

**STAFF TRAINING AND EMPLOYEE PERFORMANCE IN THE PUBLIC SECTOR IN  
UGANDA: THE CASE OF MINISTRY OF FINANCE PLANNING  
AND ECONOMIC DEVELOPMENT**

**BY**

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## DECLARATION

I, **Angella Patricia Akiror**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

Sign.....

Date.....

**APPROVAL**

We, the undersigned, certify that we have read and here by recommend for acceptance by Uganda Management Institute a dissertation titled “*Staff Training and Employee Performance in the Public Sector in Uganda: the Case of Ministry of Finance Planning and Economic Development*” in partial fulfillment of the requirements for the award of the Masters Degree in Public Administration

**Dr. Stella Kyohairwe**

Sign.....

Date.....

**Dr. Karim Ssesanga**

Sign.....

Date.....

## **DEDICATION**

This research work is dedicated to my beloved husband, Mr. Alexander Opolot and children who have been there for me during times of difficulty most especially when the going got tough at Uganda Management Institute.

## **ACKNOWLEDGEMENT**

Many thanks to my supervisors Dr. Stella Kyohairwe and Dr. Karim Ssesanga whose constructive criticism I based on to improve this work further. Writing this thesis would have been extremely difficult, almost impossible without the cooperation and assistance of Ministry of Finance, Planning and Economic Development staff that were part of my study sample. I am indebted to all of them for giving me their time and for facilitating my research. My sincere appreciations to the staff of Uganda Management Institute who gave me positive criticisms on this Dissertation. The comments and help from all the people mentioned above are gratefully acknowledged. It must be emphasized, however, that I bear full responsibility for any weaknesses of this thesis. Lastly, but by no means the least, I am extremely grateful to my children for their patience and endurance. There have been difficult moments but I hope we can share the fruits of this work together. Above all, I want to thank my parents, and the rest of my family, who supported and encouraged me in spite of all the time it took me away from them. It was a long and difficult journey.

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## **LIST OF ACRONYMS**

KIS	Key Informants
MDGs	Millennium Development Goals
MF	Micro- Finance
MFI	Micro-Finance Institutions
MoFPED	Ministry of Finance, Planning and Economic Development
OJT	On Job Training
UN	United Nations
USHS	Uganda Shillings

## ABSTRACT

The study examined the relationship between training approaches on employee performance in the Public Service in Uganda using a case of MoFPED. The study was premised on the following objectives: to find out the relationship between induction and employee performance at MoFPED, to establish the relationship between on the job training and employee performance at MoFPED and to assess the relationship between off the job training and employee performance at MoFPED. The study adopted a descriptive cross sectional survey design where both quantitative and qualitative approaches were used. In this study, a total out of the 60 survey questionnaires were distributed, 51 respondents returned the survey instruments representing a response rate of 85%. The data was collected using questionnaires and interviews and analysis was done using regression analysis and correlation coefficients. Findings revealed that there is a positive significant relationship between induction and employee performance at MoFPED  $r=0.872(**)$ , secondly, there is a positive significant relationship between on the job training and employee performance at MoFPED  $r=0.512(**)$  and lastly there is a positive significant relationship between off the job training and employee performance at MoFPED  $r=0.322$ . Like in any other organization, the employees are helped to learn about their duties when they are still new. Employees who undergo proper induction tend to keep their jobs longer than those who do not. It was recommended that: induction sessions should be made more regular to ensure the employees have a clear scope of what is required of them. Based on the results of the study, the researcher recommends introducing more induction programs for employees, which are more suitable to the skills needed at work. The training needs identified should emanate from MoFPED strategic plan, which also cover departmental/sectional/teams and individual plans.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background**

The study focused on examining staff training and employee performance in the public sector in Uganda focusing on the Ministry of Finance, Planning and Economic Development (MoFPED) headquarters, Kampala. In this study, staff training is conceived as an independent variable while Employee performance is the dependent variable. Each of the variables is conceptualized as indicated in the conceptual framework. This chapter specifically presents the background to the study, statement of the problem, research questions and hypothesis of the study, scope of the study, conceptual framework, significance and operational definitions of key terms and concepts.

### **1.2 Background of the study**

The background is divided into four perspectives including historical, theoretical, conceptual and contextual background.

#### **1.2.1 Historical background**

There is a long history surrounding training of workers that can be traced way back to the 2000 BC in Egypt, where knowledge and other skills were imparted to people in communities against which their performance was measured. Training in the historical world can be linked to apprenticeships which were the major ways of skill building in the time of King Hammurabi that became widespread during the middle ages (Steinmetz, 1976).

As tools became more complex and required more knowledge and skills to use them, parents and town people could no longer teach their children everything. Some of the children were then apprenticed to craftsmen who had specialized skills and tools for a particular trade in exchange for work. The craftsmen would teach children the craft at which they were experts. Apprentices

always lived with their masters and received particularly no pay except maintenance and training (Steinmetz, 1976).

During the preceding times, craftsmen produced their crafts which were sufficient to meet the demand of that time. The skills under apprenticeships were more specialized and minor to the master than the job and as a result they used to take longer than on-the-job training, frequently, it used to take many years. With the advent of the industrial revolution in the early nineteenth century, training changed much from on-the-job training and apprenticeships to that related to factory schools. During the 19<sup>th</sup> Century, each factory in Europe created a factory school that used to train workers in classrooms within the factory work. In 1872, Hoe and Steel Company, a manufacturer of printing presses in New York City had such a volume of business that it was necessary to establish a factory school to train workers who will operate machines. The old style of on-the-job-apprentice-training was too slow and inadequate to training the increasing numbers of workers needed to meet the expectations of their customers (Steinmetz, 1976). Classroom hence became the relevant and revolutionary method of imparting factory skills and knowledge and later became centers of education of children of people living in the towns created by the springing up of these factories. The classroom subjects of those days were mainly teaching tasks required in the factory.

In the United States and Great Britain, trainings started to spread throughout the country as the factories and industries were increasing and spreading to all corners of the countries and this reached a climax in the close of the 20<sup>th</sup> century. Currently, we are in the middle of the information age where the amount of knowledge required to do a particular job is growing steadily, work procedures are changing rapidly and frequently as the technology changes.

Also the products produced are changing rapidly from concrete products to abstract like information and services. Such a work environment is so challenging when it comes to teaching and learning of skills due to the changing procedures and all the information needed to do the job is practically impossible to be imparted at a single sitting. In such a challenging working environment, a new form of training is needed to manage such changing work environment

Taylor (1992) had conceived to come up with the best scientific way of doing things in the factory.

Taylor (1915) while investigating on the best way to carry out work in his factory conceived a method for shortening the amount of time a task took by studying workers doing tasks by removing non-productive time. He called his scientific management. Other scholars like Fayol (1916) studied workers' movements on the job and suggested ways to simplify the job and minimize the number of movements (Westgard, 1993).

In Africa, training dates way back in the time of the Pharaohs in Egypt where Hebrew slaves were trained on how to build the Egyptian Pyramid in 300 BC. However, there are fewer or no records to this effect. Since its independence in the 60s, successive governments in Nigeria have embraced the importance of education (training) to national development by pursuing policies aimed at making education accessible to all and to the social, industrial and technological development in the country. In Uganda training of people dates back to the pre-colonial times (Ssekamwa, 1984) where the parents were tasked with the noble job of equipping the young generation with skills that were imparted according to gender and stage of individual.

### **1.2.2 Theoretical Background to the Study**

This study was guided by the Human Capital theory as postulated by Schultz (1960). Schultz stated that human skills and know how are a form of capital and he regarded education as the

most important human capital (Agarwal, 2009). Schultz (1960) further considered on the job training, schooling and adult education among activities that develop human capital (Emmel, 2010). Fleischhacker (2007) also cited that the accumulation of human capital takes place in three(3) ways which include; formal schooling which an individual devotes his/her whole time to learning, on the job training which is provided by the current employer and off the job training. Almendarez (2011) similarly asserts that human capital theory rests in the assumption that formal education is highly instrumental and necessary to improve the practical capacity of a population and further asserts that an educated population is a productive one.

Baron and Armstrong (2007), on citing Smith (1997) asserted that human capital theory conceptualizes workers as embodying a set of skills which can be “hired out” to employers and the training, knowledge and skills a worker has come with from education institutions and that of the training at the job generate a certain stock of productive capital. Smith (1997) further contended that training was an intangible human capital asset of an organization whereby employees are critical to business of an organization as hard assets. Smith (1997) concluded that the concept of human capital is concerned with the added value people (staff) provide to the organization where they work, which is the level of performance.

This study therefore asserted that training inform of induction, on the job and off the job training as postulated by Schultz is very instrumental in effecting performance of staff in any given organisation. Any trained workforce understands the work place differently from an untrained workforce. In this study, the development of human skills and know-how through education was examined by considering staff training which include; induction, on the job training and off the job training which was considered to have an influence on employee performance in Government Ministries and more especially in MoFPED.

### **1.2.3 Conceptual Background**

Training and performance of staff have a direct relationship in all organizations world over. This cohesion of both training and performance can be evidenced through training approaches implemented by management in their effort to come up with good output, meeting deadlines and meeting targets (MPS Government Standing Orders, 2010). This requires specific training approach which includes; induction, on the job training and off the job training to address various performance challenges at the Ministry of Finance, Planning and Economic Development (MoFPED).

According to Monappa and Saiyadan (2002), training is defined as the teaching and learning activities carried on for the primary purpose of helping members of a given organization to acquire and apply the knowledge and skills, abilities and attitudes needed by that organization. They further noted that training is the act of increasing the knowledge and skills of an employee for doing a particular job (Monappa & Saiyadan, 2002).

In this study, the researcher viewed training as a means of increasing employee skills, abilities and attitudes to perform their jobs (Monappa & Saiyadan, 2002). Armstrong (2002), in connection of the above research admitted that the major objectives of training are to develop skills and competencies of employees and improving their performance. He finally stressed that effective training can improve individual performance in terms of output, quality, speed and productivity.

Induction is the process of receiving and welcoming employees when they first join their place of work in an organization, by giving them basic information they need to settle down officially and happily and start work (Ministry of Public Service training policy, 2006). Job training refers

to the type of training which a person learns on the job by actually doing/ performing it and thereby concentrate their entire time wards the training objective (Rand Hawa, 2007).

Performance is the degree of accomplishment of a given task that makes up an employee's job. It reflects how well an employee is fulfilling the requirements of a given job and is measured in terms of results (Byars & Rue, 2008).

#### **1.2.4 Contextual background**

Staff training in Public Sector in the developing world has become absolutely necessary in the 21<sup>st</sup> century (Shazid, 2011). In the past few years, the Ministry of Finance, Planning and Economic Development (MoFPED) has been dynamic and a lot of actors have entered and transformed the functioning and performance of the Ministry. The MoFED should therefore, allocate more funds for the training activities of the staff. Training is a key function in an institution that must be valued and upheld (James and Roffe, 2000). Despite the attempts by courts of Judicature to invest resources in training, the employees have continuously complained about the types, and modes of training programmes in place. They feel that the training function has not been effectively handled so as to yield fruits despite the huge investment in this area. Many feel that the trainings have not enhanced organizational development and employee performance. The employees feel the training have not helped them acquire new skills and this could be directly or indirectly creating work out put gaps. It is against this background that the researcher seeks to investigate the relationship between training and employee performance in the Public Service in Uganda using a case study of MoFPED.

