on the influence of employee development programs (I.V) on public service performance (D.V). It specifically focused on the influence of employee training, employee engagement and employee development on public service performance, with specific focus on DCIC.

1.11.2 Geographical Scope

The study focused on DCIC headquarters in Kampala. The Headquarters provide an optimal location for the study because this is where all the key employee development program decisions are made. Besides, this is where all the decision makers who are capable of providing important information to the study are located.

1.11.3 Time Scope

This study covered the period from 2015 to 2017, this the period when performance gaps have been identified in DCIC.

1.12 Operational Definition of Key terms

In this study, some words or concepts were defined the way they are used in this study, so as to avoid double meanings.

Training is the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment. It is a planned process to modify attitude, knowledge or skills

and behavior through learning experiences, so as to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Employee Development is the growth or realization of a person's ability, through conscious or unconscious learning. It is a process where the employee with the support of his/her employer undergoes various training programs to enhance his/her skills and acquire new knowledge and skills.

Effectiveness from management perspective means completing activities so that organizational goals are attained.

Engagement is the increased emotional and intellectual connection that an employee has to their employer, supervisor, and coworkers that result in an increased output of effort.

Organizational performance refers to the measure of how well an organization achieves its objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature on the effect of the three employee development dimensions (training, engagement and development) on organizational performance. The three study objectives form the themes against which the review is done. Lastly, the chapter also highlights key gaps emerging from the literature review.

2.2 Theoretical Review

The study was hinged on the Human Capital Theory. According to Armstrong (2009), human capital consists of the knowledge, skills and abilities of the people employed in the organization. The theory emphasizes the added value that people can contribute to an organization. It regards people as assets and emphasizes that investment in people will generate worthwhile returns. According to Olaniyan and Ojo (2008), human resources are the most valuable assets of any organization to the effect that even with machines, materials and money, nothing gets done without manpower. Khan, Khan and Khan (2011), assert that organizational performance depends on the employee performance because human resource capital of organizations plays an important role in the growth and the organizational performance. This assertion is in line with the theory, further showing that human capital contributes to the output just like other factors of production.

As stated by Bhambra (1999), a more contemporary perspective recognizes the fact that employees are human assets of an organization, and similar to other assets, they need a reinvestment in them to keep them properly maintained and performing in a productive manner. According to Khan, Khan and Khan (2011), organizations invest huge amounts in the human resource capital because

the performance of the human resource will ultimately directly affect the performance of the organization. Mello (2006) concurs that if an organization considers its employees to be human assets, training and development represents an ongoing investment in these assets and one of the most significant investments an organization can make.

The central role of employee development is to ensure the human resources of an organization have, and will continue to have the requisite abilities to perform the work they have been assigned. In order to remain competitive, Mello (2006) argued that organizations need to continuously train their employees to use the latest technologies available. However, Olaniyan and Ojo (2008) acknowledge that absence of training programs often manifest tripartite problems of incompetence, inefficiency and effectiveness.

According to Armstrong (2009), human capital theory helps to; determine the impact of people on the business and their contribution to shareholder value, demonstrate that human resource practices produce value for money, provide guidance on future human resources and business strategies and provide data that will inform strategies and practices designed to improve the effectiveness of people management in the organisation. Therefore, developing the skills of human resources through training, allowing employee engagement in organizational policies and programs and employee development is bound to result into improved employee performance and subsequent organizational performance.

2.3 Employee training and public service performance

In the development of organizations, training plays a vital role in terms of improving performance as well as increasing productivity. This means that there is a significant difference between the organizations that train their employees and those that do not (Noe, 2010). In the same breath, Armstrong (2011) asserts that the fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource-the people it employs. The study discussed training in three aspects, on the job, off the job and orientation.

According to Ghosh (2000), training becomes relevant in the context since it is only through training that the gap between performance of the organization and the need of a changing society can be neutralized. Without the right training, employees can be an organization's biggest liability. Bhambra (1999) acknowledges that assessing the organizational needs with regard to training and development normally begins with a company's overall goals and objectives. Therefore, just as argued by Ghosh (2000), the most important aspects of the training program is a correct assessment of the training needs. In bridging the gap the training needs have to be considered very important.

Bhambra (1999) submitted that a properly designed and implemented training and development program may also contribute to higher- quality output from the workforce. Therefore, careful training needs identification and systematic training design and implementation may result into job satisfaction which will lead to increased employee performance hence improved organizational performance. Bhambra (*ibid*) further argues that proper employee training and development can help a company to fulfill its future personnel needs and requirements. He emphasized that organizations that have a good internal education program will have less drastic manpower

changes and adjustments to make in the event of sudden personnel alterations. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contribution to the success of the organizational goals need to acquire the relevant skills and knowledge (Olaniyan and Ojo, 2008). In bridging the gap training will not solve all problems, and part of the objective of undertaking a training needs analysis is to determine not only what can be addressed with training, but also what can and should be left to other methods (Bolton, 2001).

Training being an essential part of the performance of any organization, it has to be well planned or designed. This training design process refers to a systematic approach for developing training, entailing needs assessment, assessing employees' readiness for training, creating a learning environment, ensuring transfer of training, developing an evaluation plan, selecting a training method and finally, conducting monitoring and evaluation of the training. There are several reports that indicate that training in public service has been used as a means of rewarding and sanctioning some civil servants. For instance, a report to Ministry of Public service by Crown Agents (1998) on Human Resource training in public service, noted that it is not uncommon for civil servant to be given a chance to go for training as a reward for being loyal to their superiors especially if training involves going abroad or has financial benefit to the trainee. Such training may be irrelevant to the officer and or organization. In some instances, other officers perceived as uncooperative by their superiors are forced to go for training as a punishment in order to keep them off. Relevance and impact of such forced training cannot be of much help to the organization as it does not often resolve conflicts at workplace but tends to aggravate them.

2.4 Employee engagement and Public Service Performance

Literature provides ample evidence of the successful use of employee engagement to improve overall public service performance. The association has been made based on some evidence that engagement alters employee attitudes to work and to management, increasing employee association with management values and consequently improving employee motivation and employee commitment to work towards achieving these goals (Summers and Hyman, 2005). There is also some evidence that management attitude towards employees may also be favorably influenced by participative regimes under which managers and supervisors adopt more “facilitative” approaches towards their subordinates (Marchington, 2010).

In bridging the gap, decision making engagement may enhance employee-employer co-operation through team working, communication and other “supportive human resource policies. It is frequently assumed in the management literature that the informational effects of participative forms of work organization lead not only to more worker engagement in organizational decision making, but also, as a consequence, to a greater job satisfaction, higher employee motivation and a harmonious labor relations climate

Another argument in favor of management’s enforced move towards increased employee engagement, and the assumed changes it brings about in employee behavior, is the growing emphasis placed on customer service, which calls on committed employees rather than coerced labor. Workers will allow the most efficient way of organizing their work, resulting in optimum productivity (Cooke, 2004). Besides, management will benefit from the addition of ‘valuable information about work tasks (Bryson and Millward, 2007) and the ability to access worker talents in decision making (Jones, 2007). Moreover, Chong and Chong (2002) also observed that through engagement (downward information sharing), subordinates gain information from superiors that

helps to clarify their organizational roles including their responsibilities, and expected performance, which in turn enhances their performance. It was noted that performance is still a big hurdle therefore in bridging the gap, DCIC has concentrated on the indicators of performance like quality to improve on performance.

While the literature on employee engagement clearly shows that it greatly contributes to organisational performance, the reviewed studies were mostly done in developed countries, creating a contextual gap that warrants further investigation.

