

**CAREER DEVELOPMENT AND EMPLOYEE PERFORMANCE IN THE
INSPECTORATE OF GOVERNMENT IN UGANDA**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT
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DECLARATION

I, Reuben Bainomujuni, I declare that this is my original work which has not been submitted to any University or Institution for any award.

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APPROVAL

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DEDICATION

This dissertation is dedicated to my mother for her inspiration, my wife for her patience and my children.

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I would be selfish if I do not mention some key personalities who have helped me along this journey of a thousand miles.

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LIST OF ABBREVIATIONS

CIPD	Chartered Institute of Personnel and Development
CVI	Content validity index
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
IG	Inspectorate of Government
IGG	Inspector General of Government
MDGs	Millennium Development Goals
SAPs	Structural Adjustment Programmes
SPSS	Statistical Package for Social Scientists
TNA	Training needs assessment
UK	United Kingdom
UMI	Uganda Management Institute
USA	United States of America

ABSTRACT

This study investigated career development and employee performance in the Inspectorate of Government (IG) in Uganda so as to inform the institution on bettering performance of its employees. The study was provoked by the prevailing continuous and truncated performance of employees of the IG in the face of high public expectation of fulfilling its institutional mandate of promoting the rule of law and good governance in public offices. Using both qualitative and quantitative approaches, the study adopted a correlational study and to some extent a cross-sectional survey design and a case study design were relevant. The researcher sampled 183 respondents and collected data from 164 members of staff as well as five members of top management resulting into a response rate of 92%. The data collection methods used included; questionnaire survey, interviews, focus group discussions and documentary review. Analysis of quantitative data was done using descriptive and inferential statistics while narrative analysis was used for qualitative data. The findings of the study revealed that staff training is positive, but insignificantly impacts on employee performance, yet both delegation and career growth prospects significantly affect employee performance. The study concluded that the IG staff trainings have little impact on employee performance; nevertheless both delegation and career growth prospects have significant impact on employee performance. The study recommended that the IG should put in place and or revitalize a systematic training policy and address staff attitude to work in order to better employee performance. It should also streamline feedback process to reinforce effective communication and engender improved delegation of tasks/responsibilities to enhance employee performance. It should further strengthen career growth prospects to produce a workforce that engages in the extra-role behaviour.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study investigated career development and employee performance in the Inspectorate of Government (IG) in Uganda. Career development was the independent variable while employee performance was the dependent variable. Employee performance was measured in form of targets, output, timeliness and effectiveness while career development was examined in relation to staff training, delegation and career growth prospects.

This chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the scope of the study, the significance, justification and operational definitions of terms and concepts.

1.2 Background to the study

1.2.1 Historical background

The performance of employees in institutions has become a concern globally. Over the past decade, and particularly in the past five years, employers and employees have faced human capital challenges and an uncertain economy. According to Noe (2010), the US economy was affected by the recession in the beginning of 2008, the worst since the years following World War II. The unemployment problem rose to over 8.5%, the highest since 1983.

Noe (2010) further indicates that, “ the economic downturn that started in 2008 has had a significant impact on companies and the resulting decisions made by management, which have impacted on employee engagement levels and perceptions

globally, leading to changes in leading drivers of employee engagement. Organizations need to focus on harnessing the discretionary effort that engaged employees deliver”. Globally, companies in emerging markets are struggling to find and retain talented employees. Demand for talented employees exceeds the supply causing employers difficulty in finding employees with unique skills that can perform complex tasks with ease. More, according to World Competitiveness Report of 2004 (as cited in Hayward, 2005), South Africa is currently ranked 30th out of 49 countries in terms of business efficiency, as judged using criteria such as productivity, motivation and managerial competence.

Booth, Cammack, Kibua, Kweka and Rudaheranwa (2007) indicate that Kenya, Tanzania and Uganda are apparently undergoing the same demographic transition, with substantial lags, but posing similar challenges to education systems and job markets. That though policies for market based development have been improving, they have been too slow for investment and employment needs to be met.

Following fairly drastic reductions in the size of the service during the Structural Adjustment Programmes (SAPs) from the mid-1980s and onwards – most pronounced in Uganda – employment is now growing again partly due to efforts to reach the Millennium Development Goals (MDGs). Career promotions are no longer supposed to be based on length of service, as in the past, but on merit and individual performance (<http://www.ifeas.uni-mainz.de>). The Uganda government in its National Development Plan (2010/11 - 2014/15) highlights the essence of the quality of human resource and investment in human capital. Notwithstanding the Government’s efforts to provide education and training at various levels, the country continues to experience deficits in the supply of skilled human resources. This

continued lack of skilled human resources is associated with quality issues in various sectors of the economy and limited capacity in enhancing employee performance (The Republic of Uganda, 2010A).

1.2.2 Theoretical background

The study was guided by the social exchange theory expounded by Blau (as cited in Rahman and Nas, 2013). However, there were other underpinning theories; the human capital theory put forward by Green, Felstead, Mayhew, and Pack (as cited in Rahman and Nas, 2013), the trait and factor theory and Super's career development theory (Patton and McMahon, 2006; Leung, 2008) as well as Herzberg's Motivation – Hygiene Theory by Herzberg (as cited in Cole, 2004). According to Blau, (as cited in Rahman and Nas, 2013) the social exchange theory's fundamental principle is that humans in social situations choose behaviours that maximize their likelihood of meeting self-interests in those situations.

On the other hand, the human capital theory developed by Adam Smith assumes that education is highly critical and instrumental in improving the production capacity of a population (Green et al., 2000). The trait and factor theory espoused by Parsons assumes that individuals and job traits can be matched and that close matches are positively correlated with job success and satisfaction while Super's career development theory presupposes that career patterns are determined by socioeconomic factors, mental and physical abilities, personal characteristics and the opportunities to which persons are exposed and that people seek career satisfaction through work roles in which they can express themselves and implement and develop their self-concepts (Patton and McMahon, 2006). Herzberg's Motivation – Hygiene Theory (as cited in Cole, 2004) presupposes that satisfaction at work will motivate

employees to perform while dissatisfaction will generate employees' failure to do so. The above theories were relevant in this study by providing explanations to how career development contributes to employee performance in the IG.

1.2.3 Conceptual background

Noe (2010) opines that employees who are engaged in their work and committed to their companies give those companies a competitive advantage, including higher productivity, better consumer service and lower turnover. To find and retain talented workers so as to grow their operations, they indicate a growing global trend away from specific skills towards general training. This is a fundamental aspect of career development. Bernes and Magnusson (as cited in Kirk, Downey, Duckett and Wood, 2000) describe career development as “a process for achieving specific employee and organization goals, including providing career information to employees, helping employees identify advancement opportunities, promoting job satisfaction, and improving employee productivity”. It is something experienced by the individual and has been used to imply upward movement and advancement in the work roles (Torrington, Hall and Taylor, 2005). It is also part and partial of Human Resource (HR) practices which are concerned with all aspects of how people are employed and managed in organizations (Armstrong, 2009).

Manyasi, Kibas and Chepkilot (2011) argue that employees will reduce their performance when they feel the employer has violated the psychological contract, for example, when he downsizes, outsources labour, implements pay cuts or denies employees opportunities for career development. That however, employees will execute their duties diligently and enhance their performance when they perceive that they are being supported, treated fairly and appreciated by their employer.

Organizational support, family support, perceived benefits and the way one understands his/her strengths and weaknesses have been identified as predictors of the success of career development programmes and hence enhanced employee performance (Kraiger and Ford, 2007). Westgaard (1993) expounded the idea of employee performance by pointing out that employees also needed to be trained and developed in order to achieve the desired level of performance. Career development has to be conducted hand in hand with pay and incentives system as well as job designs based on specialization. These, aggregate employee quality and quantity of output in terms of timelessness and customer satisfaction (Norman, 2002).

1.2.4 Contextual background

The study conceptualized how career development contributed to employee performance in the Inspectorate of Government (IG). The IG was established in 1986 as a department in the office of the President and legalized by Statute Number 2 of 1988. It was then referred to as the office of the Inspector General of Government (IGG). It became a constitutional office with the promulgation of the 1995 Constitution of the Republic of Uganda and enactment of the Inspectorate of Government Act, 2002 (Baku, 2010A).

As provided for under Article 225 of the Constitution of Uganda (the Republic of Uganda, 1995), the functions of the office of the Inspectorate of Government are:

To promote and foster strict adherence to the rule of law and principles of natural justice in administration;

To eliminate and foster elimination of corruption, abuse of office authority and of public office;

To promote fair, efficient and good governance in public offices;

To supervise the enforcement of the leadership code of conduct;

To investigate any act, omission, advice, decision or recommendation by a public officer or any other authority taken, made, given or done in exercise of administrative functions;

To stimulate public awareness about the values of constitutionalism in general and the activities of its office in particular through any media and other means it considers appropriate.

The IG under the Leadership Code Act 2002, enforces the Leadership Code of Conduct by ensuring that leaders declare their incomes, assets and liabilities to the IGG which are verified to determine whether they are commensurate with the leader's known legal income. Leaders who acquire wealth illicitly are punished. Besides using reactive approach to fight corruption, the office uses pro-active measures whereby the public is educated on the dangers of corruption and their support is sought (Muhairwe, 2012).

According to Mwondah (2007), the vision of the Inspectorate of Government is "Good Governance with an Ethical and Corruption Free Society" and the mission is "To promote good governance through enhancing accountability and transparency, and enforcement of the rule of law and administrative justice in public offices" (p. 2). The institution is headed by the Inspector General of Government, deputized by two Deputy Inspectors General of Government who are appointed by the President with the approval of Parliament. The Secretary to the Inspectorate of Government is the Accounting Officer. The office is structured in six directorates, two divisions and a department of Finance and Administration. Sixteen regional offices have been

created and staffed to facilitate proper functioning and fulfilling the office mandate (Mulyagonja, 2012A).

Some employees engage in investigating corruption cases in Uganda and prosecuting the culprits where sufficient evidence has been adduced while others facilitate the proper functioning of the office. They also participate in investigating Ombudsman cases pertaining to administrative injustices in public offices (Muhairwe, 2012). For example, unjustified delays by public officials to offer a needed service, among others; delayed salary/benefits and victimization. Consequently, the office intervenes and a service is offered.

It's probable that the human resource capacity of the institutions meant to fight corruption does not match that of the people involved in corruption. There would be need to commit more time and other resources not only to investigate corruption cases, but also undertake capacity building of the staff of the Inspectorate of Government (Mulyagonja, 2012A). For the period January - June 2010, short course trainings were conducted for 32 Secretaries and 32 other members of staff while 14 officers/top management members attended foreign conferences. For the period July – December 2010, short course trainings were conducted for 8 officers and 14 new staff were inducted while 19 officers/top management members attended foreign conferences. For the period January - June 2011, 6 new staff members were inducted and 8 officers undertook short course trainings abroad while 10 officers/top management members attended foreign conferences. During the period July – December 2011, the officers who undertook short course trainings were 28, those who undertook foreign trainings were 8 and 10 officers/top management members attended foreign conferences. The trainings' focus was on measures of fighting

corruption. For instance, fraud and forensic investigations, prosecutions, procurement management and corporate governance (Baku, 2010B; Baku, 2011A; Baku, 2011B and Baku, 2012).

Over time, the office has faced several problems such as high staff turnover, which the institution has tried to solve by increasing salaries and rewards, but low performance and backlog of cases have persisted despite such efforts employed to solve them. This situation is highlighted in the IG reports to Parliament over a period of time as indicated in table 1.1 below.