#### **1.3 Problem Statement**

Every organization needs a well-trained and experienced staff to perform the essential activities (Rao, 2008). It is therefore, important that employee training is embraced as jobs become more

complex due to the increasing technological advancement. MoFPED has been conducting staff training in order to enhance employee performance and this effort is supported by the Public Service standing orders (2010) and the Public Service training policy (2006). The Ministry Of Finance Planning and Economic Development (MoFPED) is experiencing pressure to make fundamental improvements in the way they operate in order to keep pace with the constantly changing technological, economic, social, political and other advances. Staff training plays a key role in assisting the Ministry meet this challenge (Ministry of Public Service, 2006). The Ministry Of Finance Planning and Economic Development (MoFPED) today seeks to perform relying on the training function in order to improve work out put. However, it is debatable whether the training function has been effective in helping the Ministry Of Finance Planning and Economic Development (MoFPED) accomplishing the stated objectives. Despite the increased number of employee trainings in the Ministry Of Finance Planning and Economic Development (MoFPED), there are employee performance gaps in terms of quality of output, innovativeness and this is attributed to gaps in the training function. This has created doubt about the effectiveness of the training function in the Ministry Of Finance Planning and Economic Development (MoFPED). Therefore dynamics of the training function and how it improves work out put still remains complicated in the Ministry Of Finance Planning and Economic Development (MoFPED). It is against this background that the researcher seeks to investigate the training function (induction, on the job and off the job) in order to find out whether the training function is really helping to improve the performance of employees in the Ministry Of Finance Planning and Economic Development (MoFPED). The study will explore the training function so as to address the work out put gaps and find mitigation measures to the problem.

#### **1.4 General Objective**

The general objective of the study was to examine the relationship between staff training and employee performance in the Public Service in Uganda using a case study of MoFPED.

#### **1.5 Specific Objectives**

- i. To find out the relationship between induction and employee performance at MoFPED
- ii. To establish the relationship between on the job training and employee performance at MoFPED
- iii. To assess the relationship between off the job training and employee performance at MoFPED

#### **1.6 Research question**

- i. What is the relationship between induction and employee performance at MoFPED?
- ii. What is the relationship between on the job training and employee performance at MoFPED?
- iii. What is the relationship between off the job training and employee performance at MoFPED?

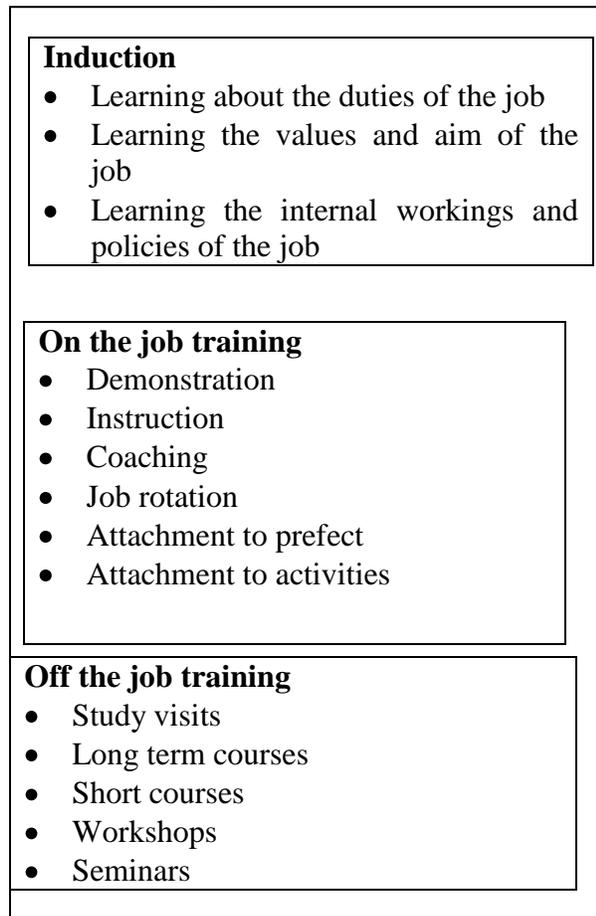
#### **1.7 Hypotheses of the study**

- i. There is a positive significant relationship between induction and employee performance in the Public Sector in Uganda
- ii. There is a positive significant relationship between on the job training and employee performance in the Public Sector in Uganda
- iii. There is a positive significant relationship between off the job training and employee performance in the Public Sector in Uganda

## 1.8 Conceptual Framework

### Independent Variable (IV)

#### (Staff Training)



### Dependent Variable (DV)

#### (Employee performance)

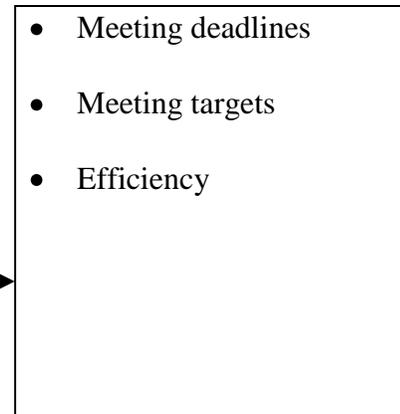


Figure 1: Conceptual Framework showing the Relationship between staff training and employee performance

*Source: Adopted from Schutz's Human capital theory (1960), Lynah (1991) and Nankervis (2005) and modified by the researcher*

Figure 1 shows the conceptual framework of the study. The independent variable is training approaches and the dependent variable is employee performance. It is pointed out that Induction, on the job training and off the job training is used by the Managers to ensure that employee performance is achieved. In this regard, the conceptual framework provided managers and supervisors with the most suitable approach to training the MoFPED staff. It is also considered

that increased performance in terms of meeting deadlines, meeting targets, quality of output and quantity of output was realized. According to Schultz(1960), formal education is highly instrumental and necessary to improve the productive capacity of a population. In contention of Schultz's assertion, Weisbrod (1966) argues that human capital investment involve expenditures on training. Cole (1997) supports human capital theory by stating that investing in people provides a framework for improving business performance and competitiveness and the benefits of investing in people includes increased productivity, enhanced quality, employee motivation and customer satisfaction.

### **1.9 Significance of the study**

The study may be beneficial to the entire Public Service of Uganda, Government Ministries, Departments and Agencies by highlighting the training approaches and how they influence employee performance. This study may be of value to the policy makers in making new policies in regard to training and reviewing existing training policies in the government Ministries by replacing the existing ones with the ones that suit the current situation.

The study may also be of use to other scholars in the field of training and employee performance since it may add new information that may be beneficial to other scholars who would wish to explore this subject.

### **1.10 Justification of the study**

This study is essential since there are various changes in the conditions of work in the Public Service after the rampant technological changes worldwide that has greatly influenced the way of doing work. A lot of training is necessary so that the staff can cope up with the new methods of service delivery in a modern world full of Internet, world websites and other forms of telecommunication. Work is now done in a quick and efficient way that needs work to be framed

to cope up with this new pace. Many people are now using computers, the internet and telecommunication services to communicate with each other and to do business. There is therefore, need to train all Ministry workers how to use the new information technology that has become part and partial of the government office. This needs training the staff to match with the increase in ICT use. This study helped in shading light on how training approaches are influencing employee performance at the MoFPED. Consequently, this helped in improving the current performance of government Ministries.

### **1.11 Scope of the Study**

The scope is divided into three perspective, content scope, geographical scope and time scope.

#### **1.11.1 Geographical Scope**

The study was carried out at the MoFPED Headquarters, Kampala located on Plot 2-12, Apollo Kaggwa Road.

#### **1.11.2 Content scope**

The study focused on the relationship between training approaches and employee performance in MoFPED looking at induction, on the job training and off the job training approaches and how these dimensions influence the quality of output, meeting deadlines and targets by staff of MoFPED.

#### **1.11.3 Time Scope**

The study focused on the period between 2015 onwards because it is during this period when the government of Uganda started implementing the new budget planning cycle that normally starts on 1<sup>st</sup> July and ends by 20<sup>th</sup> March of every year. The implementation of this new budget cycle needs staff that is well trained to do the work more efficiently.

## **1.12 Operational definitions of terms and concepts**

The Operational definitions of terms and concepts are adapted from the Uganda Public Service Training Policy (2006).

**Induction:** This is the process of introducing and orienting a new recruit to an organization. In this study, induction meant a type of training adopted by MoFPED for new staff such as seeing the layout of the premises, learning the values and aim of the daily business and learning the internal workings and policies of the business.

**On the job training:** This refers to new or inexperienced employees learning in the workplace doing work by observing peers or managers performing the job and imitating their behavior. In this study, on the job training meant a type of training undertaken in MoFPED which include: demonstration, instruction, coaching, job rotation and attachment to projects.

**Off the job training:** This is the kind of training that requires employees to leave their work places and devote their time to undergo training. In this study, off the job training meant visits, long term courses, short courses, seminars and workshops.

**Performance:** This refers to the degree of accomplishing tasks that make up an employee's job. In this study, employee performance was measured in terms of quantity of output, meeting deadlines and meeting target.

**Coaching :** Work based activities often one to one between the staff members being developed and their supervisors (or some other experienced officer) or in small groups.

**Mentoring:** A staff development approach whereby trained individual (mentor) is used to provide guidance and advice to develop competitiveness of an individual (mentee).The mentor need not be a supervisor of the mentee and must exercise a high degree of confidentiality and trust.

**Training:** Systematic development of the knowledge and skill behavior pattern required by an individual in order to perform a given current or future job/task.

**Short term course:** A course not exceeding one month in the case of political leaders serving on contract terms of appointment. A course not exceeding 3 months in the case of other public officials.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses the literature on staff training and employee performance. The presentation of this chapter begins with the theoretical review, review of related literature and the summary of the literature reviewed. “The literature is presented in relation to the objectives that guide the study. This chapter further presents the identified research gap, which the study sought to address. The literature reviewed was from articles from peer reviewed journals, textbooks, working papers, dissertations and internet websites”.

#### **2.2 Theoretical Review**

This study was guided by the Human capital theory that was advanced by Schultz (1960) as cited by Agarwal, 2009. According to Schultz(1960), formal education is highly instrumental and necessary to improve the productive capacity of a population. In contention of Schultz’s assertion, Weisbrod (1966) argues that human capital investment involve expenditures on training. Cole (1997) supports human capital theory by stating that investing in people provides a framework for improving business performance and competitiveness and the benefits of investing in people includes increased productivity, enhanced quality, employee motivation and customer satisfaction.

However, Baron and Armstrong (2007) who comment that when investing in individuals, firms have fewer guarantees than they do with machines that they can secure the continuing use of their services. Elliot (1991) in the above regard notes that individuals unlike machines can always decide to leave the firm or withdraw their labor, strike or go absent or work badly. As

such, Elliot (1991) states that human capital theory proposes that individuals will invest in human capital if the private benefits exceed the costs they incur and that they will invest up to the point at which the marginal return equals the marginal cost. However, one may envisage that Elliot's observations may imply that employees cannot be relied on as long as term assets of the organisation, therefore, employers limited training to those areas deemed good and leave out others. In the Public sector, selective training towards provision of particular services may not be beneficial since society is dynamic and new laws, policies and ways of approaching challenges are always required and therefore the need for a broader spectrum of training cannot be overlooked.

Baron and Armstrong (2007) views are in support of those of Elliot (1991) when they contend that human capital is not owned by the organisation but secured through the employment relationship. They state that people bring in human capital in the organisation although it is then developed by experience and training.