2.5 Employee development and Public service performance

Employee development often has its roots in the company's mission, goals, and values. Traditionally, development has focused on management-level employees, while line-employees received training designed to improve specific skills needed for their current job. However, with the increased need to engage employees and the focus on talent management, development is becoming more important for all employees. Development refers to formal education, job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job (Mankin, 2009). Because development is future oriented, it involves learning that is not necessarily related to the employee's current job. Hargreaves and Jarvis (2005) argue that employee development is a necessary component of an organisation's efforts to improve quality, meet the challenges of global competition and social change, and incorporate technological advances and changes in work design. In bridging the gap development is also important for talent management, particularly for senior managers and employees with leadership potential. Findings revealed that the managerial roles are played by top administrators.

Similarly, Noe (2010) argues that employee development activities can help organizations reduce turnover by showing employees that the organization is investing in the employees' skill development, and by developing supervisors who can create a positive work environment that makes employees want to come to work and contribute to the organization's goals. He further notes that one of the main reasons as to why good employees leave public service is poor relationships with their supervisors. Findings revealed that manager employee gaps have affected staff performance. In bridging the gap managers and employees have to work as a team.

According to Kirkpatrick and Kirkpatrick (2006), employee development can take on different forms, such as job enlargement, job rotation, transfers and promotions, among others. He adds that job enlargement could include special project assignments, switching roles within a work team, or researching new ways to serve clients and customers, while Job rotation involves providing employees with a series of job assignments in various functional areas of the organization or movement among jobs in a single functional area or department. On the other hand, transfers and promotions point towards lateral or downward mobility and advancement into positions, which expose an employee to different job experiences. It is however not clear as to what extent such are exercised in public service (DCIC), with the goal of employee development towards enhanced organisational performance. In bridging the gap, employee development entails, commitment, dedication and hard work.

2.6 Summary of Literature

The review of literature indicates that employee training and development programs have an effect on organizational performance. The review indicates that employee training programs, employee engagement and employee development programs have a significant effect on public service performance. The existing literature seems to suggest that when human capital is properly utilized

there is a positive effect on public service performance. However, it is worth noting that much of the literature review is based on studies that were conducted in developed countries, with hardly any studies that have been done in the developing countries, such as Uganda. The context of such countries is likely to produce varying results, which may not reflect the reality on the ground, in the Ugandan setting. Moreover, there were hardly any studies that had been done on the subject, in the Ugandan context, thus the need for this study, so as to close the contextual, methodological and any other likely existing gaps.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes how the study was conducted, the data collection methods to be used, its analysis and presentation. The chapter also gives the design of the study, study population and sampling strategies, the data collection instruments to be used, reliability and validity of the instruments, measurement of study variables as well as ethical considerations to be taken note of.

3.2 Research Design

According to Amin (2005), research design is the plan for carrying out the project. The study adopted a cross-sectional design in which data were collected at one point in time for analysis within a case study. The case study design was adopted since the study intends to conduct an investigation of one setting that has similar situations in other organizations.

The study adopted both qualitative and quantitative approaches, a method referred to as triangulation as presented by Amin (2005). The quantitative approach enabled the researcher to collect numerical data in order to explain, predict and control phenomena of interest, then subjecting these data to statistical analysis as suggested by Amin (2005). Since the study sought to examine the relationship between variables, a simple correlation design was adopted to determine the influence of employee training and development programs on public service performance as recommended by Amin (2005). The qualitative approach was adopted to enable the researcher capture data that may be left out by the quantitative approach.

3.3 Study Population

The study population entailed employees of the Directorate of Citizenship and Immigration Control. The Directorate has a total of 624 employees and the population is distributed among various border posts in Uganda. However, this study was limited to employees at the DCIC headquarters in Kampala, who were 267. It is out of this population that an appropriate sample was derived, as explained in 3.4.

3.4 Determination of sample size

Saunders et al (2007) contend that sampling provides a valid alternative to a census when: it would be impracticable to survey the entire population; you have budget and time constraints or have collected all the data but need the results quickly. The sample size for the study consisted of 130 respondents, arrived at using the predetermined table for determining sample size by Krejcie and Morgan (1970) as cited in Amin (2005). This is further explained in table 1.

Table 1: Sample Size categorization

Category of Respondents	Population	Sample	sampling technique
Supervisors/SIO	5	4	Purposive
Principal immigration officers/PIO	18	6	Purposive
Immigration officers/IO	120	60	Simple random
Immigration assistants/IA	124	60	Simple Random
Total	267	130	

Source: primary data

As illustrated in table 1, the sample size constituted 130 subjects. These included; 04 supervisors, 06 Principal immigration officers/PIO, 60 Immigration officers and 60 immigration assistants.

3.5 Sampling Procedure and Techniques

Both random and non-random sampling methods were used in this study. Simple random sampling technique was used to select Immigration Assistants because it ensures least bias and generalization of research findings across the entire study population (Amin, 2005), while the systematic random sampling method was used to identify respondents in the category of Immigration Officers. In this case, a list of all Immigration Officers was obtained, from which a sampling frame was developed in a random order. A sampling interval was then determined and every k^{th} element of the population frame was selected for inclusion in the sample. On the other hand, the purposive sampling method was used to select the Supervisors and Principal Immigration officers because they are believed to have specialized knowledge about the topic under investigation by virtue of the positions that they hold as suggested by Amin (2005).

3.6 Data Collection Methods

The researcher collected both primary and secondary data in answering research questions. The data collection methods used in this study were; questionnaire survey method, face to face interview and document review methods to collect the primary and secondary data. Due to the shortcomings of each method of data collection, the researcher employed different data collection methods in order to counter-balance shortcomings of each technique.

3.6.1 Questionnaire Survey Method

In this case, data were collected with the aid of a questionnaire. The questionnaires survey method is simple to use compared to interview and observation. Moreover, the method is also free from bias of interviewer, less expensive and does not exact much pressure on the respondents hence make them to be more comfortable (Kothari, 2005). It is on this basis that the researcher used this

method. The questionnaire was used on the basis that the variables under study cannot be observed, for instance, respondents' views, opinions, perceptions and feelings. The questionnaires were equally used because the information had to be collected from a large sample in a short period of time yet the respondents could read and write (Ezeani, 2005).

A self-administered questionnaire was used to draw information regarding the study. The researcher chose the questionnaire as an instrument because the study is virtually descriptive and the tool is an easy method of data collection. There is one set of questionnaires whose variables are measured on the 5 point Likert scale that was administered to. The choice of the Likert scale measurement is that each point on the scale carries a numerical score which was used to measure the respondents' attitude and it is the most frequently used summated scale in the study of social attitude. According to Bill (2011), the Likert scale is able to measure perception, attitudes, values and behaviors of individuals towards a given phenomenon.

3.6.2 Interview method

Interview method entails face to face conversation between interviewer and interviewee, which aimed at gathering certain information. Interview questions were prepared as a guideline. This method was adopted because it enables the researcher to understand the respondents' inner feelings about the problem (Sekaran, 2005). The method also gives respondents freedom to ask in case of need. In addition, the method also ensures high response rate as compared to questionnaires. The interview method was applied to respondents in the categories of Principal immigration Officers and Supervisors/Senior Immigration Officers.

3.6.3 Secondary Data Collection Methods

The researcher made use of secondary data due to its advantages of having fewer resource requirements in terms of time and money (Ghauri and Gronhaug, 2005). The researcher therefore

collected secondary data through documentary review. In this case, various textbooks, journals, dissertations, theses from UMI documentation center were reviewed, in addition to consolidated DCIC employee operational manuals and other unpublished sources.

3.7 Data Collection Instruments

The instruments used in this study were the questionnaire, interview guide and document review checklist.

3.7.1 Self-Administered Questionnaires

Questionnaires were distributed to those whom were included in the sample. The questionnaires were set in English for easy understanding to different levels of staff and to facilitate easy data collection.