Table 1.1: Showing overall performance of employees based on completed cases of the IG

Year	Reporting period	Complaints available (N)	Complaints completed (N)	Percentage (%)
2010	January – June 2010	4,089	738	18
	July – December 2010	4,422	1,128	26
2011	January – June 2011	4,858	731	15
	July – December 2011	5,385	1,036	19
2012	January – June 2012	5,572	1,085	20
	July – December 2012	5,907	1,012	17

Source: The Inspectorate of Government reports to Parliament from 2010 to 2012.

Basing on the above table, for the period January – June 2010, out of the 4,089 complaints available for handling, only 738 were completed and or resolved, constituting 18%. For the period July – December 2010, a total of 4,422 cases were available for handling yet only 1,128 were concluded, constituting only 26%. For the period January – June 2011, out of the 4,858 complaints that were available for

handling, only 731 complaints were completed and or resolved, constituting 15%. During the period July – December 2011, the office had a total workload of 5,385 complaints out of which only 1,036 were completed and or resolved, constituting 19%. For the period January – June 2012, out of the 5,572 complaints that were available for handling, only 1,085 complaints were completed and or resolved, constituting 20%. During the period July – December 2012, the office had a total workload of 5,907 complaints out of which only 1,012 were completed and or resolved, constituting 17%. (Baku, 2010B; Baku, 2011A; Baku, 2011B; Baku, 2012; Mulyagonja, 2012 and Mulyagonja, 2013B).

1.3 Statement of the problem

The Inspectorate of Government has been and is committed to strengthening and building capacity of its staff. The office has been recruiting a number of employees of various professions to execute technical and administrative functions with expectation of better performance on their jobs. The institution has organized relevant training programs and study tours both at individual and group levels. Employees have as well been encouraged to undertake self-sponsored long training courses at national and international levels. The office also allows employees to grow within the institution. The institution has put in place some measures such as employing staff on contract and increasing staff remuneration (Mulyagonja, 2012). The employees are supposed to be performing well in execution of the office's mandate of promoting the rule of law and good governance in public offices through fostering elimination of rampant corruption in the country.

The overall performance of employees and the resultant performance of the office are still minimal. All these could be attributed to the problem of career development of

employees in the Inspectorate of Government, though not documented or clearly known.

Despite the adoption of various measures including employee career development by the Inspectorate of Government towards employee performance, there is little that has been known on career development as part of employee development and how it improves their performance. Apparently, not much has been done to evaluate career development as an approach to employee performance. This identified gap was, therefore, the focus of this study. Hence, this study investigated the effect of training, delegation and career growth prospects as part of career development on employee performance in the Inspectorate of Government.

1.4 Purpose of the study

The purpose of the study was to examine how career development influences employee performance in the Inspectorate of Government.

1.5 Objectives of the study

The objectives of study were the following:

- i) To examine the extent to which staff training influences employee performance in the Inspectorate of Government.
- ii) To find out the extent to which delegation affects employee performance in the Inspectorate of Government.
- iii) To determine the extent to which career growth prospects of employees affect their performance in the Inspectorate of Government.

1.6 Research questions

The research questions of the study were:

- i) To what extent does staff training influence on employee performance in the

Inspectorate of Government?

ii) To what extent does delegation affect employee performance in the

Inspectorate of Government?

iii) To what extent does career growth prospects affect employees' performance
in the Inspectorate of Government?

1.7 Research hypotheses

The following hypotheses guided the study:

- i) Staff training significantly influences the performance of employees in the
Inspectorate of Government.
- ii) Delegation significantly affects the performance of employees in the Inspectorate
of Government.
- iii) Career growth prospects significantly affect employees' performance in the
Inspectorate of Government.

1.8 Conceptual framework

Career development is the independent variable while employee performance is the dependent variable. Employee performance was measured in form of targets, output, timeliness and effectiveness while career development was examined in relation to staff training, delegation and career growth prospects.

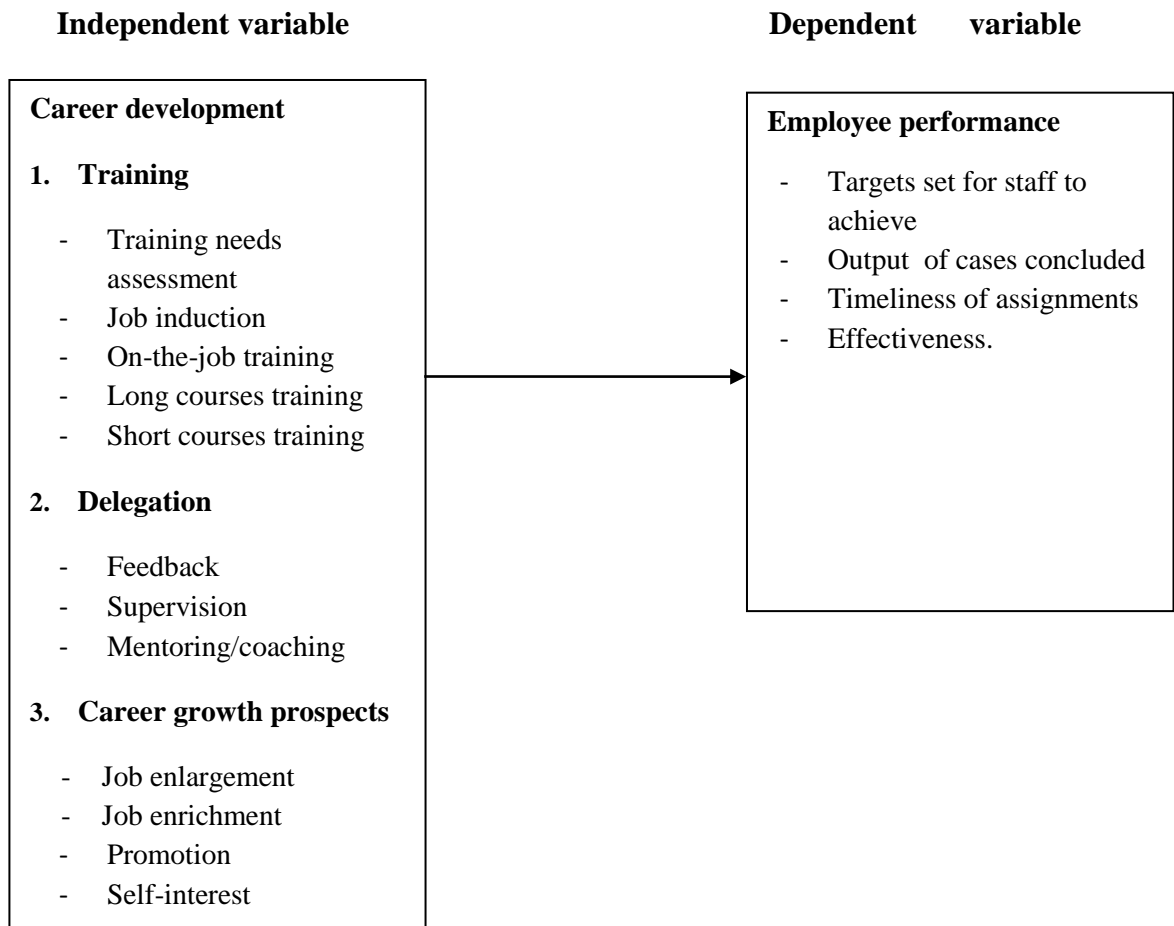


Figure 1.1 Conceptual framework showing how career development influences the performance of the employees of the IG.

Source: Adopted and modified from Herzberg, (1959) (as cited in Cole, 2004) and Blau, (1964) (as cited in Rahman and Nas, 2013).

The figure above shows the relationship between the variables whereby the independent variables affect the dependent variable. It shows the cause/effect relationship. It shows that staff training affects employee performance, that delegation

affects employee performance and that career growth prospects affect employee performance.

1.9 Significance of the study

The findings of the study will help the Inspectorate of Government to improve performance of its employees in its mandate of fighting corruption in Uganda. It will help the office to identify the appropriate interventions of staff career development.

The study will also help policy makers concerned with the employee performance in institutions engaged in the sector of good governance and accountability. These institutions can generally use the study to make appropriate policies in public sector organizations. The research will also contribute to the body of knowledge in employee performance.

1.10 Justification of the study

The study was conducted in the Inspectorate of Government because as an institution mandated to eliminate corruption in Uganda, its employees should have the requisite skills that would enable them make significant contribution without obstructions. Since public accountability and employee performance are global issues, not much has been done to evaluate career development as an intervention to employee performance in the Inspectorate of Government.

1.11 Scope of the study

1.11.1 Geographical scope

The study was carried out in the Inspectorate of Government. It has its Head office located at Jubilee Insurance building, Parliament Avenue in Kampala City and its sixteen Regional Offices located in Arua, Fort Portal, Gulu, Hoima, Jinja, Kabale,

Kampala, Lira, Masaka, Mbarara, Mbale, Moyo, Moroto, Mukono, Soroti and Tororo.

1.11.2 Time scope

Though the Inspectorate of Government was given wide powers and mandate under the 1995 Constitution of Republic of Uganda as outlined under Article 225, the study covered the period from 2010 to October 2013. This was the period which was relevant to this investigation.

1.11.3 Content scope

All the dimensions of the independent variable and dependent variable as presented in the conceptual framework were covered. These include training, delegation and career growth prospects as they were believed to influence employee performance in the IG.

1.12 Operational definition of terms and concepts.

The key concepts of the study were defined in this proposal. These were operational definitions and not necessarily dictionary definitions. The definitions were as follows:

Career development: A mechanism of achieving specific employee and organization goals.

Career growth: Means efforts oriented toward improvements relevant to future jobs.

Career: Means a lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout a lifetime.

Competencies: The capacity of the employees to competently carry out the tasks/responsibilities assigned to them. These are knowledge, skills, abilities, values and attitude.

Corruption: Means abuse of public office for private gain.

Delegation: Means assignment of a task to a subordinate by a supervisor.

Development: To move from one level to another in a progressive order.

Effectiveness: Producing the intended results at minimal costs.

Efficiency: Producing better quality with fewer/minimal costs, materials or time.

Employee performance: Ability of employees in fulfilling the mandate of the IG in promoting the rule of law and good governance in public offices through fostering elimination or reduction of corruption.

Performance: Means doing tasks assigned with results or the act of output of an effort. The study takes it to mean output, timeliness of assignments and set targets of cases.

Reward: A way of appreciating in monetary terms or non-monetary terms.

Supervision: The guidance and mentorship given by supervisors to subordinates in the execution of their duties at middle level and operational levels.

Training: Acquiring additional skills on top of what a person is having. In this study it denotes efforts to increase employees' skills on present jobs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The related literature was reviewed and discussed under the following categories; theoretical review and review of related literature in relation to what other people say about the independent variable and their influence on the dependent variable. Thus, the literature about the effect of staff training, delegation and career growth prospects on employee performance was reviewed.

2.2 Theoretical review

The study was informed by the social exchange theory expounded by Blau (as cited in Rahman and Nas, 2013). However, other underpinning theories which were of relevance are; the human capital theory (Green et al., 2000; Rahman and Nas (2013), the trait and factor theory and Super's career development theory (Patton and McMahan, 2006; Leung, 2008) as well as Herzberg's Motivation – Hygiene Theory by Herzberg (as cited in Cole, 2004).