## **2.3 Staff Training and Employee Performance**

### **This section presents literature 2.3.1 Induction and employee performance**

Employers should ensure that they introduce new employees to the organisation through effective induction arrangements (Armstrong, 2009) in order to achieve this, Armstrong observes that formal induction courses can be done in such a way where new starters are assembled in groups so that a number of people can be given consistent and comprehensive information at the same time that may not be forthcoming if reliance is placed solely on team leaders.

A formal course is an opportunity to deliver messages about the organisation, its products and services, its mission and values. Further Armstrong recommends that a variety of documents can be issued to employees including safety rules and safety literature, a company rule book or an

employee handbook. In view of this, the study expects managers to achieve good employee performance when staff is inducted.

Armstrong's views are in conformity with those of Meighan (2000) who asserts that induction is the first experience the new comer has of the organisation's approach to training. It is important that it makes a good impression.

In regard to this study, it can be interpreted that when a new staff is confronted with poor reception at the work place, the next thing on him/or her mind would be to start to look for another job and this negativity in reception impacts on his/or her performance.

The Uganda Public service standing orders (2010), views induction as an intention to integrate newly recruited officers into the service. It is stated that it is compulsory for each grade of public officers and should be conducted within three months of entry into the service. This provision in the Government Standing Orders regarding integration of new staff in the service is supported by Armstrong (2009), in contention that the aim of induction is to smooth preliminary stages when everything is likely to be strange and unfamiliar to the starter and it establishes quality, a favorable attitude to the organisation in the moral of the new employees so that they are more likely to stay and helps to obtain effective output from the new employee in the shortest possible time and reduces likelihood of the employees leaving quickly. During induction, the standard of performance and behavior expected from the employee is inducted. Further Armstrong (2009) asserts that induction reduces costs arising from lower productivity and the inconvenience of early leavers who create gaps before they are replaced. In this respect, the study considers it important for government Ministries to lay emphasis on having induction done as early as possible to enable the integration of new staff.

According to Dazzler (2003), successful induction should enable a new employee to feel welcome and at ease to understand the organisation in a broad sense and should be clear about what is expected in terms of work behavior. Dazzler's line of thought is in the same perspective as that of Armstrong (2009) which underlines the significance of induction training. Dazzler (2003) further says that induction enables the employee to start doing his/or her work with knowledge and in effect, performance starts at a good pace, therefore of benefit to an organisation by minimizing losses and costs which may result from mistakes made while trying to do their work without being give the relevant information.

Induction should be a key component of any organisation's management policies and procedures. When new member of staff is left to learn on his own, induction can prove frustrating and unproductive not only to new staff but also to existing ones. Induction should include a managed approach to organizational goals and objectives, organizational profile, the history of the organisation, what sets it apart from other organisations, the brand structure and organizational structure and organizational policies (Community West Organisation, 2012). Therefore, a study in this perspective is considered appropriate for staff of MoFPED headquarters to be guided while undergoing induction and not left to learn on their own.

Riley (2012) contends that induction is important as it enables a new recruit to become productive as quickly as possible. He says the length of induction varies from job to job and will depend on the complexity of the job, the size of the business and the level of position of the job within the business. Riley (2012) further notes that induction includes learning about the duties of the job, meeting new colleagues, seeing the layout of the premises, learning the values and aims of the business and learning about the internal working and policies of the business.

Application of Riley's observation by government ministries would enable induction of staff thus ensuring good performance.

Meghan (2000) laments that systematic induction to the organisation is often ignored and this results to a range of benefits being missed. He says staffs that undergo quality induction programmes are more likely to give long-term commitment to the organisation since this motivates them. Further, Meghan (2000) asserts that new comers can be an effective gauge of how the organisation is perceived externally therefore, he says it is a way of monitoring the external environment of the organisation. He argues that induction can have a beneficial effect on present staff through their involvement in the process, and also contributes to team development. In respect of Meghan's views, it can be observed that good induction process motivates staff and as such they give their commitment to the organisation which may result in a good level of performance. It is further presumed by the researcher that when government Ministries learn how they are perceived by outsiders through the new comers, it helped to identify performance gaps that needed to be abridged.

Sangale & Webster (2007) noted that even though new comers will be anxious, they will also be feeling enthusiastic and motivated to do and the main goal of induction is to maintain this enthusiasm and motivation for as long as possible. This they contend that results in more effective performance. Further Sang ale & Webster (2002) state that everyone has needs and they say Maslow believed that these needs could be arranged in a hierarchy starting off with basic physiology needs and ending with more intellectually demanding needs. Until a need is satisfied, a person cannot or is not motivated to move to the next level. They argue that this is the same to

induction because, before they become fully effective, they need to be comfortable with some basic knowledge.

The researcher conducted the study at the MoFPED and endeavored to find out the extent to which the literature reviewed was applicable at the MoFPED. The findings of the study were compared to the literature reviewed to find out whether the study was supported by the positive, signified relationship between induction and performance.

### **2.3.2 On the job training and employee performance**

The Uganda Public Standing Orders (2010) provides that job related training or skills building should be encouraged within the Ministry where a public officer is employed and should be conducted by immediate supervisors guided by staff development officers. Noe (2010) observes that on the job training is usually undertaken for new or inexperienced employees, where learning takes place at the work place and during work and this can be realized by observing peers or managers performing the job and trying to imitate their behavior. He says if on the job training is formal, learning will not occur. Further he states that it is useful in upgrading experienced employees' skills when new technology is introduced and cross training employees within department or work unit. In the same perspective, Decenzo and Robins (1996) contend that most training activities take place on the job and this can be attributed to its simplicity and the impression that such training is less costly to operate. Further they argue that on the job training places the employees in an actual work situation and it involves learning by doing.

According to Heathfield (2012), during on the job training the regular or existing workplace tools, machines, documents, equipment are used to pass on knowledge and skills necessary for an employee to learn to effectively perform his or her job. Further, Heathfield (2012) argues that

since on the job training occurs within the normal working environment which remains constant, therefore, there is no much distraction due to changes in location. Therefore in this respect, the study considers that on the job training done in the normal working environment heightens the concentration levels of the staff while learning and after since both the learning and working environment remain constant and as such leading to good performance.

Heathfield (2012) asserts that though on the job training is most frequently supplied by another employee who can competently perform the job than he or she is teaching and that it is occasionally performed by an external provider as in the case of specialized equipment. The researcher perceived that this scenario prevents stagnation of knowledge about how to perform certain procedures because the external facilitator provides an insight to alternative ways of doing the same task which may be better than what is known locally in Government Ministries. This mixture of ideas may lead to improved performance.

Cole (1997) says that the emphasis in on the job training is more on the acquisition of specific local knowledge in a real work situation and involves job instruction, learning from experienced workmates, coaching, delegation, Secondments and special projects. His views further consolidate the views of authors cited in relation to the delivery of on the job training in working situations.

Riley (2012) contends that the main method of on-the-job training involves demonstrations or instruction to the trainee how to do the job, coaching which involves a close working relationship between an experienced employee and the trainee, job rotation where the trainee is given several jobs in succession to gain experience of a wide range of activities and attachment to projects where employees join a project team which gives them exposure to other parts of the business

and allows them to take part in new activities. He noted that the most successful project teams are multi-disciplinary.

Armstrong (2009) argued that on the job training can be haphazard, inefficient and wasteful and recommends that a planned systematic approach is desirable by using designated and trained colleagues to act as guides and mentors. In addition to this, he says benefits of on the job training can be realized through coaching by team leaders or specially appointed and trained departmental trainers. Therefore, in view of this study, for government ministries to realize more effective on the job training, they need to engage highly skilled and knowledgeable staff to guide, mentor and coach staff. This would be fundamental for them in achieving the required level of performance expected of staff.

The views of Armstrong (2009) as noted in preceding statements can further be elaborated by considering the case cited by Van Zolingen, Streumer, De jong & Van der Klink (2002). They cite the following case; “Post Office line in the Netherlands, developed and implemented a new instruction model for the training of desk employees. The quality of the new instruction model was assessed by means of the evaluation model of Jacobs and Jones for on the job training. It was concluded that implementation of the training model had not been completely successful. It was recommended that critical success factors such as; the performance of the mentors as well as the quality of the self-study material had to be improved. mentors were expected to serve as behavioral model to provide feedback, arrange an adequate environment for self-study, motivate trainees for self-study , evaluate trainees progress on a regular basis and must be fully convinced of the benefits of a new instructional model, if not, the implementation will not be successful. Then the quality of the self-study material depended very much on the similarity between the knowledge needed in work and knowledge presented in the self-study material”. In respect of

this case, the researcher noted that trainers offering on the job training have to be knowledgeable and should use relevant study materials required for the jobs for which training was to be done. Otherwise a lot of resources may be allocated for on the job training with apparently no benefit at all to Government Ministries.

Walter (2002) asserts that on the job training where it is done by “follow Joe or Jane around and do what they do” method is a hit or miss, trial and error approach to training. Also he observes that the employees doing the training may not want anything to do with training and have received no training to be a trainer. Their real job is something else other than training and they are always rushed “to fit training in somewhere”. Walter (2002) in this regard cites the following case. In June 1998, a Boeing 747 had an engine fire during takeoff from Los Angeles International Airport. The flight had to shut the engine down, drop 100,000 pounds of fuel and return to Airport where emergency was standing by. The mechanic who replaced the fan blades had an on the job training session from a shift supervisor just before beginning the task and he said this was a routine task, and even though he had never done it before, he believed he should be able to handle. The supervisor said the mechanic asked no questions so he assumed the mechanic understood his explanation. When the mechanic was questioned further by investigators, he said he was not concerned about the impromptu on the job training lesson because this was how other mechanics learned most of the procedures. Fortunately, the story had a safe although not happy ending with 243 frightened passengers whose flight was delayed by 24 hours and the incident cost the airline immensely. Therefore, the researcher upheld the opinion that a systematic approach to on the job training would be desirable by using designated and trained colleagues to act as guides and mentors, and coaching by team leaders or specially trained departmental trainers as recommended by Armstrong (2009).

Decenzo and Robins (1996) note that one of the major drawbacks to on the job training can be low productivity while the employees develop their skills. Another drawback can be errors made by trainees while they learn. However they contend that where training facilities and personnel are limited or costly and it is desirable for the workers to learn the job under normal working conditions, the benefits of on the job training frequently off sets its drawbacks.

Noe (2010) says there are advantages attached to on the job training by stating that it can be customized to the experiences and abilities of trainees, the training is immediately applicable to the job and as a result employees are highly motivated, both trainee and the trainers are at the job when training occurs and this means that companies save the cost related to bringing trainees to a central location, hiring trainers and renting training facilities and training can be offered anytime and skills learned are more easily transferred to the job.

Noe (2010) further asserts that there are disadvantages associated with on the job training for example Managers and peers may not use the process to complete a task and habits can be passed on to new employees. He also states that both the trainer and trainee may not understand that demonstration practice and feedback are important conditions for effective on the job training. he further says informal on the job training can result in poorly trained employees, ineffective or dangerous methods to produce or provide a service may be adopted and products or services that vary in quality are produced. There may be disruptions in the training process due to demands at the workplace. Also Noe (2010) argues that the training may be parochial as own staff may lack credibility. In view of these controversies, the researcher notes that a lot of care must be taken when this approach to training is adopted by Government Ministries in order to offset these negative attributes.

The authors mention appropriate ways that management can use to have effective on the job training and Government Ministries could achieve a higher level of performance if they implemented them as mentioned. The researcher appreciates the information provided by the authors. The study revealed whether there is a positive and significant relationship between on the job training and employee performance as observed by previous authors.