The questionnaire consisted of a set of questions to which the subjects responded in writing and was divided into five sections. Section A focused on the demographic characteristics of the respondents, section B focused on employee training, section C focused on employee engagement, section D was concerned with employee development and section E focused on organizational performance at DCIC. The questionnaires were closed ended. Closed ended questions were developed to help respondents make quick decisions. Besides, closed ended questions would help the researcher to code the information easily for subsequent analysis and narrow down the error gap while analyzing data as observed by Amin (2005).

3.7.2 Key informant Interview Guide

An unstructured interview guide was used as a tool for collecting in-depth information from the key informants. The guide had a list of topical issues and questions to be explored in the course of

conducting the interviews. The interview guide was used to provide in-depth data which may be possible to obtain when using self-administered questionnaires as suggested by Mugenda & Mugenda (1999). The interview guide was structured according to the variables and indicators as laid down in the conceptual framework. The interview guide was made up of unstructured questions on each of the variables

3.7.3 Documentary review method

Most of the information was obtained through DCIC training and development manual, journals, DCIC operational manual, interviews and questionnaires. Additionally, review of different documents within DCIC was done in order to supplement data collected from primary sources.

3.8 Data Collection Procedure

The researcher obtained a letter from the Uganda Management Institute (UMI) which was presented to the authorities at DCIC, Ministry of Internal Affairs. Upon receiving consent from the management at DCIC, the researcher proceeded with the process of data collection. The researcher randomly selected the target staff to participate in the study. The questionnaires were distributed to the respondents for filling in and then collected back at a later date. In addition, appointments were secured for interviews with the supervisors and principal immigration officers. Once data had been collected, it was checked for correctness and completeness, after which the process of analysis commenced.

3.9 Reliability and Validity of the data collection instruments

In order to avoid research questions that at face value appear sound but are neither valid nor reliable (Poisat, 2006), special care was taken in the design of the research to meet the requirements of

validity and reliability. In this regard, the researcher used pre-existing research measuring instruments whose validity and reliability is well-documented in existing literature to measure the different constructs that were considered in this research.

3.9.1 Validity

Validity refers to the appropriateness of the instrument (Amin, 2005). To ensure validity, the questionnaire was developed and given three expert judges from UMI and DCIC's Human Resource Department in order to score the relevance of each question in providing answers to the study. According to Amin (2005), validity can be and in this case was assured by use of the Content Validity Index (CVI) where the following formula was used (for both the interviews and questionnaires):

$$\text{CVI} = \frac{\text{Agreed items by all judges as suitable/valid}}{\text{Total numbers of items being judged}} \times 100$$

Total numbers of items being judged

Using the formula, the computed reliability results indicated a CVI of 0.905 and since this was greater than Amin's (2005) recommended CVI of at least 0.7, the instrument was hence adopted. Thus in case the calculated result is higher than 0.7, therefore the questionnaire items would be considered valid for research, as recommended by Amin (2005). On the other hand, if the calculated value for the interviews is higher than 0.7, the interview items would be considered valid for research.

3.9.2 Reliability

Reliability aims at testing for how consistently the study instruments can yield similar results over time. To ensure reliability, the researcher carried out a pilot study where a few respondents were given questionnaires to rate themselves on the applicability of the instruments. In addition, the instrument was subjected to a Cronbach's Alpha test using SPSS software, in order to ascertain

the reliability of the instrument. From the Cronbach's alpha test, results showed that for the 42 questionnaire items, the reliability was 0.961. Amin (2005) argues that for an instrument to be considered reliable, the computed reliability statistics should be at least 0.7 and where the reliability test yields a score below 0.7, the researcher should then look out for the items that might be ambiguous or non-responsive to be improved or deleted altogether. In this case, the computed reliability alpha was way beyond the recommended 0.7 and on that basis, the instrument was adopted.

3.10 Data Analysis

Data obtained from the field in raw form is difficult to interpret and must be cleaned, coded, key-punched into a computer and analyzed (Mugenda and Mugenda, 1999).

3.10.1 Analysis of quantitative Data

The statistical package which was used for analysis of data in this study is the SPSS version 16.0. Different statistical techniques were used namely: descriptive, correlation and regression analysis. The upper level of statistical significance for hypothesis testing was at 5%. Simple descriptive statistics like frequency counts and percentages were computed to document the demographic information of the respondents. The mean and standard deviation were used to document respondent's opinion on the three dimensions of employee training and development programs and organizational performance.

The Pearson Product-Moment Correlation analysis was used to determine the relationship between the independent and dependent variables. Regression analysis technique was used to determine the overall influence of employee training and development programs on public service performance

at DCIC. For this study; the three dimensions of employee training and development programs were regressed against public service performance as suggested by Mugenda and Mugenda (1999).

3.10.2 Analysis of qualitative data

Qualitative data were analyzed using content analysis method. Responses from key informants were grouped into recurrent issues. The recurrent issues which emerged in relation to each guiding question were represented in the results, with selected direct quotations from participants offered as illustrations as suggested by Mugenda & Mugenda (1999).

3.11 Measurement of Variables

The data collection instrument had variables measured at nominal and ordinal levels, depending on the items in the instrument. The Nominal scale was largely used to measure the demographic characteristics of the respondents. On the other hand, the ordinal scale was used on the items using a five-point scale. Kagaari, Munene & Ntayi, (2010) argue that a five-point likert scale is adopted because it has the mid-point and enables the respondents to make a choice. For all the variables a Likert scale of 1 = Strongly Disagree, 2 =Disagree, 3 =Neutral, 4 = Agree and 5 =Strongly Agree was used.

3.12 Ethical Considerations

The researcher protected and ensured dignity of all the respondents as well as those who may be affected by the results of the study and took full responsibility for maintaining their dignity and confidentiality. In this case, study participants received full, non-technical and clear explanations of the tasks expected of them so as to make informed decisions. In addition, participants participated voluntarily and with informed consent. The works of others were also given due credit through proper citations.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter gives the analysis, presentation and interpretation of the study results. The chapter is structured to reflect the response rate, the socio-demographic characteristics of the respondents and lastly, the empirical findings.

4.2 Response rate

The computed response rate shows the percentage of respondents against the sample that was targeted, as further illustrated;

Table 2: Response rate

Category of Respondents	Sample	Actual respondents	Response rate
Supervisors/SIO	4	02	50%
Principal immigration officers/PIO	6	02	33.3%
Immigration officers/IO	60	40	66.6%
Immigration assistants/IA	60	45	75%
Total / Overall response rate	130	90	69.2%

Source: Primary data

As seen from table 2, of a total of 130 respondents who were targeted for the study, 90 managed to fully participate through completing the questionnaires and responding to the interview questions. This represented a response rate of 69.2%. Amin (2005) and Sekaran (2003) recommend a response rate of 50% and more as suitable for an academic study. As such, a response rate of 69.2% was considered adequate for this study.

4.3 Socio-demographic characteristics of the respondents

In this section, socio-demographic characteristics of the respondents are given, showing the age, sex, highest level of education attainment, duration in the organisation and department.

Table 3: Socio-demographic characteristics of the respondents at DCIC

Age	Frequency	Percent
20-30	64	75.3
31-40	19	22.4
41-50	2	2.4
Total	85	100.0
Sex		
Male	46	54.1
Female	39	45.9
Total	85	100.0
Highest level of education		
Ordinary diploma	11	12.9
Bachelor's degree	54	63.5
Postgraduate diploma	12	14.1
Master's degree	8	9.4
Total	85	100.0
Duration of work in the organization		
Less than 1 year	1	1.2
1-5 years	69	81.2
6-10 years	11	12.9
Over 10 years	4	4.7
Total	85	100.0
Department		
Immigration control	37	43.5
Citizenship and passport control	25	29.4
Legal and Inspection services	17	20.0
Director's Office	6	7.1
Total	85	100.0

Source: Primary data

From table 3, it can be observed that majority of the respondents were in the age category of 20 - 30 years, represented by 75.3%. These were followed by those in the age bracket of 31-40 years

(22.9%) while those in the age category of 41-50 years were least represented, with 2.4%. The results can be interpreted to mean that majority of staff in DCIC are in their most energetic and productive years of life and would be in position to maximize the benefits of employee development programs to enhance the performance of DCIC.