According to Rahman and Nas (2013) two widely perspectives are acknowledged on performance employee intentions. These are the human capital theory and the social exchange theory. The human capital theory developed by Adam Smith rests on the assumption that education is highly critical and instrumental in improving the production capacity of a population. If transposed into an organizational setting, it means that human capital is an organization's most valuable commodity and suggests that development of employees means increasing the productivity of employees in organizations other than the incumbent firm (Green et al., 2000) or enhancing their employability in the market which may induce turnover for better jobs. According to

Cropanzano and Mitchell (as cited in Rahman and Nas, 2013), the social exchange theory holds that relationships develop over time into trusting, loyal, and mutual commitments. And that investing in development of employees can create a mindset in employees that is positive toward the organization. Thus, the social exchange theorists hold that employees will reciprocate it and this will affect their performance intentions (Emerson, 1976).

Rahman and Nas (2013), highlights three assumptions of the social exchange theory. First that it operates on the assumption that individuals are generally rational and engage in calculations of costs and benefits in social exchanges. In this respect, they exist as both rational actors and reactors in social exchanges. Secondly, that social exchange theory builds on the assumption that those engaged in interactions are rationally seeking to maximize the profits or benefits to be gained from those situations, especially in terms of meeting basic individual needs. In this respect, social exchange theory assumes social exchanges between or among two or more individuals are efforts by participants to fulfill basic needs. Thirdly, that exchange processes that produce payoffs or rewards for individuals lead to patterning of social interactions. These patterns of social interaction not only serve individuals' needs but also constrain individuals in how they may ultimately seek to meet those needs. Individuals may seek relationships and interactions that promote their needs, but are also the recipients of behaviours from others that are motivated by their desires to meet their own needs. Social exchange theory further assumes that individuals are goal-oriented in a freely competitive social system. Because of the competitive nature of social systems, exchange processes lead to differentiation of power and privilege in social groups. As in any competitive situation, power in social exchanges lies with those individuals who possess greater resources that provide an advantage in the

social exchange. That those with more resources hold more power and, ultimately, are in a better position to benefit from the exchange.

The career development theories present interesting suppositions (Patton and McMahan, 2006; Leung, 2008). In analysis of trait and factor theory of Parsons' work of 1909 Patton and McMahan (2006) and Leung (2008) propose that a choice of a vocation depends upon an accurate knowledge of yourself, thorough knowledge of job specifications and the ability to make a proper match between the two. This is related to the presumption of the same theory in the vocational personalities and work environments model of John Holland's works of 1973. Closely linked are the development theories also espoused in Donald Super's works of career development of 1957 that recognize the changes that people go through as they mature; being the changes of growth, exploration, establishment, maintenance and decline (Patton and McMahan, 2006; Leung, 2008).

In Herzberg's studies of 1959 on Herzberg's Motivation – Hygiene Theory, the focus was on satisfaction at work (Cole, 2004). In the initial research some 200 Engineers and Accountants on feelings about their jobs, Herzberg's team came to factors giving rise to satisfaction and dissatisfaction, which were called motivators and hygienic factors respectively. The most important motivation or satisfiers to emerge were; achievement, recognition, responsibility and work itself. These factors were intimately related to content of work; that is, with intrusive challenge, interest and individual responses generated by them.

The most important hygienic factors or dissatisfies were; company policy and administration, supervision (the technical aspect), salary, interpersonal relationships (supervision) and working conditions. When these factors are out of line with

employees' expectations, they could be a source of difficulty and complaint, and definitely provided grounds for dissatisfaction at work. Herzberg's theory is in tandem with earlier theorists. For example, Taylor and colleagues were thinking in terms of hygienic factors (pay, incentives, adequate supervision and working conditions). Mayo also was placing his emphasis on hygienic factors, namely interpersonal relationships (Cole, 2004).

This study found the social exchange theory providing helpful insights in career development and employee performance.

2.3 Career development and employee performance

Career development and employee performance was reviewed in relation to training and employee performance; delegation and employee performance as well as career growth prospects and employee performance.

2.3.1 Training and employee performance

Mathews, Megginson and Surtees (2008) considered Human Resource Development (HRD) to include training and development as a process of developing knowledge, skills and behaviour in people that will enable them to better their current and future jobs. They suggest that training programs are primarily directed towards maintaining and improving current job performance while development programs are intended to develop skills for future jobs. Bartol and Martin (1994) are of similar views. They state that "training and development is a planned effort to facilitate employee learning of job-related behaviours in order to improve performance" (p. 356). These, put together, lead to employee quality and quantity of output in terms of timeless and customer satisfaction (Norman, 2002).

In order to ensure that training impacts on performance, there is need to have a training needs assessment (TNA) done. A training need is a short fall in terms of employees' knowledge, understanding, skills, and attitudes against what is required by the job (Cole, 2004). That when a comprehensive needs analysis is conducted, data will be obtained on organizational level, channel, job level, individuals and competencies. Iqbal and Khan (2011) discuss two phases of TNA; the diagnostic phase which identifies inconsistencies among performance standard, current performance and current competence, and then ranks these inconsistencies by prioritising them in order of severity. Then, the curative phase that finds out the causes of the prioritized inconsistencies, and then decides on using training, non-training, or both types of interventions for their solution. Beardwell and Claydon (2007) suggest that there should be comprehensive analysis, key task analysis and problem-centred analysis for the job as well as analyzing the organisation and the individual training needs.

According to Noe (2010) training facilitates employees' learning of job-related competences, which are; knowledge, skills or behaviour that are critical for successful job performance. That the goal of training is for employees to master the knowledge, skills and behaviours emphasized in training programs and to apply them to their day to day activities. Cole (2004) points out that the scope of training and development activities depends on the policy and strategies of the organization.

Training at one extreme consists of a few hours of induction by the supervisor, who gives the new employee a skeletal outline of company policies and on the other extreme, it consists of several years of formal courses designed to develop qualified specialist (Strauss et al. as cited in Rashid, 2008). More, according to Armstrong (2009), induction is important because it reduces the cost and inconvenience of early

leavers. He opines that employees are far more likely to resign during the initial months after joining the organization. That first impressions are important as is the impact of the first four weeks of employment. According to the Uganda Public Service Standing Orders of 2010, induction is intended to integrate newly recruited officers into the service. That it is compulsory for each grade of public officers and shall be conducted within the first three months of entry into the service (The Republic of Uganda, 2010B).

Cole (2004) further indicates that there are many organizations in the commercial field that carry out minimum of staff training and development because they prefer to recruit staff who are already trained or professionally qualified. Sultana, Sobia, Ahmed and Mehmood (2012) observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. They also argue that training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance.

However, Cole (2004) opines that training programs can be formal or informal and can take place on-the-job or off-the-job. He advises that, “Whereas on-the-job instruction can lead to noise, bustle and pressure of workplace; it is relevant as it develops trainee-supervisor links” p.356. Armstrong (2009) expresses similar views that, “On-the-job training can be haphazard, inefficient and wasteful”, but he advises that, “A planned, systematic approach is desirable” p.608. Cole (2004) suggests that these on-the-job arrangements can be supplemented by self-managed learning

arrangements by offering access to flexible learning packages and advice on learning opportunities. In a case of Uganda, the government in its National Development Plan (2010/11 - 2014/15) proposes to undertake performance improvement training programmes focusing on, among others; induction and on-the-job (The Republic of Uganda, 2010A). Becker (as cited in Sultana, Sobia, Ahmed and Mehmood, 2012) points out that human capital theory on-the-job training has the potential to enhance labour productivity.

Vemić (2007) argues that understanding the phenomenon of employee training and development requires understanding of all the changes that take place as a result of learning. That larger organizations spend more funds on education and provide their employees with greater and diverse possibilities of education and development. He opines that the organizations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education. Cascio (as cited in Noe, Hollenbeck, Gerhart and Wright, 2006) opines that organizations do so in order to facilitate employees' learning of job-related competencies.

Training efforts are unlikely to result in positive changes in employee performance unless the newly trained competencies are transferred to the work environment. Baldwin and Ford (as cited in Velada, Caetano, Michel, Lyons and Kavanagh, 2007) define transfer of training as “the degree to which trainees effectively apply the knowledge, skills, and attitudes gained in the training context to the job” (p. 63). Training is necessary to ensure an adequate supply of employees that are technically and socially competent and capable of career development into specialist departments

and or management positions. There is, therefore, a continual need for the process of employee development and training fulfills an important part of this process.

On the other hand, the findings of Sultana, Sobia, Ahmed and Mehmood (2012) established that workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Training should be viewed, therefore, as an integral part of the process of career development that influences employee performance.

2.3.2 Delegation and employee performance

Bergemann and Hege (2005) describe delegation based on principal-agent models. They expound the concept of agents' incentives to generate public information for the principal upon which to base his decisions. According to Sengul, Gimeno, and Dial (2012), delegation or empowering one to act on behalf of another, is a *sine qua non* (outcome) of the modern firm. Lupia (2001) indicates that delegation occurs when some people ask others to perform tasks on their behalf. For most of us, delegation is an important part of our daily life. Delegation of decision making to managers is efficient when managers allocate resources, including their own efforts, in ways that do not divert from owners' objectives (Sengul et al., 2012). Lupia (2001) suggests that delegation is beneficial because we can use it to overcome personal limitations. This benefit is important because each of us has limited time, energy, and talents. That when the people to whom we delegate devote their time, energy and talents to our needs, delegation increases the number of tasks that we can accomplish.

Delegation is in tandem with supervision. Cole (2004) basing on Herzberg's hygienic factors highlighted supervision based on technical aspects and interpersonal relationships which ought to be treated as one of the most important hygienic factors or dissatisfies. That if such a factor was out of line with employees' expectations, it could be a source of difficulty and complaint, and definitely provided grounds for dissatisfaction at work.

According to Adcroft and Willis; Brunetto and Farr-Wharton; Ackroyd, Kirkpatrick and Walker (as cited in Brunetto, Farr-Wharton and Shacklock, 2011), supervisors are now expected to use their increased power to monitor, measure and assess performance of HR since some researchers have identified an effective supervisor-subordinate relationship as the factor most likely to improve commitment. Stoner, Freeman and Gilbert (1992) argue that two major functions of supervision are task orientation and concern for employees. According to <http://www1.umn.edu>, supervisors should provide information and support to facilitate the employee's development. For instance, providing both positive and corrective feedback, offering organizational insight, information and advice, guiding the planning through goal setting and checking back over time. That supervisors should allot time and money for development experiences and ensuring opportunities for applications of new learning. That it is very helpful for an employee to get an honest assessment of their work, as well as access to others who may be able to provide information or coach the employee. That a successful supervisor will also respect every employee's learning curve.

According to Mwendah (2007) managers and supervisors need to have clearly defined responsibilities and accountabilities for integrity and corruption prevention in

the areas of work directly under their control in the Inspectorate of Government. That the Inspectorate of Government manual as well as the code of conduct for staff places heavy responsibility on supervisors to ensure that staff under them perform their duties properly and are not corrupt.

Delegation and supervision primarily hinge on mentoring and coaching. Nankivell and Shoolbred (1997) trace mentoring with its origins in Greek mythology. That it existed in informal forms of mentoring, such as managers or senior staff taking juniors under their wing and guiding or advising them. However, mentoring has become considerably more overt, structured and organizationally-oriented and has emerged as a significant tool for management. The mentor acts as a guide, support as well as encouraging and cautioning the young or less experienced employees or 'protégés' (Nankivell and Shoolbred, 1997; Beardwell and Claydon, 2007). The mentor acts as role model, nurtures learning through action, learning-to-learn and adoption of future orientation (Beardwell and Claydon, 2007).

According to Nelson (as cited in Kirk et al., 2000) career coaching frequently involves helping individuals prepare for a career change or helping employees advance in their existing jobs. Basing on Hogan's analysis (as cited in Kirk et al., 2000), the employee's view, is that career coaching consists of evaluating interests, values, work styles, and skills. From the organization's view, it consists of matching employee talents with organizational needs, recruiting and retaining talent in the company, identifying training and development needs, and assisting employees in specifying and locating new employment opportunities within the organization. Therefore, the career-coaching role in organizations most often falls to the immediate supervisor and should reinforce employee performance.