### **2.3.3 Off the job training and employee performance**

The Uganda Public Service Standing Orders (2010) recommends that specialized training programmes be offered for each grade. It puts emphasis on full-time mid-career training in technical fields in accordance with the scheme of service of the particular cadre.

Sunil (2007) observes that off the job training requires employees to leave their work places and devote their time for undergoing training. Sunil (2007) states that organisations like TATA, Hindustan Lever and State Bank of India make their employees attend courses of one or two weeks duration offered by the Institutes of Management and the Administrative Staff College of India. These observations by Sunil (2007) illustrate the recommendations of the standing orders cited earlier and consolidate the need for off the job training.

Decenzo and Robins (1996) stated that off the job training covers a number of techniques. They explain that the lecture or conference approach is well adapted to conveying specific information, rules, procedures or methods. Films are used in conjunction with conference discussions to clarify and amplify those points that the film emphasized. Simulation exercises are training activities that place the trainee in an artificial environment that closely mirrors actual work flow. While programmed instruction techniques are in the form of programmed texts and manuals. Decenzo and Robbins (1997) also states that errors made during simulations offer an

opportunity to learn through mistakes; however in real life situation it might cost lives or loss of large sums of money. However, some of the resources and facilities mentioned by Decenzo and Robins (1996) may not be available to staff of Government Ministries thus hampering the effective delivery of the job training.

Cole (1997) points out that during off the job training, the emphasis in learning is usually on developing and understanding of general principles providing background knowledge and an awareness of comparative ideas and practices. Cole (1997) argues that skills development usually benefits from a period away from the normal work pressure. Mistakes made while training of the job will neither be humiliating for the individual nor costly to the organisation. He says the links that need to be established between theory and practice are better developed away from the job and once a level of proficiency has been achieved, then practice in the working environment is preferable for this kind of experience which leads to seasoned performance. Further, Cole states that organisations prefer to tackle skills development off the job to resist some of the effects of informal organisations at the work place as work place influence tends to produce unintended outcomes and says this approach has neatly written learning objectives and trainers have control over the process of training.

Rae (1997) observes that during off the job training, groups of people can be brought together for learning events and as such views, opinions and information can be shared with other people in the group who can bring a wide range of experience or knowledge to the discussions. Also this provides opportunities for learners to clarify aspects of the learning that they do not understand on which they require additional information.

However, Cole (1997) noted that there are some shortcomings related to this approach in training. The length of training may keep workers away and cause shortage of labor force and this affects productivity. There may be insufficient practical work at colleges and universities. This approach may be expensive in terms of tuition and other related costs. The training package may be taken off the shelf and likely not to be suited to the actual job requirements. In view of these flaws, it is important that these shortcomings are identified and solutions adopted in order to overcome the negative impacts that are associated with this approach to training. The study findings showed that some respondents were not satisfied that knowledge was acquired during study visits. This dissatisfaction maybe explained by the lack of sufficient practical work during training or the training packages provided were not relevant to the jobs they do.

Regarding shortcomings associated with off the job training, (Rae 1997) contends that during off the job training, there may be lack of consideration of the different learning speeds of individuals or groups who are usually forced to progress at a compromise rate, this is a setback. Also the different learning preferences of individuals or groups cannot always be taken into account. Further he says not all learners will be starting at the same skills level therefore, there is a risk that those starting at the lowest levels, account is not taken of this, will be lost from the start. Therefore, the researcher advocated that Government ministries have to take care when choosing institutions or individuals that are sourced to provide off the job training otherwise the ultimate goals of strengthening performance may not be realized.

The literature provides a good comprehension of how to implement effective off the job training programs. However, the study tried to reveal whether off the job training has a positive significant effect on performance at MoFPED.

## **2.4 Summary of literature Review**

The literature reviewed pointed out the fact that staff have to be trained for them to be able to perform according to the expectations of the organization, applying the right approach to increase employee performance should be priority of managers. Training approaches should focus on training needs because various performance gaps required different remedies in terms of training. The study examined induction, on the job training and the job training approaches. The information given by the authors is relevant to the study, though some of the findings may not precisely be applicable in the context of Government ministries. This is because most of the studies were done in developed countries. Also most of the literature is relating to profit making and manufacturing business not the public sector whose mandate is to provide services to the citizens. The study revealed that induction, off the job training and on the job training have a positive and significant influence on employee performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that was used to carry out the study. The researcher described the research design, procedure and methods that were used in carrying out the study, the determination of the sample, and the methods that were adopted in data processing and analysis.

#### **3.2 Research Design**

A cross-sectional survey design was adopted for this study. According to Amin (2005), a cross sectional design is easy to use, less time consuming and less costly because data is gathered just at one point in time. The descriptive cross sectional survey designs validated emerging constructs and proposition in the data set; guiding the study of various units within the identified case by underlining the mechanism by which an incident was brought to being (Kothari, 2004). A cross sectional survey contributes significantly to a researcher's own learning process by shaping the skills needed to do a good research. The above design is the simple and least costly alternative (Kothari, 2004).

Both qualitative and quantitative approaches of data collection were used. Quantitative data was collected to explain phenomena in the form of numerical data, while qualitative data was collected to understand the case in depth. According to Amin (2005), a mix of the two approaches enabled triangulation which made it feasible for the researcher to make well informed findings and conclusions.

### 3.3 Study Population

The study population was made up of 260 respondents who included the Commissioners/Assistant Commissioners, staff at Principal level, general staff and support staff (MoFPED Human Resource Management Manual, 2016). The population was made up of both female and male respondents.

### 3.4 Sample Size and Selection

A sample is a portion of the population whose results can be generalized to the entire population (Amin, 2005). A sample size of 184 respondents was selected for this particular study and it was made up of the Commissioners/ Assistant Commissioners, staff at Principal level (Principal Assistant Secretaries, Principal Economists, Principal Personal Officers, Principal Accountants), general Staff and Support staff. The sample size was obtained using Krejcie & Morgan (1970) statistical table (see Appendix 5) designed to find sample size and the ratio method as illustrated in the Table 3.1 below:

**Table 3. 1: Showing the target population, Sample size and the sampling techniques**

Categories	Population	Sample Size	Sampling Technique
Commissioners and Assistant Commissioners	12	08	Purposive sampling
Officers at principal level	18	10	Purposive sampling
General staff	100	40	Simple random
Support staff	30	17	Purposive sampling
<b>Total</b>	<b>260</b>	<b>75</b>	

*Source: Adopted from Krejcie and Morgan (1970) and modified by the researcher using Amin, 2005)*

### 3.5 Sampling Techniques and Procedure

The study used simple random sampling and purposive sampling techniques. Simple random sampling technique was used to sample the General staff. According to Amin (2005), simple

random sampling ensures that every member has an equal chance of being recruited into the sample. The study used purposive sampling techniques when sampling the Commissioners, Assistant Commissioners and support staff. According to Creswell (2003), purposive sampling enables a researcher choose participants of his own interest based on education and experience.

### **3.6 Data Collection Methods**

The study adopted a range of research methods in order to gather data on training and employee performance at MoFPED. The methods that were used included the following;

#### **3.6.1 Interviews**

Both structured and unstructured interviews were conducted with the 10 Commissioner/Assistant Commissioners and 14 Officers at Principle level. Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Amin, 2005). In addition, they also give an opportunity to the researcher to revisit some of the issues that had not been thoroughly captured in the other instruments and yet they are considered vital for the study. The researcher interviewed Commissioners and Assistant Commissioners, Officers at principal level, General staff and Support staff who were purposively selected.

#### **3.6.2 Self-Administered Questionnaire**

A questionnaire was used to gather data from general staff and support staff. The questionnaires was categorised as structured (closed-ended) and was administered to general staff and support staff. A copy of the questionnaire is appended marked appendix 1. The close-ended questions were formulated using a five Likert scale itemised rating from 1-5 namely; Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly disagree (SD). This was used to collect data from the respondents and permitted greater depth of response and economical in terms of time and money. The questionnaires were considered to be the most convenient way of

collecting data from respondents because it was easy to administer and obtain data within a short time from a large number of respondents. The questionnaire was distributed to the general staff and support staff of MoFPED Headquarters. The questionnaire was administered to Commissioners and Assistant Commissioners, Officers at principal level, General staff and Support staff who were purposively selected.

### **3.6.3 Observation**

Observation was used to assess the actual situation on the ground in relation to performance of staff of MoFPED. Observations are particularly to be used in trying to analyze the availability of infrastructural materials. Amin (2005) asserts that observation provides additional unexpected information which may be encountered during. Observations are useful to gather supplementary materials that help in the interpretation of findings obtained by other techniques.

### **3.6.4 Documentary Review**

The researcher also analyzed several documents for example Public Service Government Standing Orders (2010), Ministry of Public Service Training Policy (2006), Public Service Human Resource Manual and Public Service Employee performance Appraisal.

## **3.7 Data collection instruments**

The instruments used in the collection of data included the following;

### **3.7.1 Interview guide**

Interview guide was used that is both structured and unstructured. The unstructured interviews were used to bring out some preliminary issues to the surface so that variables that need further in-depth investigation are identified (Sekaran 2003). Interviews were person to person verbal communication in which one person was interviewed at a time. Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Basheka, Barifaijo and Onyuu, 2010). In addition they also

gave an opportunity to the researcher get in-depth information about the study and also helped the researcher to revisit some of the issues that may have an over-sight in other instruments and yet they are considered vital for the study. The interviews were conducted with Commissioners and Assistant Commissioners, Officers at principal level, General staff and Support staff who were purposively selected.

### **3.7.2 Self-Administered Questionnaire**

A self-administered questionnaire was developed for this study and used. Sekaran (2003) suggests that for a researcher to collect data within a short period of time uses a questionnaire because it is affordable and does not require much skill as compared to the interview. The researcher used the questionnaire survey because it is practical, large amounts of information are collected from a large number of people in a short period of time and in a relatively cost effective way. The results of the questionnaires were quickly and easily quantified by the researcher through the use of a software package and analyzed more 'scientifically' and objectively than other forms of research. A questionnaire was used because it is cheap, a large group of respondents was covered within a short time, it also allowed in-depth research, to gain firsthand information and more experience over a short period of time (Sekaran, 2003). The questionnaire was administered to Commissioners and Assistant Commissioners, Officers at principal level, General staff and Support staff who were purposively selected.

### **3.7.3 Document review checklist**

A document review checklist was used to analyze the various documents that were crucial to this study such as payment schedules, evidence of training and funding of the training sessions (see appendix 4). Secondary data was obtained through the use of published and unpublished documents. Various publications, magazines and newspapers reports, historical documents and other sources of published information were reviewed by the researcher. According to Ragin

(2011), secondary data was helpful in the research design of subsequent primary research and provided a baseline with which the collected primary data results were compared to other methods. According to Ragin (2007), documents were helpful in the research design of subsequent primary research and provided a baseline with which the collected primary data results were compared to other methods for example Public Service Government Standing Orders (2010), Ministry of Public Service Training Policy (2006), Public Service Human Resource Manual and Public Service Employee performance Appraisal..

### **3.8 Quality Control of Data Collection**

Data quality control techniques ensured that data collected was valid and reliable; the instruments were first tested to ensure validity and reliability.