Further, results showed that majority of the respondents were male (54.1%), while the female were represented by 45.9%. This showed a fair balance in terms of the gender categories and also indicates that there was fair representation of respondents, in terms of their gender categories.

As per the highest levels of education attainment, it was seen from the results that majority of the respondents (63.5%) had a bachelor's degree, followed by 14.1% with postgraduate diploma qualifications, while 12.9% possessed ordinary diploma qualifications. The results generally showed that the respondents were in position to offer valid responses to the study questions. Besides, the results indicate that the employees possessed fairly good entry qualifications and would thus stand to benefit from the development programmes to enhance the performance of DCIC.

Findings showed that most of the respondents (81.2%) had worked with the organisation for a period of 1 – 5 years, followed by 12.9% who had worked for 6-10 years, while those who had worked for less than 1 year were least represented at 1.2%. The results point to relatively high staff retention levels, implying that staff would be in position to utilize the knowledge from development programmes to boost performance of DCIC.

Lastly, it was observed that majority of the respondents (43.5%) were from Immigration control department, followed by 29.4% from Citizenship and passport department, 20% from Legal and Inspection services, while 7.1% were from Director's office. The different departments

represented drive the agenda of DCIC and would therefore stand to benefit from employee development programmes.

4.4 Empirical findings

This section presents the findings in accordance to the variables and objectives of the study. The section starts with descriptive statistics results on performance of DCIC, followed results on employee training, engagement and development in relation to performance of DCIC. The results on the study objectives show the descriptive and inferential statistics, as well as the qualitative results from the key informants.

4.4.1 Results on performance of the Directorate of Citizenship and Immigration Control (DCIC)

The descriptive statistics on the performance of DCIC are presented in table 4, showing the mean and standard deviation, computed against a scale of 1 -5, where 1 is an indication of strong disagreement, while 5 indicated strong agreement. The researcher used a total of 11 items to seek respondents' views and opinions on performance of DCIC, by indicating their level of agreement or disagreement. Results are summarised in table 4, showing the mean responses and standard deviation against each item.

Table 4: Summary of responses on performance of DCIC

Descriptive Statistics for performance of DCIC				
	Minimum	Maximum	Mean	Std. Deviation
The performance of DCIC as regards the management of the Ugandan borders is good	1	5	4.05	.815
The performance of DCIC as regards issuing of passports and other travel documents is good	1	5	3.78	1.073
The performance of DCIC as regards issuance of work permits and other travel documents is good	1	5	4.18	1.008
The performance of DCIC as regards issuing of visas and passes is good	1	5	4.56	.576
The performance of DCIC as regards Ugandan citizenship and citizenship verification is good	1	5	3.82	1.099
The performance of DCIC as regards achievement of organisation objectives is good	2	5	3.85	.893
The performance of employees at DCIC is good	1	5	4.09	1.054
The financial performance of DCIC is good	1	5	3.31	1.291
The performance of DCIC as regards employees' wellbeing is good	1	5	2.68	1.449
The performance of DCIC as regards employees career progression is good	1	5	3.01	1.296
The performance of DCIC as regards gender balance is good	1	5	3.82	1.187

Source: Primary data

Results in table 4 clearly indicate that there was strong affirmation to most of the items, with most mean responses above 3.5. Most outstanding among these were: Good performance in respect to issuance of visas (mean =4.56); good performance as regards issuance of work permits and other travel documents (mean =4.18); management of the Ugandan borders is good (mean =4.05) and

performance of employees of DCIC is good (mean =4.09). These responses were an indication that the performance of DCIC was good in most of the areas under study. However, results pointed to gaps in line with performance of DCIC in terms of employee wellbeing (mean =2.68); financial performance of DCIC is good (mean =3.31) and performance as regards employee career progression is good (mean =3.01). The latter category of findings indicated majority of the respondents did not affirm the items, therefore implying that while performance of DCIC was perceived as good in a number of areas, there was little consideration for employee wellbeing, limited opportunities for career progression and weaknesses in financial management aspects. Such a situation would affect employee motivation and if not checked, would in the long run negatively impact on performance of DCIC.

4.4.2 Results on employee training and performance of the Directorate of Citizenship and Immigration Control

The effect of employee training on performance of DCIC was measured using a total of 13 questionnaire items, against which respondents were required to give their opinion by indicating their level of agreement or disagreement. Emergent results are summarized in table 5, showing the mean responses and standard deviation.

Table 5: Results on employee training in DCIC

Descriptive Statistics for employee training				
	Min	Max	Mean	Std. Dev.
Training needs are assessed	1	5	2.92	1.274
The training offered to the employees is relevant	1	5	3.54	1.171
There is use of appropriate training methodologies	1	5	3.06	.998
Training programmes are well planned	1	5	3.05	1.125
Training programmes are of sufficient duration	1	5	3.09	1.102
Training programmes are periodically evaluated and improved	1	5	2.76	1.158
Training programmes put emphasis on developing technical and managerial capabilities of employees	1	5	3.01	1.063
Employee training is given adequate importance in the organisation	1	5	3.04	1.229
Employee development programmes are implemented after careful identification of training and organisational needs	1	5	3.39	1.273
Employees who are identified for training take the training seriously	1	5	3.64	1.045
Employees in the organisation participate in identifying training needs	1	5	2.85	1.170
The quality of training programmes is excellent	1	5	2.81	1.107
There is a well-designed and widely shared training policy in the organisation	1	5	2.53	1.053
External training programmes are chosen after collecting enough information about their quality and suitability	1	5	2.79	1.216

Source: Primary data

From table 5, it can be observed that majority of the items registered mean responses that were in the range of disagreement and in some cases, uncertainty. With the exception of a mean of 3.54 in line with the view that training offered to trainees is relevant and 3.64, affirming that employees who are identified for training take the training seriously, the rest of the statements were not affirmed by the respondents. The trend of responses could thus be interpreted to mean that training needs are not usually assessed in DCIC, training programmes are not regularly evaluated and the

Directorate lacks a well-designed and widely shared training policy. The situation presents a dilemma in as far as employee training is concerned in DCIC and would thus have a negative bearing on the overall performance of DCIC.

The quantitative responses were further supplemented by the responses from the key informants. For instance, one respondent observed thus;

In DCIC, employee development is on a very small scale. In fact not all employees are even aware of a staff development policy for DCIC. In the few instances where training is given, its impact is not felt in any way, in fact it is very small since few people are trained over and over again and the knowledge is not passed on to other officers

From the above response, it is evident that there is no clear programme for identification of training needs and indeed, staff are not in any way involved in identifying their training needs. As a result, in the few instances where training is offered, it ceases to be relevant to the organisation, since it focuses on a few individuals over and over again, without necessarily addressing a training gap.

4.4.2.1 Correlation results

In order to assess the relationship between training and performance of DCIC, correlation results were computed, as further shown in Table 6.