Mentoring and coaching are important activities for the employee development. They are not formal. They involve treating employees as a personal partner in achieving both personal and organizational goals. Agarwal (as cited in Hameed and Waheed, 2011) opines that we can solve personal problems of the employees by providing coaching. When problems are resolved, this leads to increase in employee performance as well as being able to achieve organizational goals (Hameed and Waheed, 2011).

If supervisors delegate authority to the employees to perform the task they want, it can lead to enhanced performance. Employees also wish to do those activities which they can perform more easily. This will lead to effective employee performance and thus, achievement of organizational goals.

2.3.4 Career growth prospects and employee performance

Beardwell and Claydon (2007) consider the concept of career to suggest the experience of continuity and coherence. As cited in Beardwell and Claydon (2007), Kanter considers career in bureaucratic form as defined by logical advancement and professional form as defined by craft and skill whereas Weick and Berlinger (1989) considered subjective career in self-designing organizations.

Bernes and Magnusson (as cited in Kirk et al., (2000) describe career development as “a process for achieving specific employee and organization goals, including providing career information to employees, helping employees identify advancement opportunities promoting job satisfaction, and improving employee productivity”. Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Here, job mastery skills are those that are necessary to successfully perform

one's job (<http://www1.umn.edu>). Kirk et al. (2000) advise that, “Career development can help companies attract the best employees, as well as motivate, develop, and retain the best workers over time.” Given that individual employee career development needs differ and organizations vary in the career development resources available to them, organizations employ a variety of career development interventions (Schlossberg as cited in Kirk et al., 2000).

According to Kirk et al. (2000), cross-trained workers are taught skills outside their current job assignment so they can be called upon to perform a variety of tasks as the need arises. Cross-training helps organizations to balance workloads so everyone is busy, and allows the company to respond quickly to employee absences. It also allows employees and departments within an organization to gain a better understanding of the “big picture”, and to improve communications and relations. Employees who are cross-trained are more valuable to the company, and more marketable in the work world overall (Terrel as cited in Kirk et al., 2000).

Parker (as cited in (Kirk et al., 2000) opines that job enrichment involves increasing a worker's responsibility and control over his or her work, and is also called “vertical job loading”. “Job enrichment allows you to expand your responsibilities or change your role to develop new competencies without leaving your current position or the organization altogether” (Managing Office Technology as cited in Kirk et al., 2000).

Job enrichment is also used as an effective motivational technique: According to this perspective, if a job provides a sense of responsibility, a sense of significance and information concerning performance, the employees will be internally motivated to high levels of performance. Whittington (as cited in Kirk et al., 2000) points out that

the key to creating this situation is to enrich jobs so they provide five core characteristics: task variety, task significance, task identity, autonomy and feedback.

According to Cole (2004) job enrichment entails taking tasks from both senior and junior to the job-holder in order to enable a job holder to have more responsibilities than before. That though this may lead to changes through the job hierarchy, the individual employees experience job satisfaction. Jobs can be enriched by allowing the employees some authority in decision making, encouraging their participation, providing feedback on their performance, and involving them in analysis of challenging tasks (Rounok and Mahamuda, 2011).

Parker (as cited in Kirk et al., 2000) defines job enlargement as increasing the number of tasks a worker performs, with all of the tasks at the same level of responsibility, and is also sometimes referred to as “horizontal job loading”. It is seen as adding one under demanding job to another (Cole, 2004). Closely related is the job rotation, which “is the systematic movement of employees from job to job within an organization, as a way to achieve many different human resources objectives for simply staffing jobs, for orienting new employees, for preventing job boredom, and, finally, for training employees and enhancing their career development,” (Cheraskin and Campion as cited in Kirk et al., 2000). It involves switching from one under demanding job to another under demanding job and is aimed at bringing about improved morale and or productivity (Cole, 2004). Job rotation is often used by employers who place employees on a certain career path or track, usually for a management position, where they are expected to perform a variety of duties, and have a variety of skills and competencies (Kirk et al., 2000).

Arthur and Rousseau; and Maguire (as cited in Ballout, 2009) argue that individuals are ultimately responsible for pursuing and managing their self-interested careers and that there is emergence of borderless or protean careers; asserts that careers are independent of organisational boundaries or are under the control of individuals. That protean careers are characterised by relationships that are driven by the person, not the organisation, and will be recreated by the individual from time to time as the person and the environment change. That careers in organizations have shifted from traditional types into protean ones, career commitment would likely take a significant rise in career environment and career research as well. That this signifies that employees under protean careers would become more interested in pursuing self-managed careers that offer them personal accomplishment and employability.

According to Arthur and Rousseau (as cited in Marilyn, 2008), in pursuing a boundaryless career the focus shifts from climbing the corporate ladder to a career that is enacted via a series of lateral, vertical and spiral moves. That these moves provide opportunities for learning and development thus increasing the likelihood that skills and work experiences will remain current and marketable and that the individual's employability will be enhanced. Though, Marilyn (2009) presents the protean and boundaryless as career models, she argues that while the idea of protean or boundaryless careers is appealing in terms of matching the career needs of individuals with the workforce needs of organisations, it is still unclear to what extent individuals are adapting to contemporary employment relationships or how they are managing careers for future employability. Unlike with the protean career, the boundaryless career requires the capacity for flexibility, adaptability and self-assessment in order to successfully navigate career transitions (Marilyn, 2008). In spite of career development and employability being considered primarily an

individual responsibility, to enhance employee performance, organisations have much to gain by encouraging more flexible attitudes and behaviours and helping prepare their employees for the future (Marilyn, 2009).

2.3.5 Employee performance

This research adopted the definition where employees are seen as the key resource of the organization. Guest (as cited in Millmore, Lewis, Saunders, Thornhill and Morrow, 2007) reiterates that this is emphasized in involvement of their contribution to the success of the organization and therefore their own rewards.

The argument of Walton (as cited in Millmore et al., 2007) points to the strategy of eliciting employee commitment that requires that management overhaul HR policies areas. That the common theme in revision of these policies is the increased mutuality between workers and managers and between employees and employers. Thus, the new management strategy involves practices that promote mutuality in order to elicit employee commitment, which in turn can generate increased employee performance.

According to Millmore et al. (2007) in a major national survey undertaken in the UK by Chartered Institute of Personnel and Development (CIPD) between 1996 and 2004, the findings suggest that managers can have useful focus on other issues. For instance, the relationship between employees and their employer where highly committed employees perform at high levels are innovative and respond very well to changes in the internal and external operating environment. The likely impact of labour market change suggested that employers were no longer able to provide careers. Conversely, this would consequently translate to career growth of the employees.

Therefore, under these conditions, employees would want to perform to their full potential and exploit the unused creativity in them; hence the relevance of these theories to this study.

2.4 Summary of literature review

This study presupposes that organisations can adopt strategies to enhance employees' career development and improve employee performance and so potentially increase the organisations' ability to function.

The literature above raises issues that point to the vital contribution of staff training, delegation and career growth prospects make to employee performance. However, it has some gaps and could not provide full explanations to factors that determine employee performance in the Inspectorate of Government. The literature does not tell us which of the dimensions of the independent variable affect dependent variable most. This study sought to fill these gaps by focusing on staff training, delegation and career growth prospects and their influence to employee performance in the Inspectorate of Government.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodology chapter presents the research design, study population, sample size and selection, sampling techniques and procedure, data collection instruments, data quality control (validity and reliability), procedure of data collection, data analysis and measurement of research variables.

3.2 Research design

The study adopted a correlational study as well as a cross-sectional survey design and a case study design were found relevant. The study also used both qualitative and quantitative approaches. The correlational study helped the researcher to delineate the important variables associated with the problem (Sekaran, 2003) and the cross-sectional survey design, being descriptive in nature was preferred for this study to collect data at once because the research was designed to take a short time (Amin, 2005; Kumar, 2010). Besides, a case study design was used and aimed at understanding the employees' performance in the Inspectorate of Government better without having to generalize the findings to others. Case study designs are often related to the disciplinary background from which they are derived (Hancock and Algozzine, 2006) and they need to maximize their quality through four critical conditions related to design quality: construct validity, internal validity, external validity, and reliability (Yin, 2009). The study used both qualitative and quantitative approaches because it sought for explanations and analysis of opinions through, among others, interviews, focus group discussions and questionnaires. With the help of quantitative approaches, it was easy to have a clear and scientific view on the

opinions by having them on questionnaires and analyzed with Statistical Package for Social Scientists (SPSS) and with qualitative approach, it aimed at obtaining data expressed in non-numerical terms (Amin, 2005).

3.3 Study Population

The study was done in the Inspectorate of Government. At the time, the target and accessible population was the technical and support staff. They comprised 340 members (Mulyagonja, 2013A) from both head office, Kampala and sixteen regional offices of Arua, Moyo, Gulu, Kampala, Lira, Moroto, Soroti, Mbale, Tororo, Jinja, Mukono, Masaka, Hoima, Fort Portal, Mbarara and Kabale.

3.4 Determination of sample size and selection.

The actual sample was calculated using the statistical formula as recommended by

Yamane (1967):
$$n = \frac{N}{1 + Ne^2}$$

Where; n = sample; N = Population size; and e = Level of significance which is 0.05.

The actual calculation of the sample was as follows:

$$\begin{aligned} n &= \frac{340}{1 + 340 (0.05 \times 0.05)} \\ &= 183 \text{ Respondents.} \end{aligned}$$

3.5 Sampling Techniques and Procedure

Table 3.1 below illustrates the sample size and sampling techniques.

Table 3.1: Showing Sample size and sampling technique

Population Category	Population	Sample	Sampling strategy
Members of top management	10	10	Purposive sampling
The rest of the staff	330	173	Simple random sampling
Total	340	183	

Source: Primary data

Basing on table above and using purposive sampling, all the members of top management (key informants) who are 10 in number were deducted from the total sample of 183. The remaining 173 people were randomly chosen using simple random sampling i.e. the lottery method.

The Principal Human Resource Officer of the Inspectorate of Government provided the entire staff list. Using the names of all staff on their official personal file numbers, the researcher crossed out all the names of members of top management, who were ten, because they were earmarked for in-depth interviews. Then the researcher also crossed out his own name from the list. The researcher also crossed out names of 14 people who were used for the pilot testing of the instruments. Eleven of these were for reliability test and three were for validity. So in total 25 names were crossed out. Simple random sampling technique using the lottery method was used to select 173 respondents from a list from the entire staff list. The personal numbers were written on small pieces of paper, folded and then mixed up.

Then, the researcher picked 173 pieces of paper from the mixed lot and matched them with their names on the staff list, which made up the list of respondents. These were the people on whom questionnaires were administered. Some were accessed at Head Office and others in the Regional Offices. Simple random sampling technique was

used because with it all the members of staff in strata of technical and support staff had an equal chance of being included in the study. It also minimized the issue of bias especially since the researcher was from the institution, which he was investigating.

3.6 Data Collection Methods

The researcher collected data from both primary and secondary data sources. The study used face to face interviews, questionnaire survey, focus group discussions and documentary review as methods of data collection.

3.6.1 Interviews

Face to face interviews were used on the members of top management in the IG as the method has advantage of eliciting individual experiences, opinions and feelings. Thus, the researcher used this method to be able to get these from the respondents.