#### **3.8.1 Validity of Data Collection Instruments**

The researcher ensured that instruments have adequate traits through consultations with the researcher's supervisor, colleagues and two research consultants. The research experts helped in strengthening the validity of the research instruments. Content related validity was established through inter judge with two research experts. Each rated the items of the questionnaire on a two point rating scale of Relevant (R) and Irrelevant (IR). The computation of Content Validity Index (CVI) was done by summing up the judges rating on either side of the scale and dividing by two to get the average. The formula is;

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items}} \times 100$$

The calculated CVI which is expressed in percentages helped to tell the researcher how relevant her instruments were to this study

### Content Validity results for the Instruments

**Table 3. 2: Content validity Index Results**

Content validity Index Results for Questionnaires		
<i>Variables</i>	<i>Content Validity Index</i>	<i>Number of items</i>
Induction	0.744	05
On the job training	0.798	05
Off the job training	0.720	05
Employee performance	0.743	05

*Source: Primary data (2017)*

In this study, all the items on each variable were above 0.7 when the Content validity Index coefficient test was carried out which indicated that all the items were valid

#### **3.8.2 Reliability of Data Collection Instruments**

For qualitative data, the researcher gave the instruments to the experts to help to confirm the responses against previous answers that are appropriate and detected questions likely to elicit inadmissible responses. She also used standardized methods and protocols for capturing observations, alongside recording forms with clear instructions. The researcher also employed triangulation to ensure reliability of the data collected. Triangulation indicated that more than two methods are used in a study with a view to double or triple check results. Lastly, a pretest of the instrument in a time lapse of 4 weeks was carried out to establish consistence in responses. According to Amin (2005), test-retest reliability was used to measure the extent to which the instrument produced consistent scores when the same group of individuals was repeatedly measured under same conditions. The results from the pretest were used to modify the items in the instruments. To ensure reliability of quantitative data, the researcher tested the inter-item consistency reliability to ensure that there is consistency in respondents' answers to all the

questions items in the questionnaire. This was done using the Cronbach’s Alpha Coefficient (K) given by a computer programme Special Package for Social Scientists (SPSS).

**Cronbach Reliability Coefficient test results for the Instruments**

**Table 3. 3: Cronbach Reliability Coefficient test**

Cronbach Reliability Coefficient Results test for Questionnaires		
<i>Variables</i>	<i>Cronbach test results</i>	<i>Number of items</i>
Induction	0.834	5
On the job training	0.804	5
Off the job training	0.776	5
Employee performance	0.723	5

*Source: Primary data (2017)*

In this study, all the items on each variable were above 0.7 when the Cronbach Alpha Reliability coefficient test was carried out which indicated that all the items were reliable.

**3.9 Procedure of data collection**

A letter of introduction was obtained from Uganda Management institute. This letter was used to obtain permission from Assistant Commissioner, Human Resource, and MoFPED to conduct a survey in their respective areas of jurisdiction. The researcher made necessary introductions out of the objectives of the study to the top administrators, for permission to grant her permission to carry out the investigations within the Ministry Headquarters.

**3.10 Data Analysis Techniques**

The researcher used both qualitative and quantitative methods of data analysis. Data was sorted using the Statistical Package for Social Scientists (SPSS) version 21. The analysis of data relied on descriptive statistics which was analyzed from the data collected using SPSS. Data collected was organized in frequency tables, mean, standard deviation, analysis of variance.

### **3.10.1 Quantitative Data Analysis**

Quantitative data got from the questionnaires was computed into frequency counts and percentages. Data was sorted using the Statistical Package for Social Scientists (SPSS) version 13. The researcher adopted Univariate analysis techniques in analyzing her data. Univariate analysis is the simplest form of quantitative (statistical) analysis. In addition to frequency distribution tables, mean, standard deviation and other measures of central tendency was used in data analysis. Regression analysis and Correlations (Pearson's Linear Correlation Coefficient) was used to analyze and measure the degree of relationship between the independent variable and dependent variable. The correlation coefficient is a numerical way to quantify the relationship between two variables, e.g. X and Y and it is denoted by the symbol R (Ezeani, 2009:66). The correlation coefficient is always between -1 and 1, thus  $-1 < R < 1$ . According to Katebire (2007), a correlation study is most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation.

### **3.10.2 Qualitative data analysis**

Qualitative data collected from interviews and documentary review was sorted and grouped into themes. The researcher therefore, evaluated and analyzed the adequacy of information in answering the research questions through: coding of data, identifying categories and parameters that emerged in the responses (Amin, 2005). While analyzing qualitative data, summaries were made on how different themes/variables are related.

### **3.11 Measurement of Variables**

The independent variables (induction, on-the-job-training and off-the-job training) and the dependent variable (employee performance) was measured on a five point Likert type scale (1-

strongly disagree, 2-Disagree, 3-Not sure, 4- Agree and 5-Strongly agree). The choice of this measurement is that each point on the scale carries a numerical score which is used to measure the respondents' attitude and it is the most frequently used summated scale in the study of social attitudes. According to Sekaran (2003), the Likert scale is able to measure perception, attitudes, values and behaviors of individuals towards a given phenomenon.

### **3.12 Ethical Considerations**

The researcher was keen on research ethics while carrying out the study, such that it is carried out in a scientific manner. For example before interviewing top management administration, the researcher got permission from the Head of Human resource to carry out the interview and to establish whether they need to be quoted or not.

The researcher avoided deception in the process of her research; she sought informed consent and was honest and trustworthy about aims, goals and procedures of the study. The researcher introduced the purpose of the study as a fulfillment of a Master's program and not for any other hidden agenda. She requested the respondents to participate in the study on a voluntary basis and abstaining from participating when not permitted. The researcher also assured the respondents of confidentiality of information given and protection from any possible harm that arose from this study, since the findings were used only for the intended purposes. The researcher provided feedback about the findings of the study.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This Chapter presents the findings, analysis and interpretations to the findings. The findings are presented according to the objectives of the study. The study focused on examining the relationship between training approaches on employee performance in the Public Service in Uganda using a case study of MoFPED. The study was premised on the following research objectives: to find out the induction on employee performance at MoFPED, to establish the effect of on the job training and employee performance at MoFPED and to determine the effect of off the job training on the employee performance at MoFPED.

##### 4.1.1 Response Rate

Presentation of tabulated data according respondents' response rate

**Table 4. 1: Response Rate**

Instrument	Target	Actual Response rate	Response rate
Questionnaire	60	51	85
Interviews	15	09	60
Total	75	60	80

*Source: Primary Data (2017)*

Table 4.1 above presents the response rate from the study. The number of questionnaires distributed were 60 and 51 were returned making a response rate of 85%. This implied that the study had a high response rate that enabled the researcher to come up with concrete findings to the study. Face to face interviews were carried out with the respondents; in total 09 respondents were interviewed out of the target number of 15 expected to be interviewed. This was a 60%

response rate from interviews. Sekaran (2003) noted that a response rate above 50% of the target number is adequate.

#### 4.2 Findings on Background Characteristics

This section presents findings on demographics of the respondents, namely; gender, age, and highest level of education in Table 4.2 below.

#### 4.3 Gender of the Respondents

The sex of respondents was investigated for this study, and findings are presented in Table 6.

**Table 4. 2: Summary statistics on gender of the respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Female	28	46.7
Male	37	53.3
<b>Total</b>	<b>60</b>	<b>100</b>

*Source: Primary Data (2017)*

*N=60*

Table 4.2 shows that the majority of the respondents were male (50.8%) and female were (49.2%). Although the sex findings indicated a discrepancy in favour of males, the study was representative since both males and female were included in the study sample.

#### 4.4 Age of the Respondents

The study looked at age distribution of the respondents by age using frequency distribution. The results obtained on the item are presented in table 4.3 below.

**Table 4. 3: Presents the summary statistics on the Age of the respondents**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage</b>
20-29	12	20.8
30-39	33	54.2
40-49	20	16.6
50 and above	05	8.3
<b>Total</b>	<b>60</b>	<b>100</b>

*Source: Primary Data (2017)*

*N=60*

From the above Table 4.3, the majority of respondents who took part in the study were between 30-39 years implying 54.2%, those between 40-49 years were 16.6% and those that were above 50 years were 8.3%. This shows that 89% of respondents were 30 years and above with only 20.8% below 30 years. This indicated that the study was representative of all age groups.

#### 4.5 Respondents by Highest Level of Education the Respondents

The Table 4.4 presents the summary statistics on highest level of education of the respondents.

**Table 4. 4: Distribution of Respondents by Highest Level of Education the Respondents**

Highest Level of Education	Frequency	Percentage
Diploma	05	8.3
Certificates	02	3.3
Bachelors	53	88.3
Others	00	00
<b>Total</b>	<b>60</b>	<b>100</b>

*Source: Primary Data (2017)*

*N=60*

The majority of the respondents were Bachelors holders making a total percentage of 88.3%, the respondents with diplomas were 8.3% and the certificate holders were 3.3%. These results indicate that the respondents were able to read, understand the questionnaire and gave appropriate responses.

#### 4.5 Respondents by Marital status

The Table 4.4 presents the summary statistics on marital status of the respondents.

**Table 4. 5: Distribution of Respondents by Marital status of the Respondents**

Marital status	Frequency	Percentage
Single	19	31.6
Married	36	60
Separated	01	2.5
Divorced	02	3.4
Widowed	02	2.5
<b>Total</b>	<b>60</b>	<b>100</b>

*Source: Primary Data (2017)*

*N=60*

The majority of the respondents were married (60%) and the single were 31.6%. This indicated that respondents of different age-groups and marital status were represented.

### **Empirical Results on Staff Training and Employee Performance**

In this section, the empirical results for each of the specific research objectives is presented, analysed and interpreted as presented below. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly Agree and discussed based 5 questions which are statistically tabulated and presented in the Table 4.6 below with the frequencies and percentages according to the responses collected.

#### **4.6 Objective One: Induction training and Employee Performance**

**Table 4. 6: Descriptive Statistics on Induction and Employee performance**

<b>Items on Induction</b>	<b>Agree %</b>	<b>Disagree %</b>	<b>Mean</b>	<b>Standard Deviation</b>
I am made to learn about the duties of the Job at the work place	92	8.0	4.40	.491
Staff are left to learn on their own the duties of the Job	85	15	4.28	.399
Learning about duties of the Job is done in the first three months	73	27	3.99	1.00
Learning of the duties of the Job is clear on what is expected of staff	89	11	4.44	1.76
Staff are familiar to their work places	94	6.0	4.70	.401
Staff learn about values, goals, vision and policies of the Ministry on the Job	88	12	4.46	1.31

*Source: Primary Data (2017)*

As to whether they are made to learn about the duties of the Job at the work place, the respondent's responses indicated that cumulatively, the larger percentage (92%) of the respondents agreed and 8.0% disagreed. The mean = 4.40 indicated that the respondents agreed that they are made to learn about the duties of my Job at the work place. A respondent noted that *"to some extent we learn about the duties of the job at the work place in most cases"*

Responses to the question as to whether staffs are left to learn on their own the duties of the job, (85%) disagreed while 15% agreed. The mean = 4.28 indicated that Staff are left to learn on their own the duties of the Job.

An accountant noted that: *“like in any other organisation the employees are helped to learn about their duties at the Job when they are still new, however the seniors endeavour to guide them”*

With respect to whether learning about duties of the Job is done in the first three months, cumulatively the larger percentage (73%) agreed with 27% disagreeing. The mean = 3.99 which corresponded to agreed indicating that the majority of the respondents agreed that learning about duties of the Job is done in the first three months.