Table 6: Correlation results for employee training and performance of DCIC

		Training	Performance of DCIC
Training	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.000
	N	85	85
Performance of DCIC	Pearson Correlation	.555**	1
	Sig. (2-tailed)	.000	
	N	85	85

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

Source: Primary data

The correlation statistics in Table 6 indicate a positive and moderately strong relationship between employee training and performance of DCIC. The Pearson correlation ($r = .555$), with a p-value of $.000 < 0.01$. The statistical significance of the correlation result shows that training significantly contributed to DCIC performance. The result thus implies that training is positively correlated with performance of DCIC, in that an improvement in employee training programmes through for instance conducting proper training needs assessment, having in place a clear training policy, evaluating the training programmes, among others, would positively contribute to DCIC performance. On the other hand, if no attention is given to employee training in DCIC, the performance of the organisation may be negatively affected.

4.4.2.2 Regression results

Since the results posted a significant correlation, they were further subjected to a regression analysis, so as to establish the effect of employee training on performance of DCIC, as further shown in tables 7a, 7b and 7c

Table 7: a Regression Model Summary results showing the effect of training on DCIC performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.555 ^a	.308	.300	.77538

a. Predictors: (Constant), Training

Source: Primary data

From table 7a, the R and R squared values are provided. The R squared value indicates how much of the total variation in DCIC performance can be explained by employee training. From the adjusted R square, 30% of the variations in DCIC performance could be explained by employee training.

Table 7b: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.198	1	22.198	36.921	.000 ^a
	Residual	49.901	83	.601		
	Total	72.099	84			

a. Predictors: (Constant), Training

b. Dependent Variable: performance

Source: Primary data

The table above reports how well the regression equation fits the data. The table indicates that the regression model predicts performance of DCIC. Since the P value (0.000) is less than 0.05 at 5% level of significance, it indicates that the regression model statistically significantly predicts the performance of DCIC.

Table 7c: Regression coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.706	.346		4.930	.000
	Training	.672	.111	.555	6.076	.000

a. Dependent Variable: performance

Source: Primary data

The table 7c shows the necessary information to predict performance of DCIC, as well determine whether training contributes statistically significantly to the model by using the sig value. Since the P value (0.000) is less than 0.05 at 5% level of significance, this indicates that training statistically significantly contributes to the prediction of DCIC performance.

4.4.3 Results on employee engagement and performance of the Directorate of Citizenship and Immigration Control

Employee engagement was assessed using a set of 09 questionnaire items, against which respondents were required to rate their level of agreement or disagreement. Table 8 presents a summary of the results, showing the mean responses and the standard deviation for each item.

Table 8: Summary of responses on employee engagement

Descriptive Statistics				
	Min	Max	Mean	Std. Dev
I am involved in making decisions that affect my work	1	5	2.92	1.338
I am given the opportunity to suggest improvements	1	5	3.06	1.313
I participate in setting the goals and objectives for my job	1	5	3.20	1.142
Proposed decisions are made at the lowest appropriate level	1	5	2.82	1.231
I have access to the information I need to make good decisions	1	5	2.98	1.046
I have a voice in the decision when changes are planned	1	5	2.62	1.215
My supervisor values my suggestions and requests	1	5	3.42	1.291
Higher management values ideas and suggestions from those at the lower level	1	5	3.20	1.193
Employees' ideas and opinions are sought when from my level	1	5	2.96	1.358

Source: Primary data

Results of the descriptive statistics on employee engagement as shown in table 8 clearly indicate that the respondents expressed dissenting opinions on all items on employee engagement. This is evident from the mean responses which were mostly less than 3.0, an indication of disagreement, in regard to the five-point likert scale. Notably, there was a general view that employees were not being fully involved in making decisions that affected their work (Mean =2.92). In addition, a mean score of 2.98 was registered in response to whether employees had access to all the information they needed to make good decisions. Limited access to information may imply that one might fail to do their work or fail to do it the proper way, thereby compromising the overall performance of the organisation.

As to whether respondents had a voice in the event of making any changes, majority, as seen from the mean response of 2.62 indicated disagreement. Lack of voice may kill initiative among employees and thus affect performance levels. In relation, most respondents (mean =2.96) held the view that employees' ideas and opinions were not sought if from the lower level staff. This implies that employees at lower levels were not given chance to express their ingenuity; this could have a negative effect on DCIC performance.

Overall, results of the descriptive statistics indicated that employees generally presented with lower levels of engagement, as key decisions were always made at a higher level and the lower level staff were not given opportunity to make their input in the decisions being made.

4.4.3.1 Correlation results

Table 9: Correlation results for employee engagement

Correlations			
		Engagement	Performance of DCIC
Engagement	Pearson Correlation	1	.491**
	Sig. (2-tailed)		.000
	N	85	85
Performance	Pearson Correlation	.491**	1
	Sig. (2-tailed)	.000	
	N	85	85
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data

The correlation statistics in Table 9 indicate a positive relationship between employee engagement and performance of DCIC. The Pearson correlation ($r = .491$), with a p-value of $.000 < 0.01$. The statistical significance of the correlation result shows that employee engagement significantly

contributes to DCIC performance and therefore, it (employee engagement) is positively correlated with performance of DCIC. This implies that any change in employee engagement would result into a corresponding change in DCIC performance.

4.4.3.2 Regression results

In order to ascertain the effect of employee engagement on performance of DCIC, the results were further subjected to a regression analysis test. Emergent results are presented in tables 10a, 10b and 10c.

Table 10: a: Regression model summary results for employee engagement and performance of DCIC

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.491 ^a	.242	.232	.81170

a. Predictors: (Constant), Engagement

Source: Primary data

Table 10a above indicates that the value of the adjusted R-squared (R^2) amounts to .232 (23.2%) of the variance in performance of DCIC. The result implies that employee engagement affects performance of DCIC by a magnitude of 23.2%. This shows that the factors that are not covered in this study could account for 76.8% of the remaining variance in performance of DCIC.

Table 10b: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.414	1	17.414	26.430	.000 ^a
	Residual	54.685	83	.659		
	Total	72.099	84			

a. Predictors: (Constant), employee engagement

b. Dependent Variable: performance of DCIC

Source: Primary data

The findings were further subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio ($F = 26.430$) was greater than the critical significance at .05. The regression results thus confirm the correlation findings and serve to explain that employee engagement is a strong predictor of performance of DCIC.

Table 10c: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.241	.306		7.333	.000
	Engagement	.497	.097	.491	5.141	.000

a. Dependent Variable: performance

Source: Primary data

The results in table 10c show that the standardized regression coefficient (Beta) for employee engagement was statistically significant by $Beta=0.491$, $t=5.141$, $P<0.05$. This shows that change in employee engagement leads to a positive change in performance of DCIC by 49.1%, and employee engagement has a greater positive coefficient at value 5.141 than the standardized coefficients of value 0.491, hence it is significant. The result thus shows that improvement in employee engagement would enhance performance of DCIC.

4.4.4 Results on employee development and performance of the Directorate of Citizenship and Immigration Control

Respondents' opinions on employee development were assessed using 07 items, arraigned on a five-point likert scale. The summary of responses, highlighting the mean response and standard deviation for each item is presented in table 11.

Table 11: Descriptive statistics for employee development

Descriptive Statistics on employee development				
	Min	Max	Mean	Std. Dev
My supervisor values my suggestions and requests	1	5	3.73	1.248
Higher management understands my job enough to evaluate my performance	1	5	3.28	1.109
Employees at my level receive the resources needed to do the job right	1	5	3.31	1.310
My supervisor trusts me with tasks beyond my job description	1	5	3.38	1.091
My supervisor encourages me to continually develop my job skills	1	5	3.21	1.310
My supervisor is concerned about my professional development	1	5	2.89	1.300
I am periodically rotated to other departments to learn more and develop my career	1	5	3.08	1.382

Source: Primary data

From table 11, it can be observed that the highest mean response of 3.73 was registered for; ‘My supervisor values my suggestions and requests’. On the other hand, the least mean response of 2.89 was registered for; ‘My supervisor is concerned about my professional development’. The trend of responses shows that while there was some degree of valuing suggestions and requests from lower staff by the supervisors, there was generally very minimal concern for the professional development of employees. Still, a mean of 3.21 in line with whether supervisors encouraged their subordinates to develop their job skills is a further indication of limited opportunities for employee development, a trend that could have a negative impact on performance of DCIC. Moreover, employees had minimal opportunity to be rotated to other departments for more learning and career development, as evidenced from the mean response of 3.08.