3.6.2 Questionnaire survey method

Questionnaire survey method was used on other respondents in the IG. It had an advantage of covering a large number of respondents and was less expensive. Using this method, the researcher was able to cover all the respondents quickly and cheaply. The method helped to collect data in a short time since the researcher was dealing with a literate population who filled questionnaires and sent them to the researcher.

3.6.3 Focus group discussions

Focus group discussions involving employees (technical and support staff) in the IG were conducted. They allowed group members talk freely and spontaneously about the subject and generate ideas and perceptions from group members. The researcher got data that he would not have otherwise obtained if individuals were involved. Three focus group discussions were held.

3.6.4 Documentary review method

Documentary review method was used to help in extracting data from documents. The above methods were handy in getting the information from the respondents and that was why they were used in data collection.

3.7 Data collection instruments

To collect data, the researcher used a structured questionnaire, interview guide, focus group discussion guide and documentary review guide.

3.7.1 Structured questionnaire

To obtain quantitative data, a structured questionnaire was used. The questionnaire included; background/biographical information, general questions progressing to specific ones structured according to training, delegation and career growth prospects influencing employee performance in the Inspectorate of Government. By use of a questionnaire, which is less costly, a large number of respondents was covered (Amin, 2005).

3.7.2 Interview guide

The interview guide with open ended questions was used to obtain qualitative data. The interview guide helped in getting opinions and feelings of key informants (top management members) on issues under investigation (Amin, 2005) pertaining to training, delegation and career growth prospects influencing employee performance in the IG.

3.7.3 Focus group discussion guide

The focus group discussion guide with open ended questions was used to obtain qualitative data. The focus group discussion guide was structured and helped to solicit spontaneous responses from the group members of the IG.

3.7.4 Documentary review guide

The researcher used documentary review guide to help in locating documents from the IG from where to get information mainly of qualitative in nature. The documentary review guide assisted in retrieving information from the relevant documents and it was structured.

3.8 Data Validity and Reliability

3.8.1 Data Quality Control

The instruments were pre-tested to ensure that they collected valid and reliable data.

3.8.2 Data Validity

The instruments used were pretested in the IG to determine their validity on the data collected. For acceptability of use of an instrument, data should be collected with instruments serving the purposes for which they are intended and measuring what it intends to measure consistently after repeated trials (Amin, 2005; Mugenda and Mugenda, 2003).

The content validity index (CVI) was used to test the validity of the instruments. The questionnaire, focus group discussion guide and interview guide were given to three experts to determine relevant and irrelevant questions. The number of items ticked relevant by all experts were summed up and divided by the total number of questions in the questionnaire, focus group discussion guide and interview guide. Then the researcher computed the CVI i.e. the measure of the proportion of items in an instrument judged by the different judges.

$$\text{CVI} = \frac{\text{Total items rated relevant by judges}}{\text{Total number of items in the instruments.}}$$

The results obtained are detailed below.

3.8.2.1 Questionnaire

The questionnaire having a total number of 36 questions was used, which also included questions for background information. The questionnaire was given to the judges in the IG. Their ratings were as follows:

The first judge ticked 34 questions as relevant and two questions as irrelevant; the second judge ticked all the 35 questions as relevant and one question as irrelevant while the third judge ticked 30 questions as relevant and six questions as irrelevant.

The CVI was calculated as follows:

$$\begin{aligned} \text{CVI} &= (34+35+30) \div 3 \\ &= 99 \div 3 \\ &= 33 \div 30 \\ \text{CVI} &= 0.92 \end{aligned}$$

Amin (2005) says that you need a CVI of 0.7 to be sure that the instrument will collect valid data. With the CVI of 0.92, which is far above 0.7, the questionnaire collected valid findings.

3.8.2.2 Focus group discussion guide

The same judges were also requested to validate the focus group discussion guide by ticking questions as relevant and irrelevant. After that the CVI was calculated. There were 29 questions and the first judge ticked 28 questions as relevant and one question as irrelevant, the second judge ticked all the 29 questions as relevant while the third judge ticked 27 questions as relevant and two questions as irrelevant. The CVI was computed as follows:

$$\begin{aligned} \text{CVI} &= (28 + 29 + 27) \div 3 \\ &= 84 \div 3 \end{aligned}$$

$$\begin{aligned}
&= 28 \\
&= 20.3 \div 29 \\
\text{CVI} &= 0.97
\end{aligned}$$

Given that the CVI of 0.97 is above 0.7 recommended by Amin (2005), the focus group discussion guide was considered as a valid instrument.

3.8.2.3 Interview guide

The interview guide with 24 questions was validated by the same judges. The results were as follows: the first judge ticked all the questions as relevant, the second judge also ticked 23 questions as relevant and one question as irrelevant while the third judge also tick all the questions as relevant.

The CVI was computed as follows:

$$\begin{aligned}
\text{CVI} &= (24 + 23 + 24) \div 3 \\
&= 71 \div 3 \\
&= 23.7 \\
&= 23.7 \div 24 \\
\text{CVI} &= 0.99
\end{aligned}$$

Since the CVI of 0.99 is above 0.7 recommended by Amin (2005), interview guide was considered as a valid instrument. All the questions ticked irrelevant by the judges in the questionnaire, focus group discussion guide and the interview guide were replaced. The researcher considered the comments made by the judges and went ahead to design the final instruments that were used in the data collection.

3.8.3 Reliability

To ensure reliability of the instruments, the internal consistency method using Cronbach's Co-efficient Alpha was used since the questionnaire had more than three

alternatives per question (Amin, 2005). To determine the reliability of the questionnaire, the Cronbach's Co-efficient Alpha for each section (excluding background information) of the questionnaire was run. The Cronbach's Co-efficient Alpha was computed section by section as per the research variables using the SPSS programme. The outcome of reliability index is as shown in the table 3.2 below.

Table 3.2: Showing reliability index

Variable	Reliability index
Training	0.867
Delegation	0.800
Career growth prospects	0.659
Employee performance	0.722
Overall reliability	0.767

Source: Primary data

Amin, (2005) states that the reliability index of 0.7 is enough to guarantee reliability. Therefore, the reliability index of 0.77 is greatly reliable making the questionnaire a reliable instrument to collect data.

3.9 Procedure of data collection.

A letter was obtained from Uganda Management Institute (UMI) introducing the researcher requesting to be allowed to access any information relevant to the research. This was after the approval of the proposal by the Masters Defence Committee of UMI. The researcher then delivered the letter from UMI to the Secretary to the Inspectorate of Government who raised another one to the IG staff members allowing them to give the researcher all the necessary information and co-operation.

The researcher first pilot tested the instruments on 11 respondents and three experts who were members of staff of the IG for purposes of validating the instruments to make sure that they could collect valid and reliable data. After this, the questionnaires were distributed to the respondents and later collected. Interviews plus focus group discussions were held. Information was also obtained from relevant documents. Thus, data was collected, analyzed and interpreted and a report was made.

3.10 Data analysis

For qualitative data, the researcher analyzed and interpreted data at various stages from the time of data collection. The accuracy and consistency of the data was checked. Clear errors in the interviews were checked. This was done soon after the interviews. The content analysis technique was used to analyze qualitative data. The themes emerged from the data. Qualitative data was analyzed and interpreted as it was being collected. The researcher identified the emerging issues after transcribing the interviews. Qualitative data was reported by the researcher in a narrative form.

Quantitative data analysis began with editing after all the questionnaires were centrally collected to ensure completeness and accuracy. Editing started after coding which involved assigning numbers and symbols to ease analysis. Coding was done by carefully numbering the questionnaires manually. Thereafter further coding of the questionnaires was done and data was entered on computer using the variable view of the SPSS programme. The researcher cleaned the data and tabulated the emerging results. Quantitative data was analyzed using descriptive statistics i.e. mean, frequency and standard deviation. The researcher correlated the results using bivariate correlation analysis and linear regression analysis techniques because the data was

coded in ordinal form in order to determine causal/effect relationship of the independent variable on the dependent variables.

3.11 Measurement of variables

The variables were measured using the Likert scale from 5 to 1 since the questions had more than three responses. The scale was used to measure the answers. The value of the score for every question were strongly agree, agree, not sure, disagree and strongly disagree which were given 5, 4, 3, 2 and 1 (Amin, 2005).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This study investigated career development and employee performance in the Inspectorate of Government in Uganda. In this chapter, the researcher presents the findings of the study. The objectives of study were as follows: to find out the extent to which staff training impacts on employee performance, to find out the extent to which delegation impacts on employee performance and to determine the extent to which career growth prospects of employees affect their performance in the Inspectorate of Government.

4.2 Response Rate

The researcher distributed a total of 173 questionnaires to the respondents in the IG. A total of 164 respondents responded constituting 95%. Out of the ten members of top management, five were interviewed, constituting 50%. Thus, the overall response rate was 92%.

Table 4.1: Showing the response rate.

Category of respondents	Targeted sample (N)	Actual sample (N)	Response Rate (%)
Members of top management	10	05	50
Randomly sampled staff members	173	164	95
Total	183	169	92

Source: Primary data

The table above indicates that 50%, n=5 of the members of top management participated and 95%, n=164 of the other respondents participated. Hence the overall

response rate is 92% ($169/183 \times 100$). Amin (2005) states that a response rate of 70% is a good representation of the survey population. Therefore, the realised response rate of 92% is considered good enough since it is above what he proposes. In essence, the findings of this research are more reliable.

4.3 Background Variable of Respondents

The background characteristics of the respondents were obtained. It was meant to help the researcher understand the nature of the respondents that participated in the research. The background information on characteristics of the respondents was in relation to their gender, age, level of education, nature of engagement, work station and duration spent in the Inspectorate of Government. The tables and figures below show distribution of respondents by different characteristics.

4.3.1 Respondents by Gender

The researcher inquired about the gender of the respondents to ensure that there was balanced representation. The information obtained is demonstrated by the figure 4.1 below.

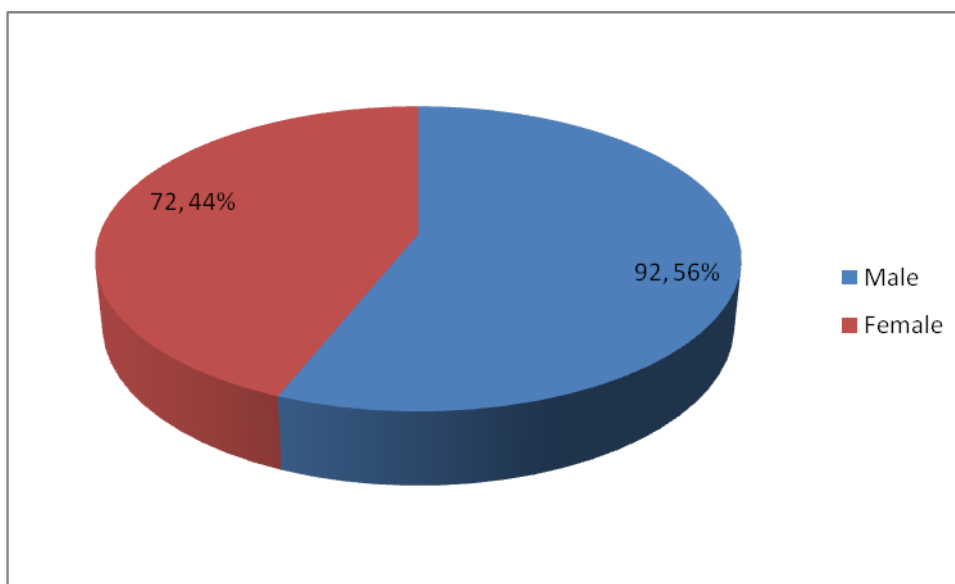


Figure 4.1: Showing gender of respondents

Source: Primary data

The figure above indicates that 56%, n=92 of respondents were male while 44%, n=72 were female meaning that the researcher obtained balanced views about career development and employee performance. Though the majority of the respondents were male, the researcher noted that in the Inspectorate of Government, the HR department provides for equal employment opportunity as stipulated in their HR Policy and Procedures Manual. Though males who participated in the study were more than the females, their performance is affected equally by the career development.