A respondent was of the view that *“learning about duties of the Job is done in the first three months”* Two of the respondents interviewed had mixed reactions about learning about duties of the Job is done in the first three months. Others noted that learning about duties of the Job may not be done in the first three months or it may be immediate once someone begins duty.

As to whether learning of the duties of the Job is clear on what is expected of staff, cumulatively the larger percentage (89%) agreed with 11% disagreed. The mean = 4.44 meant that the respondents agreed that learning of the duties of the Job is clear on what is expected of staff.

Regarding whether staff are familiar to their work places, cumulatively the larger percentage (94%) agreed and 6.0% disagreed. The mean = 4.70 implied that staff are familiar to their work places.

A respondent noted

*“staff being familiar to their work places depends on the individual and not everyone acclimatises her/himself with the job on the onset”*

Whether there is staffs learn about values, goals, vision and policies of the Ministry on the Job, cumulatively the larger percentage (88%) agreed with 12% disagreeing. The mean = 4.46 implied that staff learn about values, goals, vision and policies of the Ministry on the Job.

#### **4.7 Summary of findings on the dependent variable (Employee Performance)**

Presentation of the summary of responses on the dependent variable (Financial Performance)

**Table 4. 7: Descriptive Statistics on Employee Performance**

<b>Items</b>	<b>Agree</b>	<b>Disagree</b>	<b>Mean</b>	<b>Std. Dev</b>
I always get assigned tasks accomplished on time	76	24	3.87	.396
Iam efficient at my place of work	86	14	4.06	.242
There is an increase in the quality of work done	71	29	3.82	.967
Iam effective at my place of work	65	35	3.60	.135
There is an increase in the amount of tasks that I handle at work	94	6.0	4.70	.401
I deliver quality work at a low cost	88	12	4.46	1.31

*Source: Primary Data (2017)*

As to whether they always get assigned tasks accomplished on time, the respondent’s responses indicated that cumulatively, the larger percentage (76%) of the respondents agreed and 24% disagreed. The mean = 3.87 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that they always get assigned tasks accomplished on time. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential.

Employees who undergo proper training tend to keep their jobs longer than those who do not. Thus, to cope with these challenges, more improved and effective training programs are required by all corporates. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time

A respondent noted that *“the employees always get assigned tasks accomplished on time but it depends on the type of task assigned”* According to human development that every employ aims at accomplishing tasks on time. HDR Report (2016) noted that trained employees should work closely towards the accomplishment of common goals, it is obvious that administrators cannot be successful without well skilled and well trained people. The importance of incorporating training into organizational or institutional roles hence the staffing of these roles and the entire process of direction and leading people must be premised on knowledge and skills. Responses to the question as to whether they are efficient at my place of work (86%) disagreed while 14% agreed. The mean = 4.06 above four indicated that they are efficient at my place of work.

A respondent was of the view that *“they try to be efficient at the place of work ”*This is supported by documentary evidence henceforth the HDR Report (2016) noted that the need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It further becomes necessary in view of advancement in modern world to invest in training. Thus, the role played by staff training and development can no longer be over-emphasized. However, the need for organizations to embark on staff development programme for employees has become obvious. Absence of these programmes often manifest tripartite problems of incompetence, inefficiency and ineffectiveness

With respect to whether there is an increase in the quality of work done (71%) agreed with 29% disagreeing. The mean = 3.82 which corresponded to agreed indicated the majority of the respondents agreed that there is an increase in the quality of work done.

A respondent in support of the above survey findings noted that *quality work is done by the employees of MoFPED*. Adams (2006) developed an early model that has received considerable attention. The three-component model he advocated for was based on quality, commitment and dedication.

As to whether they are effective at my place of work (65%) agreed with 35% disagreed. The mean = 3.60 meant that they are effective at my place of work.

A respondent had this to say “*some trainings have helped us to become effective at the work place although many have not yielded anything*”

Staff training makes a very significant contribution to the overall effectiveness and profitability of an organization. Therefore, provides a systematic approach to training which encases the main elements of training. The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization must be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, public sector organizations conduct training and development programmes for different levels of their manpower.

Regarding whether there is an increase in the amount of tasks that they handle at work (94%) agreed and 6.0% disagreed. The mean = 4.70 implied that there is an increase in the amount of tasks that they handle at work.

Whether they deliver quality work at a low cost (88%) agreed with 18% disagreeing. The mean = 4.46 implied that they deliver quality work at a low cost.

A respondent noted that *they deliver quality work if the relevant training is given by the MoFPED*. Three respondents in corroboration were of the opinion that the objectives of induction are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if the worker has the potentials, a worker may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks.

#### 4.8 Hypothesis testing one

There is a positive significant relationship between induction and employee performance at MoFPED

#### Pearson Correlation Coefficient

The hypothesis was tested using the Pearson correlation coefficient and the results of the hypothesis are given Table 4.8 below.

**Table 4. 8: Correlation matrix for Induction and Employee Performance**

		Induction	Employee Performance
Induction	Pearson Correlation	1	.872(**)
	Sig. (2-tailed)	.	.000
	N	60	60
Employee Performance	Pearson Correlation	.872(**)	1
	Sig. (2-tailed)	.000	.
	N	60	60

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

The results show that the correlation coefficient is 0.872(\*\*) and its significance level 0.000. Therefore according to the results there is a positive significant relationship between induction and employee performance in the MoFPED. Induction explains employee performance at MoFPED. An improvement on induction training will lead to an improvement on employee performance in the MoFPED. Therefore the alternative hypothesis that stated that there is a

positive significant relationship between induction and employee performance at MoFPED is upheld.

#### 4.9 Regression Analysis

A regression analysis for induction and employee performance was run and the results from the analysis are below in Table 4.9

**Table 4. 9: Regression Analysis for induction and employee performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872(a)	.760	.701	1.675

a Predictors: (Constant), Induction

Table 4.9 provides the R and R<sup>2</sup> value. The R value is 0.872, which represents the simple correlation and, therefore, indicates a low degree of correlation. The R<sup>2</sup> value indicates how much of the dependent variable employee performance can be explained by the independent variable induction. In this case, 0.872 can be explained, which is very large. The standard error of the estimate is 1.675 and the adjusted R square value is 0.701. Therefore the adjusted square value of .701 implied that induction predicts employee performance at MoPFED; in other words the employee performance at MoFPED is dependent on induction by 70.1%

#### 4.10 Research Objective two stated that: On the Job Training and Employee Performance

The survey instruments used for the study involved a list of 05 items measuring the relationship between on the job training and employee performance whose descriptive findings are presented. The researcher analyzed the questionnaires that were distributed to the respondents and responses were based on Likert scale ranging from one which represented strongly disagrees to five which reflected strongly agree. The resulting summary statistics are in Table 4.10 below.

**Table 4. 10: Descriptive statistics on the Job Training and Employee Performance**

Items	Agree	Disagree	Mean	Std. Dev
Demonstration of staff on working procedures takes place in the Ministry	83	17	4.04	.764
Staff are coached on how to perform duties in the Ministry	84	16	3.86	1.25
Staff are rotated within the offices to learn various activities	41	59	2.44	.734
Staff are attached to projects in the Ministry to learn	36	64	2.01	.117
I have undergone on the Job training of the Ministry	81	19	4.01	1.17
Staff undertake study visits	79	21	3.62	1.07

*Source: Primary data (2016)*

As to whether demonstration of staff on working procedures takes place in the Ministry (83%) of the respondents agreed and 17% disagreed. The mean = 4.04 indicated that demonstration of staff on working procedures takes place in the Ministry.

Responses to the question as to whether staffs are coached on how to perform duties in the Ministry (86%) agreed while 14% disagreed. The mean = 3.86 indicated that the majority of the respondents agreed that staff are coached on how to perform duties in the Ministry

A Senior Official noted that “*some staff are coached on how to perform duties in the Ministry*” Furthermore, it indicates an institution’s long-term commitment through coaching towards its workers and increases the employee’s motivational level. All these contributions lead to achieving competitive advantage and enhancement of employee performance and organizational productivity

With respect to whether staffs are rotated within the offices to learn various activities, cumulatively the larger percentage (41%) agreed with 59% disagreeing. The mean = 2.44 which corresponded to disagreed indicated that staff are rotated within the offices to learn various activities.

A respondent was of the view that “*some staffs are rotated within the offices to learn various activities*”. On the job training therefore can be explained as a planned and systematic effort by

management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge. Employees who receive training have increased confidence and motivation and helps to improve the availability and quality of staff in the public sector as documentary evidence has it (MoPS, 2015)

As to whether staffs are attached to projects in the Ministry to learn (64%) disagreed with 34% agreed. The mean = 2.01 meant that staff are attached to projects in the Ministry to learn.

Regarding whether they have undergone on the Job training at the Ministry (94%) agreed and 6.0% disagreed. The mean = 4.01 implied that they have undergone at the Job training of the Ministry.

A respondent noted that *“Some people have received on the Job training at the Ministry of Finance, Planning and Economic Development upon joining the Ministry, however not as expected as some workshops that are international are left to special employees henceforth discriminatively done”* However, for some years now it appears that some trainings in MoFPED are haphazard, unplanned and unsystematic, and some of its employees have not qualified for any form of training. A brief interaction with some employees did show that management of MoFPED see the cost incurred in the acquisition and maintenance of employees to perform as not more relevant than that expense on training and development of its staff.

However, effective on the job training is beneficial for an institution in variety of ways, such as building and maintaining capabilities, both on individual and organizational level, and thus participating in the process of organizational change. Moreover, on the job training enhances employee performance hence decreasing the unintentional job rotation of the workers

Whether staff undertake study visits, cumulatively the larger percentage (88%) agreed with 12% agreeing. The mean = 3.62 implied that staff undertake study visits.

A junior Official who preferred anonymity had this to say “*the study visits conducted are in form of trainings*”. Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization.

When asked whether they transform what they have learnt into reality, those interviewed noted that transfer outcomes are those attainments made by the trainees when they apply what they have acquired in a training context back to the job, which can benefit both the trainees and the organization in terms of perceived post training attitudes, perceived transfer of training, practicing new knowledge and job performance etc.

#### 4.11 Hypothesis testing one

There is a positive significant relationship between on the job training and employee performance at MoFPED

#### Pearson Correlation Coefficient

The hypothesis was tested using the Pearson correlation coefficient and the results of the hypothesis are given below in Table 4.11.

**Table 4. 11: Correlation matrix for On the Job training and Employee performance**

		On the job training	Employee Performance
On the job training	Pearson Correlation	1	.512(**)
	Sig. (2-tailed)	.	.000
	N	60	60
Employee performance	Pearson Correlation	.512(**)	1
	Sig. (2-tailed)	.000	.
	N	60	60

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

The results show that the correlation coefficient is 0.512(\*\*) and its significance level 0.000. Therefore according to the results there is a positive significant relationship between on the job and employee performance in the MoFPED. On the job training explains employee performance at MoFPED. An improvement on the job training will lead to an improvement on employee performance in the MoFPED. Therefore the alternative hypothesis that stated that there is a positive significant relationship between on the job training and employee performance at MoFPED is upheld.

#### 4.12 Regression Analysis

A regression analysis for on the job training and employee performance was run and the results from the analysis are below in Table 4.12.