4.4.4.1 Correlation results for employee development and performance of DCIC

Table 12: Correlation matrix for employee development and DCIC performance

		Employee Dev't	DCIC performance
Employee Development	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.000
	N	85	85
DCIC Performance	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.000	
	N	85	85

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

From table 12, a positive and significant relationship between employee development and DCIC performance was observed, with a Pearson correlation coefficient of 0.495**. The table also shows that the p-value corresponding to the correlation is 0.000 (<0.01), implying that the relationship between the two variables is statistically significant. The positive and statistically significant correlation implies that a positive change in employee development, through job rotation, assessment, job enlargement and upward, downward and lateral mobility would result into a corresponding change in performance of DCIC.

4.4.4.2 Regression analysis for employee development and performance of DCIC

The correlation results were further subjected to a regression analysis test, in order to establish the effect of employee development on performance of DCIC. Emerging results are presented in tables 12a, 12b and 12c.

Table 12a: Regression model summary results for employee development and performance of DCIC

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495 ^a	.245	.236	.81003

a. Predictors: (Constant), employee Development

Results in table 12a show that the correlation (R) for employee development and performance of DCIC was .495; R^2 was .245, while the adjusted R^2 was .236, with the standard error of the estimate at .81. The findings revealed that employee development explained a 23.6% variance in performance of DCIC and the rest of the variance could be attributed to other factors not considered for this study. The implication of the result is that more efforts towards employee development would contribute to better performance of DCIC.

Table 12b: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.638	1	17.638	26.880	.000 ^a
	Residual	54.461	83	.656		
	Total	72.099	84			

a. Predictors: (Constant), employee Development

b. Dependent Variable: DCIC performance

Source: Primary data

From the analysis of variances carried out in table 12b above, it was observed that employee development significantly explained performance DCIC; F (26.88) and p (0.000<0.05). This implied that employee development had an effect on performance of DCIC.

Table 12c: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.181	.314		6.935	.000
	Employee Dev't	.479	.092	.495	5.185	.000

a. Dependent Variable: performance

Source: Primary data

The results in table 12c show that the standardized regression coefficient (Beta) for employee development was statistically significant by Beta=0.495. $t=6.935$, $P<0.005$. This shows that change in employee development leads to a positive change in performance of DCIC by 49.5%. The result means that employee development has a greater positive coefficient at value 6.935 than the standardized coefficients of value 0.495, hence it is significant. The result thus shows that improvement in employee development would enhance performance of DCIC.

CHAPTER FIVE
SUMMARY OF KEY FINDINGS, DISCUSSION, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This study examined the influence of employee development programs on public service performance, using the case study of Directorate of Citizenship and Immigration Control (DCIC) in Uganda. The previous chapter gave a presentation and analysis of the study results. Chapter five presents the summary, discussion of the results, conclusions and recommendations, in line with the specific objectives of the study. The chapter further gives the study limitations and areas suggested for further research.

5.2 Summary of findings

This section gives the summary of key results of the study, presented objective by objective.

5.2.1 Employee training and performance of DCIC

Findings of the study showed that there is a positive correlation between employee training and organisational performance of DCIC. It was also noted that employee training could affect organisational performance of DCIC by over 30%. The results of the descriptive statistics revealed that training needs are not usually assessed in DCIC, training programmes are not regularly evaluated and the Directorate lacks a well-designed and widely shared training policy. More so, the relational statistics indicated a moderately strong positive relationship between employee training and organisational performance, with a Pearson coefficient of 0.555** (p-value=0.000), while the regression analysis results showed that 30.8% of the variance in organisational performance at DCIC could be owed to employee training.

5.2.2 The effect of employee engagement on organisational performance of DCIC

There was a positive and statistically significant relationship between employee engagement and organisational performance, with $r = .491^{**}$. Notably, results indicated that employees were not fully engaged in decision making, had no access to information needed when making decisions and generally had no voice in making any change. From the regression analysis, it was revealed that employee engagement had a significant influence on organisational performance of DCIC and that 23.2% of the variance in organisational performance at DCIC would be attributed to employee engagement.

5.2.3 The effect of employee development on organisational performance of DCIC

From the correlation results, it was revealed that employee development was positively correlated with organisational performance of DCIC ($r = .495^{**}$; $p\text{-value} = 0.000$). In addition, the results of the regression analysis showed that employee development contributed to the variance in organisational performance of DCIC by a magnitude of 23.6%. Results further showed that for most of the respondents, their supervisors showed minimal concern for their professional development and hardly encouraged them to further their job skills.

5.3 Discussion of findings

In this section of the chapter, a discussion of the findings derived from the study as shown in chapter four of this report is presented. The discussion is done in respect of the specific objectives that guided the study.

5.3.1 Employee training and performance of DCIC

From the correlation findings of this study, it was revealed that training of employees is positively correlated with organisational performance of DCIC. In addition, the regression analysis showed

that nearly 31% of the variation in organisational performance at DCIC could be explained by employee training. Still, it was noted through the study results that failure to conduct training needs assessment in DCIC, lack of mechanisms to regulate and evaluate training programmes and lack of a well-designed and widely shared training policy could have a negative effect on organisational performance.

The study findings were supported by Bhambra (1999) who submitted that a training and development programme that is properly designed and implemented contributes to higher quality output from the employees. As such, identification of training needs may result into employee job satisfaction, therefore leading to increased employee performance and consequently improved organizational performance.

In tandem with the study findings, Ghosh (2000) argues that it is through training that the gap between organisational performance and the need of a changing society can be neutralized. He adds that short of the right training, employees can be an organization's biggest liability.

Similarly, Noe (2010) and Armstrong (2011) assert that through proper employee training, an organisation adds value to the employees and can thus achieve its purpose. The scholars argue that organisations that train their employees significantly differ from those that do not offer the requisite training in many respects, organisational performance being one of them.

5.3.2 The effect of employee engagement on organisational performance of DCIC

Findings of this study indicated a positive and statistically significant relationship between employee engagement and organisational performance, with a corresponding coefficient correlation of .491^{**}. This means that employee engagement enhances organisational performance. The finding is supported by Chong and Chong (2002) who argued that through

employee engagement, such as through downward information sharing, subordinates gain information from superiors that helps to clarify their roles, responsibilities and expected performance in the organisation. This in turn enhances their performance and the overall performance of the organisation.

Notably, results indicated that employees were not fully engaged in decision making, had no access to information needed when making decisions and generally had no voice in making any change. Such a situation creates a gap in the work environment and that can affect organisational performance. In agreement with the study finding, Anitha (2014) concludes that that improving work environment including physical and emotional environment can result in employees having healthy engagement with their work. She further argues that employees' performance will increase as a result of these aspects of engagement and effectively contribute to increased organizational performance.

From the regression analysis, it was revealed that employee engagement had a significant influence on organisational performance of DCIC and that 23.2% of the variance in organisational performance at DCIC would be attributed to employee engagement. The finding is supported by the views of Mone and London (2010) who suggest that developing employee engagement will lead to increased levels of performance. Thus, performance and organizational effectiveness will be improved by focusing on employee engagement as a key factor of performance. The findings are further supported by Schaufeli and Baker (2010) who pointed out that engaged employees are usually intellectually and emotionally bound with the organization and have a feeling passion and commitment to the goals and live to the values of the organizations.