4.3.2 Respondents by Age

The researcher inquired about the age of the respondents to ascertain the respondents' adulthood and varying responses were given as represented in table 4.2 below.

Table 4.2: Showing Age of respondents

Age of respondents	Frequency (f)	Percent (%)
20 - 29 years	22	13.4
30 - 39 years	87	53.0
40 - 49 years	45	27.4
above 50 years	10	6.1
Total	164	100.0

Source: Primary data

Results from the table 4.2 above indicate that 13.4%, n= 22 respondents were in the age bracket of 20 – 29 years while 53%, n=87 respondents were in the age bracket of 30 – 39 years. It also shows that 27.4%, n=45 respondents were in the age bracket of 40 – 49 years while 6.1%, n=10 of respondents were above 50 years meaning that the researcher dealt with adults as required by research ethically. The majority of the

respondents were in the age bracket of 30 – 39 years and below. This reveals that many of the Inspectorate of Government employees were graduates from the university and or institutions starting their careers in investigations, prosecution and administration among others or were in the prime age of their careers. Those above 40 years had been of an advanced age and had experience in the career field. A combination of the age ranges reveal that the young and middle-aged learn from the advanced age staff hence continuity to the IG in terms of performance.

4.3.3 Respondents by Educational Level

The researcher also inquired about the level of education of the respondents in order to determine the literacy levels of the respondents. Figure 4.2 shows the respondents' level of education.

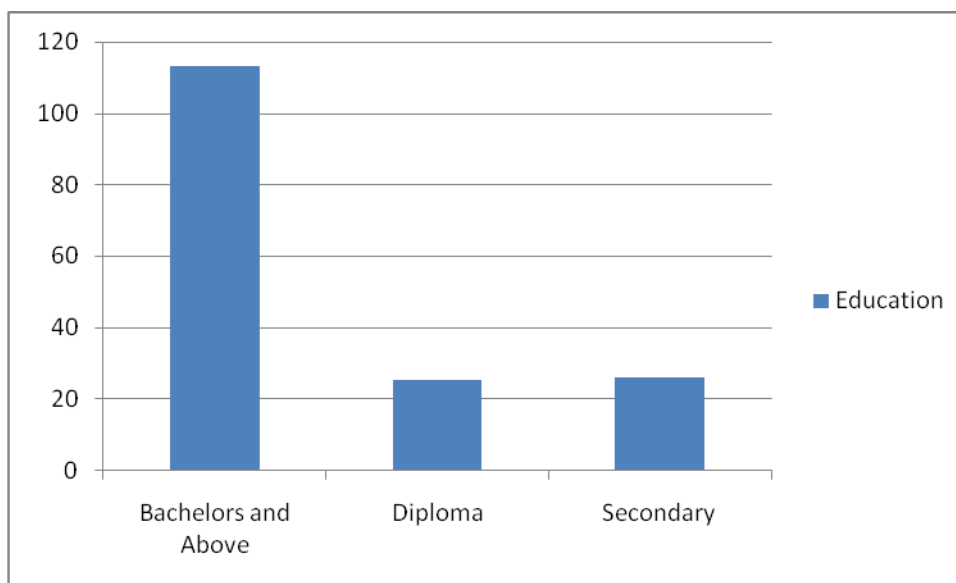


Figure 4.2: Showing education level of respondents

Source: Primary data

The figure above shows that 69%, n=89 of the respondents had obtained bachelor's degree and above while 15%, n=25 had diploma qualifications and 16%, n=28 had secondary level education. This means that the researcher dealt with literate staff who

could read and write as this was advantageous that questionnaires and interviews were administered and conducted with a lot of ease about career development and employee performance. Further, the IG recruits literate staff and engages highly educated employees as the majority of the respondents were university graduates. Therefore, these employees would be anticipated to execute their assignments better because of their being highly educated.

4.3.4 Respondents by Engagement

The researcher made inquiry about the respondents' nature of engagement to ensure staff competency mix. For example, if the employees were technical or support in nature. In the case of the IG, the technical employees are those who are involved in performing the institution's core duties. For instance, they are the ones who are involved in the investigations and or prosecution of cases while others are involved in creating public awareness to the members of the public on issues of corruption.

On the other hand, the support employees are those who assist the technical employees in doing their work, to wit; the office attendants, secretaries and drivers. These also handle work in the accounts section, human resource management, information systems management, general administration and procurement. These are employees that play a supportive role. The information got from respondents by nature of engagement in the IG is demonstrated by the figure 4.3 below.

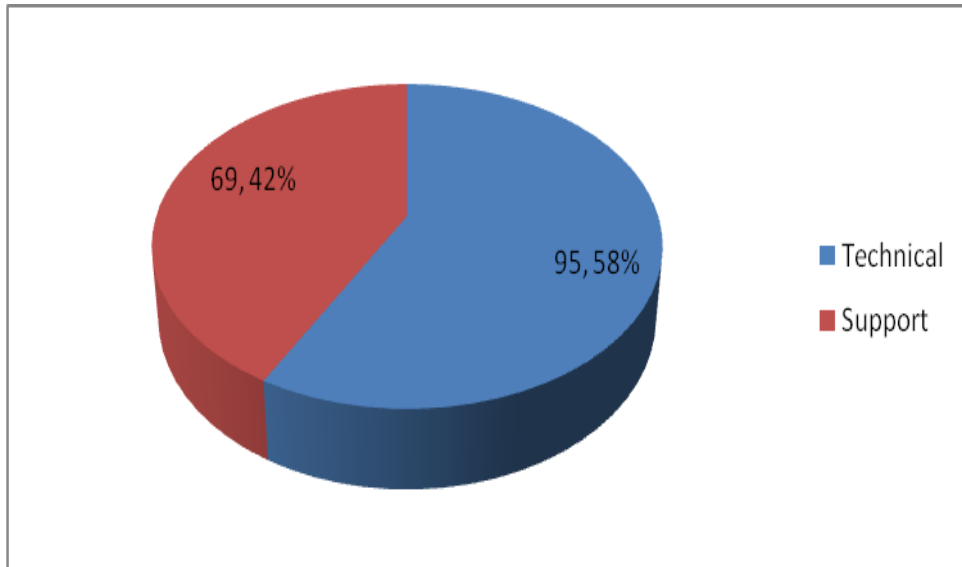


Figure 4.3: Showing the distribution of respondents by nature of engagement

Source: Primary data

The figure above indicates that 58%, n=95 respondents were technical employees while 42%, n=69 were support employees. This is in tandem with the Inspectorate of Government policy of engaging more of technical employees than support employees in fulfilling its core mandate whilst the latter category only offers a supportive function. In view of the fact that the majority of employees of the IG are technical in nature and their efforts are equally complemented by support employees in performing the core mandate of the institution, it would be probable that these employees would be performing well.

4.3.5 Respondents by Work Station

The researcher made effort to inquire about the respondents' work station. For example, on whether the respondents were operating from the Inspectorate of Government Head Office or Regional Offices. Figure 4.4 shows the respondent by work station in the IG.

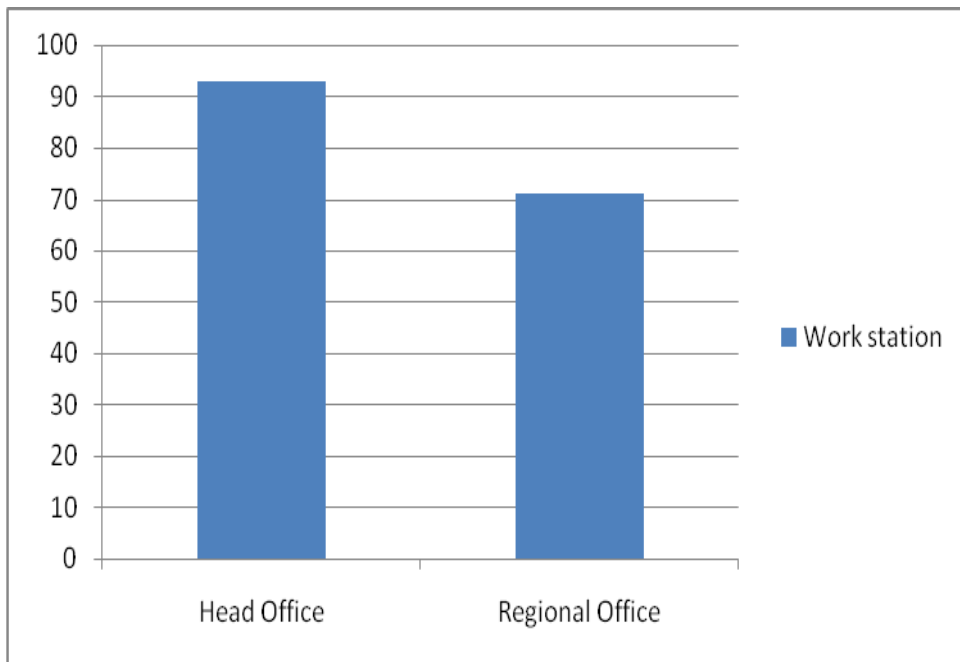


Figure 4.4: Showing respondents by work station in the Inspectorate of Government

Source: Primary data

Key findings above reveal that 57%, n=93 respondents were based at the Head Office while 43%, n=71 were from Regional Offices meaning that majority of the respondents who participated were therefore from Head Office as these were closely knit where high level and close supervision by superiors on subordinates was evident while those in Regional Offices employees were farther apart and sparsely distributed.

4.3.6 Respondents by Duration Spent

The researcher inquired about the duration spent by the respondents in the Inspectorate of Government. For example, stating the period they have been employed by the institution. Table 4.3 below shows duration spent by the respondents in the IG in years.

Table 4.3: Showing duration spent

Duration Spent	Frequency (f)	Percent (%)
Below 1 year	21	12.8
1 - 5 years	56	34.1
6 -10 years	39	23.8
11 years and above	48	29.3
Total	164	100.0

Source: primary data

The table above indicates that 29.3%, n=48 of the respondents had spent 11 years and above in the IG while 23.8%, n=39 had spent 6 -10 years, In addition 34.1%, n=56 of the employees had spent 1 - 5 years whereas 12.8%, n=21 had spent below 1 year. The majority employees 34% had spent 1 - 5 years meaning that most staff at the IG had spent enough time to appreciate its core functions and therefore be fully engaged in career development and performance. This is an indication that the institution probably keeps replenishing its human resource through regular recruitment to keep ahead of dynamics in corruption trends in the country.

4.4 Empirical Findings

The study focused on career development and employee performance. In this section, key responses in descriptive and inferential statistics are laid down to fully show the varying responses as were availed by respondents based on the specific objectives of the study.

4.4.1 The extent to which staff training influences employee performance in the IG

The researcher set forth nine questions to ensure that the responses were elicited from respondents to exhaust the variable of training. The table below indicates the responses of the respondents on the impact of training on employee performance.