**Table 4. 12: Regression Analysis for the relationship between On the job and Employee Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 <sup>a</sup>	.262	.286	14.97243

a. Predictors: (Constant), on the job training

Table 4.12 Provides the R and R<sup>2</sup> value. The R value is 0.512, which represents the simple correlation and, therefore, indicates a low degree of correlation. The R<sup>2</sup> value indicates how much of the dependent variable, employee performance can be explained by the independent variable on the job training. The standard error of the estimate is 14.97243 and the adjusted R square value is 0.286. Therefore the adjusted square value of .286 implied that on the job training predicts employee performance; in other words employee performance is dependent on the job training by 28.6%

**Table 4. 13: Summary of the hypothesis results for On the job training and Employee Performance**

Hypothesis No.	Hypothesis	Statement
HP <sub>2</sub>	There is a significant relationship between on the job training and employee performance in MoFPED	This implied that on the job significantly influences employee performance

**In conclusion**, both the qualitative and the quantitative data that was collected agree. The qualitative and quantitative data that was collected on objectives two that sought to establish the relationship between on the job training and employee performance of MoFPED

#### 4.13 Objective three: Off the Job training and Employee Performance

The items on off the job training and employee performance were derived from the third of objective of the study. Question items measuring off the job training were put to the respondents. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure , 4 = Agree and 5 = Strongly Agree. Descriptive data is as presented in Table 4.14.

**Table 4. 14: Descriptive statistics on Off the job training**

Items	Agree	Disagr ee	Mean	Std. Dev
Knowledge is acquired during study visits	48	42	3.00	.491
Staff undertake long term courses	73	27	3.88	.632
Staff undertake short term courses	75	25	3.94	.544
The courses undertaken are relevant to the work of the Ministry	81	19	4.07	.946

*Source: Primary Data (2017)*

As to whether Knowledge is acquired during study visits, the larger percentage (48%) of the respondents agreed and 42% disagreed. The mean = 3.09 was above the median score, three,

which on the five-point Likert scale used to measure the items indicated knowledge is acquired during study visits.

Responses to the question as to whether staffs undertake long term courses (73%) agreed while 27% disagreed. The mean = 3.88 above three indicated that staff undertake long term courses.

A respondent was of the view that *“Training has been observed as part of human development and therefore staffs undertake long term courses”* training or development programmes in the Ministry of Finance, Planning and Economic Development are organized through individuals , companies and therefore the organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which have been identified. It is worthy of mention that organization development follows the development of individual who form the organization. It follows that no organization becomes effective and efficient until the individual have and apply the required skills and knowledge

With respect to whether staffs undertake short term courses, cumulatively the larger percentage (75%) agreed with 25% disagreeing. The mean = 3.94 which corresponded to disagreed indicated that Staff undertake short term courses.

A respondent noted that *“ it is common for employees to undertake short courses organised by Universities like Makerere”* Off the job training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. This is also supported by documentary evidence hence forth the HDR Report (2016) reiterated that the process of off the job training and development is a continuous one. Off the job training is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively.

As to whether the courses undertaken are relevant to the work of the Ministry, cumulatively the larger percentage (81%) agreed with 19% disagreed. The mean = 4.07 meant that the courses undertaken are relevant to the work of the Ministry.

A senior official had this to say “*the courses undertaken are relevant to the work of the Ministry.*” The respondents during interviews identified some courses undertaken as essential for fostering increased productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise.

When asked whether the management supports off the job training, respondents interviewed had mixed responses but the majority noted that off the job training plays a vivacious role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Off the job training is considered as that sort of investment by the firm that not only brings high return on investment but also supports to achieve competitive advantage.

The study established whether the respondent have received adequate training and are therefore competent enough to perform effectively and efficiently. As presented, 6.7% strongly disagreed, 46.7% disagreed, 10% were not sure, 23.3% agreed and 13.3% strongly agreed. From the findings, conclusions can be drawn that the majority of the respondents cumulatively (53.4%) agreed that they had not received adequate formal off the job training. Asked whether they is

positive attitude to perform better, 23 respondents (76.7%) strongly agreed, 5 respondents (16.7%) agreed whereas 2 (6.7%) were not sure. This clearly shows that a positive attitude is very important at work place. Off the job training is necessary in modification of attitude. This study further sought to establish the link among training, job satisfaction and good performance. As per the study findings, 60% agreed to this question, 30% strongly agreed, 6.7% were not sure while 3.3% disagreed. This made the researcher draw a conclusion that training leads to job satisfaction hence good performance. Top support this very finding, the HDR Report (2016) noted that employee training increase employee performance. It makes the employee an effective problem solver and also sustains a positive attitude towards work.

**4.15 Hypothesis testing three**

there is a positive significant relationship between off the job training and employee performance at MoFPED

**Pearson Correlation Coefficient**

The hypothesis was tested using the Pearson correlation coefficient and the results of the hypothesis are given in Table 4.15 below.

**Table 4. 15: Correlation matrix for Off the job training and Employee performance**

		Off the job training	Employee Performance
Off the job training	Pearson Correlation	1	.322
	Sig. (2-tailed)	.	.000
	N	60	60
Employee Performance	Pearson Correlation	.322	1
	Sig. (2-tailed)	.000	.
	N	60	60

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

The results show that the correlation coefficient is 0.322 and its significance level 0.000. Therefore according to the results there is a positive relationship between off the job and employee performance in the MoFPED. Off the job training explains employee performance at MoFPED. An improvement off the job training will lead to an improvement on employee performance in the MoFPED. Therefore the alternative hypothesis that stated that there is a positive significant relationship between off the job training and employee performance at MoFPED is upheld.

#### 4.16 Regression Analysis

A regression analysis for off the job training and employee performance was run and the results from the analysis are below in Table 4.16.

**Table 4. 16: Regression Analysis for the relationship between Off the Job training and Employee Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322 <sup>a</sup>	.103	.114	9.69020

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

#### Source primary data (2017)

The coefficient of determination (Adjusted R square) value is 0.114; this implied that off the job training explained only 11.4% of employee performance in MoFPED. Therefore off the job training predicts employee performance at MoFPED by 11.4%. From all the results the alternate hypothesis earlier stated in chapter four that there is a significant relationship between off the job training and employee performance at MoFPED is therefore upheld.

**Table 4. 17: Summary of the hypothesis results for off the job training and employee performance**

<b>Hypothesis No.</b>	<b>Hypothesis</b>	<b>Statement</b>
HP <sub>3</sub>	There is a significant relationship between off the job training and employee performance of MoFPED	This implied that off the job training significantly influences employee performance of MoFPED

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This Chapter focuses on the discussion of the findings, conclusions, recommendations and areas for further research

#### **5.2 Summary of Major Findings**

Summary results are presented according to the study objectives.

##### **5.2.1 Induction and Employee Performance**

The Pearson Correlation Coefficient was run and results showed that induction significantly influences employee performance of MoFPED. Therefore according to the results the r value was 0.872(\*\*) implying that  $p=0.000$  therefore there is a positive significant relationship between induction and employee performance of MoFPED. Therefore the alternative hypothesis that was earlier postulated is upheld. A regression analysis was run and findings indicated that the adjusted r value was 0.701 implying that induction predicts employee performance of MoFPED; in other words employee performance is dependent on induction in MoFPED

##### **5.2.2 On the job training and Employee Performance**

The Pearson Correlation Coefficient was run and results showed that the r value was 0.512(\*\*)  $P=0.000$  implying that on the job training significantly influences employee performance of MoFPED. Therefore according to the results there is a positive significant relationship between on the job training and employee performance of MoFPED. Therefore the alternative hypothesis that was earlier postulated is accepted. A regression analysis was run and findings indicated that adjusted r value was .286 implying that on the job training predicts employee performance of MoFPED; in other words employee performance is dependent on the job training of MoFPED.

### **5.2.3 Off the Job training and Employee Performance**

The Pearson Correlation Coefficient was conducted and the results showed  $r=0.322$  and  $p=0.000$  implying that off the job training significantly influences employee performance of MoFPED. Therefore according to the results there is a positive relationship between off the job training and employee performance of MoFPED. Therefore the alternative hypothesis that was earlier postulated is accepted. A regression analysis was run and findings indicated that off the job training predicts employee performance by .114 in the MoFPED; in other words employee performance is dependent on off the job training in MoFPED

## **5.3 Discussion**

This subsection discusses of the findings which are discussed according to the respective research objectives as earlier presented in chapter one.

### **5.3.1 Induction and Employee Performance**

Findings revealed that there is a positive significant relationship between induction and employee performance  $r =0.872(**)$  and  $p=0.000$ . Study findings revealed that like in any other organisation the employees are helped to learn about their duties at the Job when they are still new , however the seniors endeavour to guide them. Learning about duties of the Job is done in the first months.

Agarwal (2009) noted that without proper induction training, employees do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper induction tend to keep their jobs longer than those who do not. Thus, to cope with these challenges, more improved and effective training programs are required by all corporates. Almendarez (2011) noted that effective training programs helps in

constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time

Findings revealed that the employees always get assigned tasks accomplished on time but it depends on the type of task assigned. According to human development that every employ aims at accomplishing tasks on time. HDR Report (2016) noted that properly inducted employees should work closely towards the accomplishment of common goals, it is obvious that administrators cannot be successful without well skilled and well trained people. The importance of incorporating training into organizational or institutional roles hence the staffing of these roles and the entire process of direction and leading people must be premised on knowledge and skills. Employees of MoFPED try to be efficient at the place of work. This is supported by documentary evidence henceforth the HDR Report (2016) noted that the need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It further becomes necessary in view of advancement in modern world to invest in training. Thus, the role played by staff induction and development can no longer be over-emphasized. However, the need for organizations to embark on staff development programme for employees has become obvious. Absence of these programmes often manifest tripartite problems of incompetence, inefficiency and ineffectiveness

Study findings revealed that quality work is done by the employees of MoFPED. Adams (2006) developed an early model that has received considerable attention. The three-component model he advocated for was based on quality, commitment and dedication.

It was further observed that some training have helped us to become effective at the work place although many have not yielded anything. Goldstein (1986), observed that staff induction makes a very significant contribution to the overall effectiveness and profitability of an organization. Therefore, provides a systematic approach to induction which encases the main elements of

training. Kirkpatrick (1967) noted that the effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization must be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, public sector organizations conduct induction and development programmes for different levels of their manpower.

### **5.3.2 On the Job training and Employee Performance**

Findings revealed that there is a positive significant relationship between on the job training and employee performance  $r= 0.512(**)$  and  $p=0.000$ . It was observed that some staff are coached on how to perform duties in the Ministry. Similarly, Taylor (1992) indicated that an institution's long-term commitment through coaching towards its workers increases the employee's motivational level. All these contributions lead to achieving competitive advantage and enhancement of employee performance and organizational productivity

Study findings revealed that some staffs are rotated within the offices to learn various activities. Tracey, Tannenbaum, and Kavanagh (1995) noted that on the job training can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge. Employees who receive on the job training have increased confidence and motivation and helps to improve the availability and quality of staff in the public sector as documentary evidence has it (MoPS, 2015)

It was observed that some employees of MoFPED have received on the Job training at the Ministry of Finance, Planning and Economic Development upon joining the Ministry; however

not as expected as some workshops that are international are left to special employees henceforth discriminatively done. Kibiuuka (2016) noted that for some years now it appears that some trainings in MoFPED are haphazard, unplanned and unsystematic, and some of its employees have not qualified for any form of training. A brief interaction with some employees did show that management of MoFPED see the cost incurred in the acquisition and maintenance of employees to perform as not more relevant than that expense on training and development of its staff.

Van-Zohngen (2000) noted that effective on the job training is beneficial for an institution in variety of ways, such as building and maintaining capabilities, both on individual and organizational level, and thus participating in the process of organizational change. Moreover, on the job training enhances employee performance hence decreasing the unintentional job rotation of the workers. It was observed that the study visits conducted are in form of trainings. Walter (2002) noted that training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization.