The study findings also resonate with social exchange theory by Cropanzano and Mitchel (2005) which advances that when employers and employees abide by the spirit of exchange rules, there will be more trusting and loyal relationship between them. Thus, social exchange theory requires actions dependant of the reaction of others which in the long run provides a stimulus for mutually rewarding and beneficial transaction and relationships between employees and their organizations. The value in reciprocal exchanges enables employees to continue to engage fully to their roles and work. On the other hand, when employees feel they have been treated unfairly by their employers, they may likely feel aggrieved and withdraw from their roles and become disengaged leading to withholding efforts including coming to work late and other negative behaviours, such as looking for work elsewhere.

5.3.3 The effect of employee development on organisational performance of DCIC

Findings of this study revealed that employee development was positively correlated with organisational performance of DCIC ($r=.495^{**}$; $p\text{-value}=0.000$). In addition, the results of the regression analysis showed that employee development contributed to the variance in organisational performance of DCIC by a magnitude of 23.6%. Results further showed that for most of the respondents, their supervisors showed minimal concern for their professional development and hardly encouraged them to further their job skills.

The findings were supported by the Human Capital Theory Becker (1964), which asserts that employee development raises the productivity of workers by imparting useful knowledge and skills. The theory posits that human resources in any work settings are worth investing in as a form of capital. People's performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits (Bratton, 2007). The theory further lays

emphasis on how education (employee development) increases the productivity and efficiency of workers (Olaniyan & Okemakinde, 2008); this translates into organisational performance.

Further, the findings are in agreement with Hargreaves and Jarvis (2005) who argue that employee development is a necessary component of an organisation's efforts to improve quality; by improving quality, an organisation is able to improve its overall performance.

It was noted through the study findings that DCID did not much effort in the professional development of her staff. In line with this finding, Chay and Bruvold (2003) emphasise that most of the organizations do not consider the employee developmental activities of much value but rather only focus on achieving the goals of the organization, yet if they would focus on employee developmental activities, this would help in enhancing the skills of the employees and further lead to improved organisational performance.

5.4 Conclusion

This section presents the conclusions that were derived from the study results and discussion. The conclusions presented hereunder are done in line with the study objectives which were; to examine the influence of employee training on public service performance at DCIC; to assess the influence of employee engagement on public service performance at DCIC and; to determine the influence of employee development on public service performance at DCIC.

5.4.1 Employee training and public service performance at DCIC

It was noted through the findings that training needs are not usually assessed in DCIC, training programmes are not regularly evaluated and the Directorate lacks a well-designed and widely shared training policy. The reviewed literature underscored the role of employee training in realizing organisational (public service) performance. The researcher therefore concluded that

when employee skills are enhanced through conducting training programmes meaningfully – through proper needs assessment, evaluating the training programmes and ensuring that there is a functional training policy in place, an organisation stands to benefit through enhanced performance. Therefore, the issue of paying close attention to the way training is conducted becomes an important factor for an organisation to register outstanding performance, bearing in mind that the employees are the key drivers of performance in any organisation. In this regard, it calls for the need to ensure that there is a functional training policy in place and all efforts are done to conduct needs assessment prior to carrying out training.

5.4.2 Employee engagement and public service performance at DCIC

From the findings of this study, it was evident that employees at DCIC are not gainfully involved in decision making and in most cases, have no access to vital information that would aid their decision making. The researcher therefore concludes that failure to actively engage employees in decision making and depriving them of necessary information reduces their commitment and engagement. Employees who are withdrawn would not be on top of the agenda towards effective organisational (public service) performance. Notably, engaging employees not only instils confidence in them but also helps to develop their job skills. This can help to ensure organisational effectiveness, improved public image and enhanced customer service.

5.4.3 Employee development and public service performance at DCIC

Findings showed that employee development contributes towards organisational (public service) performance at DCIC. The various studies that were reviewed also confirmed the study findings. Basing on the study results, the researcher concludes that developing the professional skills of employees may act as an incentive towards enhanced organisational (public service) performance.

In this case, while the employee enjoys the benefits of skills enhancement and it acts as a motivation towards performance, the organisation enjoys the full benefit in terms of better performance.

5.5 Recommendations

This section gives the researcher's recommendations, as derived from the conclusions drawn from the study. The recommendations are given objective by objective.

5.5.1 Employee training and organisational performance of DCIC

Management of DCIC should consider having in place a sound training policy. During the policy process, the draft training policy should be widely circulated to all staff, such that they can make their input. Also, the complete training policy should be widely circulated to all staff in the organisation.

Secondly, DCIC should be keen on the types of training that would most benefit the employees, assessed from the employees' perspective. This will help to make training relevant to the needs of the organisation and employees as well, such that the outcome of the training programmes will lead to enhanced performance of the organisation.

Importantly still, information on the training programmes should be shared widely to all staff, rather than secretly using training as a mechanism to reward some employees, whose training needs may even have nothing to do with the training being offered.

Lastly, management of DCIC should have in place clear mechanisms for evaluating the training conducted. This will not only help to assess the effectiveness of the training programmes, but also

enable the organisation to keep track of how the performance objectives of the organisation are being addressed through the training.

5.5.2 Employee engagement and organisational performance of DCIC

The researcher recommends that DCIC should have in place a mechanism of ensuring that all employees are in some way involved in decision making. These may not be key strategic decisions but even decisions at the lower level. This could be done through effective delegation by supervisors, seeking views and contributions from lower level staff concerning strategic decisions to be made by management, among others.

Secondly, there is need for DCIC management to come up with meaningful strategies that ensure effective downward information sharing, from supervisors to the lower level staff. This will help to clarify roles, responsibilities and expectations of staff, in line with their performance. In addition, the approach will give all employees some form of voice and eventually enhance organisational performance.

5.5.3 Employee development and organisational performance of DCIC

The researcher recommends that top management at DCIC should train supervisors about their supervisory roles and responsibilities. In addition, management should put in place a mechanism through which supervisors are made accountable for the career development and progression of their supervisees. That way, the supervisory staff will be able to show keen interest in the professional development of their supervisees.

5.6 Study limitations

The major limitation that the researcher encountered was the slow response to the questionnaires and interview, owing to the very busy schedules of most staff. This meant that the researcher had

to take longer during the process of data collection. Besides, most of the respondents were usually so busy that they could hardly find time to quickly respond to the call. However, the researcher managed to go about this by giving thorough explanation of the intents and purposes of the study and constantly reminding the respondents to fill the questionnaires.

5.7 Areas for further research

Though the study was intended to examine the influence of employee development programmes on public service performance at DCIC, the scope so defined could not be exhaustive for a more objective and reliable generalization, considering that it only covered one organisation. There is a wide range of equally significant issues in public service performance across different public service organisations in Uganda that need further scholarly considerations prior to drawing conclusive deductions in regard to variable relationships. Such issues might include the effect of employee attitudes on public service performance, unequal salary distribution among public service employees and its effect on employee attitude and performance in the public service, among others.

REFERENCES

- Amin, M.E. (2005). *Social Science Research: Conception, methodology and analysis*. Kampala, Uganda.
- Anitha, J. (2014). Determinants of employee engagement and their impact on employee performance. *International Journal of Productivity and Performance Management*, 63(3): 308-323.
- Armstrong, M. (2011). *A Handbook of Human Resource Management*. 14th Ed., London Kogan page Ltd. Pg. 576, 578, 580-3.
- Becker, G.S. (1964). *Human Capital*. New York: Columbia University Press.
- Bhambra, A.S. (1999). *Practical aspects of human resource management*. New Delhi India: Ajay Verma Commonwealth Publishers.
- Blasi, J., Conte, M. & Kruse, D. (2006). *Employee stock ownership and corporate performance among public companies*. *Industrial and Labor Relations Review*, 50 (1), 60-80.
- Bolton, T. (2001). *An introduction to human resource management*. 1st Indian Edition, New Delhi: Efficient Offset Printers.
- Braton, J. and Gold, J. (2007) *Human Resource Management: Theory and Practice*, 4th Edition, New York, Palgrave Macmillan.
- Bryson, A. & Millward, N. (2007) *Employee involvement in small firms*. London: Policy Studies Institute.