Table 4.4: Showing descriptive statements on Training

Statements on Staff Training	Percentage Response (%)					Mean	Std Dev
	SD (1)	D (2)	N (3)	A (4)	SA (5)		
My training needs are regularly assessed before I undertake any training.	21% (34)	32% (52)	16% (28)	26% (42)	5% (8)	2.62	1.210
Training is designed to address my training needs.	11% (18)	29% (47)	14% (24)	34% (56)	12% (19)	3.07	1.239
The initial training I had before as I started my job was helpful.	4% (6)	9% (14)	3% (6)	43% (71)	41% (67)	4.09	1.056
I am regularly taken for short trainings.	22% (36)	45% (73)	5% (9)	25% (41)	3% (5)	2.43	1.173
I have undertaken a long training during the time of my current employment.	33% (54)	35% (58)	11% (19)	12% (19)	9% (14)	2.27	1.269
I am satisfied with the on-the-job training I get.	14% (23)	27% (44)	7% (13)	40% (65)	12% (19)	3.08	1.301
The trainings I undertake are relevant to my job.	6% (10)	10% (16)	8% (14)	61% (100)	15% (24)	3.68	1.038
My trainings are properly balanced with my job.	10% (17)	17% (28)	16% (27)	45% (73)	12% (19)	3.30	1.189
I implement the new ideas I get from the trainings I undertake.	6% (10)	11% (18)	8% (13)	53% (87)	22% (36)	3.74	1.107

KEY SA(5) Strongly Agree A(4) Agree UD(3) Undecided SD(2) Disagree

SD(1)=Strongly disagree

Source: Primary data

Please note that questions were grouped accordingly. The researcher combined both strongly agree and agree to represent the respondents who agreed, combined strongly disagree and disagree to represent the respondents who disagreed. Further, the mean scores above 3.00 reveal agreement while those below 3.00 reveal disagreed and the standard deviation scores below 1.00 reveal commonalities while those above 1.00 reveal differences in responses given.

Findings obtained above reveal that majority 53%, n=86 disagreed that their training needs were not regularly assessed before they undertook any training, 16%, n=28 were undecided and 31%, n=50 agreed. In addition, 46%, n=75 agreed that training was designed to address their training needs, 14%, n=24 were neutral and 40%, n=65 disagreed respectively meaning that much as the staff avail their training requirements for instance short and long course trainings during the appraisal process with their supervisors and thereby incorporated in the budget planning where every staff participated, the requirement were not much considered since the budgeting exercise was performed once in a financial year. To this effect, therefore, the training needs are provided, captured and documented but were not fully given attention by the HR in line with the finance department.

In response to whether the training was designed to address staff training needs, the majority responses agreed. This could be attributed to the fact that staff members during every appraisal exercise availed their training requirements in short and long course training in line with their existing areas of operations, for instance, accounting, investigations, and administration, among others, which makes it easier for the planning and finance department to allocate resources for such training. One responding official said, *"I don't think we have the training needs assessment in the*

Inspectorate of Government. We had started on it, but it did not progress. If it is there, it is not within my knowledge". The official further clarified that, *"Training needs are there among the staff since they have different capabilities and when we are doing staff appraisals, we realize staff have different capabilities"*.

While another official said,

I think needs assessment is done. I think people are asked what they need if they have done training in prosecution or investigations. When we are reading reports, we are able to identify the gaps. In our appraisals done by staff, training needs are mentioned.

In addition, many of the respondents 84%, n=138 agreed that the initial training they had before as they started their job was helpful, 3%, n=6 were undecided and 13%, n=20 disagreed. This signifies the value the Inspectorate of Government attaches to enabling its employees get initial training relating to mainly induction and or orientation, which exposed the respondents to the core mandate of the IG and therefore it prepared the recruited employees for the challenges that lay ahead in executing tasks in their new jobs. This, points to a requisite process the institution must ensure that the new employees are fully prepared before being rolled out. This can be supported by one responding management official who stressed that, *"The members of staff of the Inspectorate of Government come from various disciplines, for example, social scientists, lawyers or accountants. When they come here, they need to be trained in investigations skills"*.

The official further commented that,

They need to be taken through orientation to appreciate what happens, for example if you are interviewing difficult people, you need to take

time to get responses; if you are in prosecution, you need to get through a procedure of how to get evidence.

While another official said that, *“The orientation provided to the new employees is not sufficient and of late only four days taken limit the scope to be covered by the new employees.”*

The mean score of 2.43 supported by 67% reveal that many of respondents disagreed that they were not regularly taken for short trainings, 5%, n=9 were undecided and 28%, n=46 agreed. Similarly, 68%, n=104 disagreed that they had not undertaken a long training during their current employment time, 11%, n=19 were undecided and 21%, n=33 agreed meaning that as staff members were newly recruited, they work under a probationary period of six months and therefore may not be financed for any extra training except the on-the-job training. Further, the majority disagreed with the notion of their being taken for regular training which could be attributed to the institution having many of the technical employees, for whom regular trainings are necessary at the expense of support staff. For not undertaking long trainings could be linked to the fact that the institution has insurmountable responsibilities that makes it not possible to get its employees away for a long time from their mandated duties in pursuit of training. On the other hand, it is clear that the institution values the necessity for its employees to undertake long training.

The findings can be harmonized by one responding official, who said,

The Human Resource Policy and Procedures Manual spells out two issues; the training unit and the training manual, yet for a long time the Inspectorate of Government did not have the Human Resource

department other than the Personnel Officer. Of late, we have been doing training on adhoc manner.

Another official said, *“There have been some trainings on forensic investigations, basic accounting, legal offences, structure of report writing by the Inspectorate of Government, exhibit handling and interviewing skills. However, ample time is not given for people to appreciate”*.

More, 52%, n=84 respondents agreed that they were satisfied with the on-the-job training they got, 7%, n=13 were undecided and 41%, n=67 disagreed. Having the majority satisfied with the on-the-job training, it is probably that employees of the Inspectorate of Government undergo continuous trainings in investigations, prosecution and management without leaving their work stations. The staff trainings enhance their knowledge, ability and skills which support them in executing their assigned duties and responsibilities hence boasting their efforts positively and this drives them to perform better in achieving the set targets of the IG and it's possible that their performance would be more enhanced. These revelations above concur with a statement put across by a management member that, *“It (on-the-job training) has helped our staff up their skills. For example, because law evolves, white collar crimes evolve as well”*. Another member said that, *“On-the-job training is done by attaching new officers to teams and senior colleagues from whom they learn”*.

Statistics as presented in the table 4.4 above also reveal that majority 76%, n=124 respondents agreed that the trainings they undertook were relevant to their jobs, 8%, n=4 were undecided and 16%, n=26 disagreed. Similarly, 57%, n=92 agreed that their trainings were properly balanced with their jobs, 16%, n=27 were undecided and 27%, n= 45 disagreed and majority 75%, n=123 agreed that they implemented the

new ideas they got from the trainings, 8%, n=13 were undecided and 17%, n=28 disagreed meaning that trainings for instance in investigations, prosecution and management organized by the IG are geared towards its core mandate of fighting corruption. More, the institution designs training programs to ensure that these activities do not interrupt day to day routine mandate and they put to use the new ideas from trainings, it's undoubtedly that employees would translate the acquired skills, ideas, competences to proper use. Since the majority of the respondents indicated that the training were relevant, it is plausible that the institution priorities training its employees in relevant courses in order to keep abreast with corruption in the country. One corresponding interviewee said, *"People take various courses and if a person identifies a relevant course, he/she is allowed to take it; even people who take long courses on their own have not been discouraged"*. Another official said, *"In most cases where people are doing work, staff members are satisfied with the training they get. For example, in Regional Offices, the Regional Inspectorate Officers guide staff in doing work while undertaking trainings"*.

4.4.1.1 Correlation Results for Staff Training and Employee performance

In order for the researcher to determine whether a relationship existed between staff training and employee performance, the Pearson correlation product moment technique was used.

Table 4.5: Showing Correlation results for staff training and employee performance

		Staff Training	Employee Performance
Staff Training	Pearson Correlation	1	.113
	Sig. (2-tailed)		.150
	N	164	164
Employee Performance	Pearson Correlation	.113	1
	Sig. (2-tailed)	.150	
	N	164	164

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

Source: Field data

Table 4.5 above comprises of the Pearson value ($R=.113$), Sig ($p>0.05$, .150) and $n=164$. The Pearson correlation of .113 reveals a positive but statistically insignificant relationship between staff training and employee performance meaning that when more efforts made through assessing staff training needs for instance competence gaps and areas for further improvement; job induction for instance; orientation about the working environment, policy and regulations among others done on time, on-the-job training for instance familiarity with the existing systems extended and sponsorship on long and short courses training catered for by the IG are likely to bring about employee performance.

4.4.1.2 Regression Results for Staff Training and Employee performance

The researcher wanted to establish whether staff training had an influence on employee performance; this was done using the linear regression technique and specifically the summary model.

Table 4.6: Showing Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.113 ^a	.013	.007	.48886

a. predictors: (constant), Staff Training

Source: Field data

Table 4.6 above comprises of the R (.113), R^2 (.013), adjusted R^2 (.007) and the standard error of the estimate (.48886). The adjusted R^2 value of .007 reflects a 0.7% variation staff training had on employee performance and the remaining percentage of 99.3% were attributed to other factors that were not part of the study. Its implication is that staff attitude may not be in line with the training provided hence affecting their performance negatively.

4.4.1.3 Hypothesis Statement One

The hypothesis statement that, “*Staff training significantly affects the performance of employees*” was rejected and the null accepted.

4.4.2 The extent to which delegation affects employee performance in the IG

The researcher set eight questions about delegation and its impact on employee performance in the Inspectorate of Government. Table 4.7 below reveals the varying responses that were given by the respondents.

Table 4.7: Showing Descriptive statements on Delegation.

Statements on Delegation	Percentage Response (%)					Mean	Std Dev
	SD (1)	D (2)	N (3)	A (4)	SA (5)		
I easily access the information to help me carry out my tasks.	2% (4)	14% (23)	7% (10)	56% (92)	21% (35)	3.80	1.010
I am given regular feedback by my supervisor after performing my tasks.	1% (2)	15% (25)	4% (6)	55% (90)	25% (41)	3.87	.998
My supervisor delegates me sufficient tasks to perform.	0% (0)	5% (9)	6% (10)	64% (104)	25% (41)	4.08	.726
I am allowed sufficient freedom to accomplish my tasks given to me.	1% (2)	5% (9)	5% (10)	63% (101)	26% (41)	4.05	.805
I am always guided by my supervisor to handle my tasks.	0.6% (1)	6% (11)	3.4% (4)	65% (107)	25% (41)	4.07	.772
I am inspired by the quality of supervision.	1% (2)	10% (16)	8% (14)	58% (95)	23% (37)	3.91	.899
My supervisor encourages mentoring and coaching.	1% (2)	10% (16)	8% (13)	55% (90)	26% (43)	3.95	.919
I feel comfortable approaching my supervisor for help in tasks I cannot handle.	0.6% (1)	4% (7)	2.4% (4)	51% (84)	42% (68)	4.29	.766

KEY SA(5) Strongly Agree A(4) Agree UD(3) Undecided SD(2) Disagree

SD(1)=Strongly disagree

Source: primary data

Please note that questions were grouped accordingly. The researcher combined both strongly agree and agree to represent the respondents who agreed, combined strongly disagreed and disagreed to represent the respondents who disagreed. Further, the mean scores above 3.00 reveal agreement while those below 3.00 reveal disagreed and the standard deviation scores below 1.00 reveal commonalities while those above 1.00 reveal differences in responses given.