### **5.3.3 Off the Job training and Employee Performance**

Findings revealed that there is a positive significant relationship between off the job training and employee performance  $r=0.322$  and  $p=0.000$ . Study findings revealed that training has been observed as part of human development and therefore staffs undertake long term courses. Kibuuka(2016) noted that training or development programmes in the Ministry of Finance, Planning and Economic Development are organized through individuals , companies and therefore the organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the

programme in line with the need, which have been identified. It is worthy of mention that organization development follows the development of individual who form the organization. It follows that no organization becomes effective and efficient until the individual have and apply the required skills and knowledge

It was further observed that it is common for employees to undertake short courses organised by Universities like Makerere. Wexley and Latham (1981) noted that off the job training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. This is also supported by documentary evidence hence forth the HDR Report (2016) reiterated that the process of off the job training and development is a continuous one. Off the job training is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Study findings revealed that the courses undertaken are relevant to the work of the Ministry.

The respondents during interviews identified some courses undertaken as essential for fostering increased productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise.

Xiao (1996) noted that off the job training plays vivacious role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares

employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Off the job raining is considered as that sort of investment by the firm that not only brings high return on investment but also supports to achieve competitive advantage.

It was further observed that off the job training is necessary in modification of attitude. This made the researcher draw a conclusion that training leads to job satisfaction hence good performance. Top support this very finding, the HDR Report (2016) noted that employee training increase employee performance. It makes the employee an effective problem solver and also sustains a positive attitude towards work.

## **5.4 Conclusions**

On the basis of the study findings, a number of conclusions were made notably:

### **5.4.1 Induction and Employee Performance**

Like in any other organisation the employees are helped to learn about their duties at the Job when they are still new , however the seniors endeavor to guide them. Without proper induction training, employees do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper induction tend to keep their jobs longer than those who do not. Properly inducted employees should work closely towards the accomplishment of common goals, it is obvious that administrators cannot be successful without well skilled and well trained people. The importance of incorporating induction into organizational or institutional roles hence the staffing of these roles and the entire process of direction and leading people must be premised on knowledge and skills. An improvement on induction training will enhance employee performance in an organisation.

#### **5.4.2 On the Job training and Employee Performance**

On the job training plays an important role in employee performance. This is because through training, skills and knowledge are passed from the trainer to the trainee especially on new products/services and technology. It is through training that one builds the right attitudes towards work and unlearns the negative ones. When training is administered, it leads to effectiveness in service delivery and also makes the employees more confident at work hence job satisfaction is achieved. On the job training builds loyalty towards the organization and the same is passed on to the employees hence better employee performance. This study was undertaken to establish the relationship between on the job training and performance. It can therefore be concluded that the objective was positively met. The researcher found out that an increase on the job training will enhance employee training in the MoFPED. Training should also be done with an objective of building the “how” to deliver quality services to the people. For them perform well, they should be trained and positioned for any personal growth opportunities available in the company. This makes them feel recognized hence are satisfied with what they do and the Ministry hence better performance. An improvement on the job training will enhance employee performance in an organisation.

#### **5.4.3 Off the Job training and Employee Performance**

No organization becomes effective and efficient until the individual have and applied the required skills and knowledge. Off the job training is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Off the job training has prepared employees to hold future position in an organization with full capabilities and helped to overcome the deficiencies in the MoFPED. Off the job training has enhanced employee performance in many organisations. It makes the employee an effective problem

solver and also sustains a positive attitude towards work. This study was undertaken to establish the relationship between off the job training and performance. It can therefore be concluded that the objective was positively met. The researcher found out that an increase off the job training will enhance employee performance in the MoFPED. An improvement off the job training will enhance employee performance in an organisation.

## **5.5 Recommendations**

Basing on the study conclusions, several recommendations were made. The recommendations below were made on the basis of research objectives as provided in chapter one.

### **5.5.1 Induction and Employee Performance**

Induction sessions should be made more regular to ensure the employees have a clear scope of what is required of them. For example, an employee who understands clearly how default management is dealt with and the legalities involved in the same will feel more confident to manage such cases and will most times successfully handled the same with knowledge. This will influence employee performance. Based on the results of the study, the researcher recommends introducing more induction programs for employees, which are more suitable to the skills needed at work, as well as giving employees equal opportunities for attending the induction courses. Using modern methods for delivering the content of the induction is also recommended.

### **5.5.2 On the Job training and Employee Performance**

On the job training and development leads to increased employee motivation Seligman (1978). The management can motivate employees in MoFPED through such methods as pay, promotion, praise and training. Secondly, MoFPED should see learning, on the job training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for

organizational development and survival. Employees must identify their aspirations and abilities, and through counseling recognize what training and development needs are required for a particular career information and training to its employees.

### **5.5.3 Off the Job training and Employee Performance**

First, identification of training needs in relation to off the job training should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance. The training needs identified should emanate from MoFPED strategic plan, which also cover departmental/sectional/teams and individual plans.

### **5.6 Limitations of the study**

Given the time factor it was not possible for the researcher to carry out the study beyond study scope in terms of time, geography and subject, therefore future studies should include the time series collection of data on the perception of service. The research study took long to conduct, particular interviews, which delayed the study. This was due to the fact that some respondents were not in office at the time of data collection. The researcher relied on a few respondents for the interviews that made the data got from interviews inadequate. Weather was a big obstacle as it rained on certain occasions as data was being collected for the study. There was also a problem of taking long to appear for interviews due to interruptions arising from the frequent meetings on going meetings and duty delegation. Therefore collecting data from them through the questionnaires proved to be a big challenge

## **5.7 Areas for Further Research**

This research investigated the relationship between staff training and employee performance. Given the time factor, it was not possible to assess the entire subject of training for example training needs assessment. It was not also possible to investigate staff training beyond my study area (scope). Therefore further research should focus on: The relationship between staff development and employee performance in MoFPED. There is need to examine the relationship between staff training and service delivery in public entities

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## APPENDICES

### Appendix 1: Questionnaire for Ministry Staff

Dear Respondent,

I am **Akior Patricia Angella**, pursuing a course leading to award of Masters Degree in Public Administration at UMI. The study is entitled “**Staff training and employee performance in public sector in Uganda**” that will lead to the award of the above degree. This questionnaire is intended to generate relevant information for purposes of completing the study. The questionnaire will be treated with maximum confidentiality and purely for academic purposes. In your position, you have useful information to contribute to the success of this study. You can readily contribute to this study by answering the questions in this instrument. Please do not include your name anywhere on the questionnaire.

Thank you for your co-operation.

#### SECTION: BIO DATA

1. Age

18 -28  1    29- 35  2    36 -50  3    Above 50  4

2. Gender

3. Male  1    Female  2

4. Higher Level of Education

Certificates  2    Diploma  2    Bachelors  2    Masters  2    Others Specify  2

5. How long have you served as an employee of MoFPED

1-2 years       3-4years       5-10 years       above 10years

**INSTRUCTIONS**

Tick the number that best indicates your opinion on the questions using the scales below:

Scale	5	4	3	2	1
	Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (DA)	Strongly Disagree (SD)

**Section B: Training Approaches**

S/N	STATEMENT	SA	A	NS	DA	SD
<b>A</b>	<b>INDUCTION</b>					
1	I am made to learn about the duties of my Job					
2	Staff are left to learn on their own the duties of the Job					
3	Learning about duties of the Job is done in the first three months					
4	Learning of the duties of the Job is clear on what is expected of staff					
5	Staff are familiar to their work places					
6	Staff learn about Values, Goals, Vision and Policies of the Ministry on the Job					

<b>B</b>	<b>ON-THE-JOB TRAINING</b>					
7	Demonstration of staff on working procedures takes place in the Ministry					
8	Staff are coached on how to perform duties in the Ministry					
9	Staff are rotated within the offices to learn various activities					
10	Staff are attached to projects in the Ministry to learn					
11	I have undergone on the Job training of the Ministry					
12	Staff undertake study visits					
<b>C</b>	<b>OFF-THE-JOB TRAINING</b>					
13	Knowledge is acquired during study visits					
14	Staff undertake long term courses					
15	Staff undertake short term courses					
16	The courses undertaken are relevant to the work of the Ministry					
<b>D</b>	<b>EMPLOYEE PERFORMANCE</b>					
17	Staff are given the required level of performance					
18	Employee performance is appraised at the end of the Financial Year					
19	Staff are given feedback about their performance					

20	Annual staff appraisal provide basis for determining staff skill and knowledge gaps					
21	Appropriate training appraisal are used to bridge the performance gap					
22	Staff are efficient when performing their work					

## Appendix 2: Interview guide for top Management

Dear Respondent,

You are kindly requested to provide response to questions in the guide to enable the interviewer generate answers to the above research. All information provided will be used strictly for academic purposes only and will be treated with utmost confidentiality.

### 1. Induction

(a) Do you provide provision for new employees to learn about any duties of their jobs?

.....

If Yes/No, explain more?

.....

.....

(b) Is there any officer in place to introduce the new staff to their jobs?

.....

(c) How and when do you introduce the new employees to their duties and responsibilities?

.....

(d) Do employees learn about their duties and what is expected of them? .....

(e) Do you think the new staff is familiarized to their work places when they report to their new offices? .....

(f) Does staff learn about values, goals, vision and policies of the Ministry when they join the Ministry? .....

### 1. On-the-job training

(g) Does demonstration to the new staff on working procedures take place in the Ministry?

.....

(h) Who does demonstration to new staff on working procedures?

.....

(i) Is this officer competent enough to perform the duties?

.....

(j) Do you think staff is adequately coached on how to perform duties in the Ministry?

.....

(k) Is staff rotation in the Ministry done to enable staff acquire various skills?

.....

(i) Is staff attached to projects done in the Ministry?

.....

(j) Did you undergo on the job training when you were a new entrant to this job?

.....

**2. Off-the-job training**

(k) Does your staff undertake study visits?

.....

(l) Do you think there is any gainful knowledge acquired during these study visits?

.....

(m) Does your staff undertake long-term courses?

.....

(n) Does your staff undertake short-term courses?

.....

(o) Do you think the courses undertaken are relevant to the work of the Ministry?

.....

**3. Employee performance**

(p) Do you think the staff in the Ministry delivers the required level of performance?

.....

(q) Does the Ministry appraise the staff for performance?

.....

(r) Is staff given feedback about their performance? .....

(s) Do you think your performance is limited by lack of training?

.....

(t) Are there appropriate training approaches used to bridge the performance gaps in the  
Ministry? .....

(u) Do you think your staff is efficient when performing their work?

.....

**THANK YOU**

### **Appendix 3: Observation Checklist**

The researcher will seek to find out whether the following infrastructures which are important in staff training are present in the area of study:

- i. Training charts
- ii. Explanatory instructions
- iii. Organ grams (organization charts);

#### **Appendix 4: Documentary Checklist**

The researcher will seek to find out whether the following documents that govern training of staff in Public Service are available in the study area:

- i. Public Service Government Standing Orders (2010)
- ii. Ministry of Public Service Training Policy (2006)
- iii. Public Service Human Resource Manual
- iv. Public Service Employee performance Appraisal
- v. The Constitution of the Public of Uganda (1995)

**Appendix 5: Krejcie, Morgan And Robert sample size (S) tables (1970) for the given  
Population Sizes (N)**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

## **Appendix 8: Introductory letter**