- Chay Hoon Lee and Norman T. Bruvold, (2003). „Creating value for employees: investment in employee development, *International Journal of Human Resource Management* Vol.14 No. 6 p 981–1000.
- Chiaburu, D. S. & Tekleab, A. G. (2005). Individual and contextual influences on multiple dimensions of training effectiveness. *Journal of European Industrial Training*, 29(8).
- Chong, V.K., Chong, K.M. (2002). Budget goal commitment and informational effects of budget participation on performance. A structural equation modeling approach. *Behavioral Research in Accounting*, Pg. 14, 65-86.
- Cooke, W. (2004). Employee participation programmes, group based incentives and company performance: A union-non union comparison, *Industrial and Labour Relations Review*, 47 (4), 594-609.
- Corporate Leadership Council. (2004). Driving performance and retention through employee engagement. Washington, DC: Corporate Executive Board.
- Feldman, D. (2000). The Dilbert syndrome: How employee cynicism about ineffective management is changing the nature of careers in organizations. *American Behavioral Scientist*, 43, 1286-1301.
- Garger, E. M. (1999). *Goodbye training, hello learning*. Workforce, 78 (11), 35-42.
- Gerbman, R. V. (2000). *Corporate universities 101*. HR Magazine, 45 (2), 101-106.
- Ghuri, P., & Gronhaug, K. (2005). *Research in Business Studies: A practical guide*, 4th Ed, Financial Times Prentice Hall, 2005.

- Ghosh, B. (2000). *Human resources development and management*. New Delhi India: Vikas Publishing House PVT Ltd.
- Hameed, A. & Waheed, A. (2011). Employee Development and its Effect on Employee Performance: A conceptual Framework. *International Journal of Business and Social Science*, 2(13), 58-72.
- Hargreaves, P & Jarvis, P. (2005). *The Human Resource Development Handbook*. Stylus Publishing Limited, London, UK.
- Jain, N.C. & Saakshi, M.S. (2005). *Management: Theory and Practice*, AITBS Publishers: Delhi. Pg. 229.
- Jones, G.R., George, J.M., Hill, C.W.L. (2000). *Contemporary Management* New York, Irwin and McGraw Hills.
- Kaagari, J.R.K., Munene, J.C & Ntayi, J.M. (2010). Performance management practices, Information and Communication Technology (ICT) adoption and managed performance. *Quality Assurance in Education*, 18(2): Pg.106-125.
- Khan, G.A., Khan, A.F., & Dr. Khan, A.M. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11(7), Pg.73-85.
- Kirkpatrick, D. L. & Kirkpatrick, J.D. (2006). *Evaluating Training Programs: The Four Levels*. 3rd Ed. San Francisco, CA: Berrett-Koehler Publishers, Inc.

- Kothari, C.R. (2005). *Research Methodology- Methods and Techniques*. New Age International (P) Ltd. Pg. 124. *Learning organizations come alive. Training & Development* vol.50, no.12:35-45.
- Krejcie, R.V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, Pg.30,607-610.
- Levine, D.I. (2005). *Reinventing the workplace: How business and employees can both win*. Washington, DC: Brooking Institution.
- Mahapatro, B.B. (2010). *Human resource management*. New Age Publishers: New Delhi
- Mankin, D. (2009). *Human Resource Development*. Oxford University Press.
- Marchington, M. (2010). *Team working and employee involvement: terminology, evaluation and context*, in S.Procter and F.Mueller (eds) *Teamworking*. Backingstoke: Macmillian Publishing.
- Mathews, J.J., Megginson, D. and Surtees M. (2004). *Human Resource Development*, 3rd Ed; Kogan Page Publishers, New York- USA, Pg.309.
- McGhee, W. (2010). *Training in business and industry*. New York: John Wiley and Sons.
- Mello, A.J. (2006). *Strategic Human Resource Management*, 2nd Ed, Thomson, South-western.
- Mone, E.M. and London, M. (2010) *Employee engagement through effective performance management: a practical guide for managers*. New York: Routledge.
- Mugenda, O.M & Mugenda, A.G. (1999). *Research methods: qualitative and quantitative*

- approaches. Nairobi: ACTS Publishers.
- Noe, R. A. (2010). *Employee training & development*. McGraw-Hill International edition.
- Olaniyan, D.A & Ojo, B.L. (2008). Staff training and development: A vital tool for organizational effectiveness. *European Journal of Science Research*, 24(3), Pg. 326-331.
- Olaniyan, D.A & Okemakinde, T. (2008). Human Capital Theory: Implications for Educational Development. *European Journal of Science Research*, 2, Pg. 157-162.
- Olu, O & Erero, J. (2005). Manpower Training and Development in the Nigerian Public Service. *AJPAM*, 16(1), January 2005.
- Poisat, P. (2006). *A Critical analysis of organizational strategies for Employee Engagement*. Nelson Mandela Metropolitan University.
- Rugumyamheto, J.A. (2004). Innovative Approaches to Reforming Public Services in Tanzania. *Public Administration and Development*, Pg. 24: 437-446.
- Saunders, M., Lewis P. & Thornhill, A. (2007). *Research Methods for Business Students*, 4th Ed. Prentice Hall. Pearson Education. Pg. 40,146-7, 221,206,257.
- Schaufeli, W.B., Bakker, A.B. and Salanova, M. (2006). The measurement of work engagement with a short questionnaire a cross-national study. *Educational and Psychological Measurement*, 66: 701-716.
- Summers, J & Hyman, J (2005). *Employee participation and company performance: A literature review*. New York: Joseph Rowntree Foundation.
- Tharenou, P., M.A. Saks and C. Moore (2007). A review and Critique of research on training and organisational-level outcomes. *Human Resource Management Review*(17): 251-273.

APPENDICES

Appendix I: Interview Guide for Senior Immigration officers/Supervisors and Principal Immigration Officers

Dear respondent, I am a student at Uganda Management Institute undertaking a study on employee development programs and organizational performance. A case study of the Directorate of Citizenship and Immigration Control. The study is in partial fulfillment for the award of a Master's Degree in Business Administration (MBA) of Uganda Management Institute.

You have been identified as one of the people who can provide important information. I kindly request you to answer the questions sincerely and accurately. The information will only be used for academic purposes and also to add to the body of knowledge in the field of development programs and organizational performance at DCIC and it will be treated with maximum confidentiality. Thank you for your kind cooperation.

Yours faithfully,

Can Andrew Junior

1. What is your rank in this organization?
2. How long have you been at this rank?
3. How long have you been in this organization?
4. In which section/department do you work?
5. What is your current level of education?
6. Do you have employee development programs in this organization?
7. Are all employees aware of DCIC's staff development policy?

8. How effective are the training programs?
9. What is the impact of training on organizational performance?
10. Do you think it is eligible staff members that go for training? why so?
11. Do staff members participate in making decisions in the organization?
12. What is the impact of employee engagement on organizational performance?
13. To what extent are employees developed in this organization?
14. What is the impact of employee development on organizational performance?
15. What should management do to improve employee development programs at DCIC?
16. What can management do to improve organizational performance at DCIC?

Thank you

Appendix II: Introductory Letter

Appendix III: Field Research

Appendix IV: Anti plagiarism Report