Findings reveal that the majority 77%, n=127 agreed that they easily accessed information that helped them carry out their tasks, 7%, n=10 were undecided and 16%, n=17 disagreed. Similarly, 80%, n=131 agreed that they are given regular feedback by their supervisors after performing their tasks, 4%, n=6 were undecided and 16%, n=27 disagreed meaning that it is probably that the staff members have the mandate to access IG information; for instance, criminal and investigations reports among others and generate more information within the defined rules and regulations as its vital for proper performance of tasks. On whether feedback was given regularly, the majority respondents agreed indicating that information sharing within the employee flowed based on supervisor-subordinate relationship. This in return reveals how integrity and confidentiality qualities are emphasized by the IG to the staff while dealing with information. The findings relate well with a statement made by an official that, *“Discussions are held with relevant employees both at intermediate levels and management level and feedback is routed to employees through relevant supervision levels”*. A member of a focus group discussion stated that, *“Whereas the work we do is a bit secretive, information availability depends on leadership and trust within the team”*. While another member of a focus group discussion stated that, *“We are given regular feedback”*.

The statistics obtained further show that the majority 89%, n=145 agreed that their supervisors delegate them sufficient tasks to perform, 5%, n=9, disagreed and 6%, n=10 were undecided as supported by the mean score of 4.08. Correspondingly, further findings indicate that the majority 89%, n=142 agreed that they were allowed sufficient freedom to accomplish the tasks given to them, 6%, n=10 disagreed and 5%, n=10 were undecided meaning that respondents were assigned tasks and responsibilities by their supervisors so as to better their performance. By the majority

agreeing to being allowed sufficient freedom could be attributed to the fact that the institution permits the employees to use their competencies in performing the given tasks. This position was highlighted by a management official that, *“In my view, supervisors delegate what subordinate should know and handle. At times supervisors over delegate to the juniors and if the supervisor finds the work too much, they don’t delegate it”*. A focus group discussion member stated that, *“Personally, I think the delegation is well done”*, while another member of a focus group discussion stated that, *“Where I have been delegated responsibility and have taken a decision, it has not been questioned”*.

More findings reveal that the majority respondents 90%, n=148 agreed that they were always guided by their supervisors to handle their tasks, 6.6%, n=12 disagreed and 3.4%, n=4 were undecided. Similarly, statistical findings show that the majority 81%, n=132 agreed that the respondents were inspired by the quality of supervision, 11%, n= 18 disagreed and 9%, n=8 were undecided. By majority agreeing to always being guided by their supervisors and being inspired by the quality of supervision, it could probably point to the practice of the institution engaging in supervision to ensure that better performance is achieved meaning that the recruited employees have to be assigned to experienced and senior supervisors. This benefit of supervisors guiding and inspiring subordinates was clarified by a senior official who stated that, *“Personally, I have been inspired by my supervisors. I think there is inspiration here at the Inspectorate of Government”* while a member of a focus group discussion stated that, *“I have been inspired 100%”*.

Findings indicate that the majority respondents 81%, n=123 agreed that their supervisors encourage mentoring and coaching, 8%, n=13 were undecided and 11%,

n=18 disagreed. Furthermore, findings reveal that the majority 93%, n=152 agreed that they feel comfortable approaching their supervisors for help in tasks they cannot handle, 2.4%, n=4 were undecided and 4.6%, n=8 disagreed meaning that when new employees are recruited by the IG, they are placed under senior staff and experienced supervisors who provided them with the much needed on-the-job training to set the pace for them to engage in handling the assigned tasks and responsibilities as well as ensuring that more freedom is exercised for the institution to execute its mandate, the set targets of the IG are realized and it's possible that their performance would be more enhanced. These revelations above concur with a statement put across by a member of a focus group discussion who stated that, *“My supervisors often encourage mentoring and coaching. They have been there to guide me”*, while a senior member of management stated that, *“It is a policy for the Inspectorate of Government for supervisors to mentor and coach their subordinates”*.

4.4.2.1 Correlation results for Delegation and Employee Performance

For the researcher to determine whether a relationship existed between delegation and employee performance, the Pearson correlation product moment technique was used.

Table 4.8: Showing Correlation Results for Delegation and Employee Performance

		Delegation	Employee Performance
Delegation	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	164	164
Employee Performance	Pearson Correlation	.416**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Source: Field data

Table 4.8 above comprises the Pearson value ($R=.416^{**}$), Sig ($p<0.05$, .000) and $n=164$. The Pearson correlation of $.416^{**}$ reveals a positive but statistically significant relationship between delegation and employee performance meaning that there is increased reliance on feedback from investigations and prosecutions, for instance, instructions on management of cases, actions taken and recommendations made coupled with strict supervision in ensuring that staff execute their duties and responsibilities and encouraging more mentoring/coaching through assigning new employees to colleagues and senior supervisors were likely to bring about better employee performance geared towards timely achievement of the IG set targets.

4.4.2.2 Regression results for Delegation and Employee Performance

The researcher wanted to establish whether delegation had an effect on employee performance; this was done using the linear regression technique and specifically the summary model.

Table 4.9: Showing Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.416 ^a	.173	.168	.44731

a. predictors: (constant), Delegation

Source: Field data

Table 4.9 above comprises the R ($.416^{**}$), R^2 (.173), adjusted R^2 (.168) and the standard error of the estimate (.44731). The adjusted R^2 value of .168 reflects a 16.8% variation delegation had on employee performance and the remaining percentage of 83.2% were attributed to other factors that were not part of the study. Its implication is that increased delegation is emphasized and therefore has a positive effect on staff performance.

4.4.2.3 Hypothesis Statement Two

The hypotheses statement that, “*delegation significantly affects the performance of employees*” was accepted and the null rejected.

4.4.3 The extent to which career growth prospects affect employee performance in the IG

The researcher set out seven questions to elicit responses about career growth prospects and employee performance. Table 4.10 below reveals the varying responses that were given by the respondents.

Table 4.10: Showing Descriptive statements on Career growth Prospects

Statements on Career growth prospects	Percentage Response (%)					Mean	Std Dev
	SD (1)	D (2)	N (3)	A (4)	SA (5)		
I always get varied tasks as I carry out my day to day work.	0% (0)	10% (16)	7% (11)	57% (95)	26% (42)	3.99	.865
I am always assigned more challenging work from time to time.	2% (4)	15% (24)	10% (17)	53% (87)	20% (32)	3.73	1.017
My job is in line with my interests, skills and attitudes.	4% (6)	9% (14)	2% (4)	48% (79)	37% (61)	4.07	1.034
I am offered opportunities to develop my career.	13% (22)	22% (36)	21% (34)	33% (54)	11% (18)	3.06	1.237
I am always self-driven in developing my career.	0% (0)	6% (8)	3% (6)	48% (79)	43% (70)	4.27	.801
I am satisfied with the way promotions are made.	22% (36)	21% (35)	27% (44)	26% (43)	4% (6)	2.68	1.187
My present job has good career prospects.	6% (10)	21% (34)	12% (19)	43% (71)	18% (30)	3.47	1.185

KEY SA(5) Strongly Agree A(4) Agree UD(3) Undecided SD(2) Disagree

SD(1)=Strongly disagree

Source: primary data

Please note that questions were grouped accordingly. The researcher combined both strongly agree and agree to represent the respondents who agreed, combined strongly disagree and disagree to represent the respondents who disagreed. Further, the mean scores above 3.00 reveal agreement while those below 3.00 reveal disagreed and the standard deviation scores below 1.00 reveal commonalities while those above 1.00 reveal differences in responses given.

Table 4.10 above shows responses as were given by respondents. Findings reveal that many of the respondents 83%, n=137 agreed that they always got varied tasks as they carried out their day to day work, 7%, n=11 were not sure and 10%, n=16 disagreed. More, a portion of 73%, n=117 respondents indicated positively that they were always assigned more challenging work from time to time compared to 17%, n=28 that disagreed and 10%, n= 17 that were neutral. These findings can be based on the fact that when employees are recruited and placed in particular positions, they are given appointment letters and schedules of duties to perform. The schedules have to be fully executed in order to support the achievement of the set targets of the organization. It can also be said that supervisors are aware that by delegating tasks to their subordinates they are able to identify potential talents and find it easier to identify the necessary skills needed for developing their subordinates.

The challenges from time to time can be attributed to the fact that the Inspectorate of Government is mandated with the task of promoting accountability and good governance in public offices. For example, elimination of corruption i.e. ensuring that public officers and leaders are held accountable; promoting and fostering the rule of law, for example, ensuring that their commissions and omissions are within

acceptable standards and administrative justice in public administration i.e. ensuring that there is fairness to all, which is a challenging task for internal staff to execute.

Commenting on employees being given varied and challenging tasks, a senior member of management had this to say that,

The different levels of seniority determine the kind of variance in the work to be assigned. Subordinates are assigned more challenging work, for example, in Regional Offices, the complexity of work done, does not relate to the seniority and level. It is relative depending on the numbers and working place.

Similarly, a member of a focus group discussion stated that, *“I have done some challenging work with my supervisor on a fraud case, a land case and construction road works case which were quite challenging”*, while another member said that, *“Our team leader does not monopolize cases that are challenging, but keeps a close eye”*.

Findings reveal that many of the respondents 85%, n=140 agreed that their jobs are in line with their interests, skills and attitudes, 13%, n=20 disagreed and 2%, n=4 were undecided. More, findings obtained reveal that 44%, n=72 agreed that they were offered opportunities to develop their career, 35%, n=58 disagreed and 21%, n=34 were undecided. Similarly, findings show that the majority 91%, n=149 agreed that they were always self-driven in developing their career, 4%, n=6 were undecided and 6%, n=8 disagreed meaning that the institution recruits staff from a wide range of professions whose competencies are relevant to executing the mandate of the Inspectorate of Government. For example, recruited staff, among others; are the

social scientists, lawyers, statisticians, computer scientists, accountants and management professionals, whose skills are relevant to the tasks and responsibilities.

These revelations above agree with a statement put across by a member of a focus group discussion that, *‘My job is in my interest’*, while another member stated that, *‘My previous job was not satisfying. The current job is satisfying and as I wake up every day, I feel the challenge, I interact with colleagues, supervisors and the job gives me satisfaction’*.

Findings reveal that the 33%, n=71 disagreed that they were not satisfied with the way promotions were made, 30%, n=49 were satisfied and 27%, n=44 were undecided meaning that whereas the institution puts a strong emphasis on supervisor-subordinate relationship in its hierarchical organizational management system to ensure that employees perform better, there are some members of staff who believe that opportunities for developing their career are not open to all while others appear not versed with this mechanism and the criteria of promotions. Commenting on this finding, a member of a focus group discussion stated the contrary view that, *‘I have been given opportunity within the institution. Opportunities have been there. The supervisors have been appraising us objectively. Members have been promoted from one level to another on attainment of requisite qualifications alongside performance and experience’*. Similarly, a senior member of management stated that, *‘Previously promotions were based on qualifications. At the moment, there has been a move to have promotions according to performance and experience’*, while another official said that, *‘Promotions are based on hard work. If you perform very well, and you achieve your targets, you get promoted’*.

Findings reveal that the majority 61%, n=101 agreed that their present jobs have good career prospects, 27%, n=44 disagreed and 12%, n=19 were undecided meaning that those employees who come to the institution with the right competences and have a positive attitude to the assigned work exhibit better performance and have greater opportunity to grow within the institution. This position was highlighted by a member of a focus group discussion who stated that, “*For me my perception about career is a way about ambitions and here my present job presents good prospects*”. Likewise, a management official commented that, “*Very many officers who perform very well develop their careers*”.

While another official was categorical and put it that,

The opportunity is there both internally and externally because people are allowed to grow through their work. If you make a contribution, you are appreciated. The experience you have is valued. For example, if you do investigations and you are a senior officer; if you produce quality work, you are allowed to train others, for instance, you become a team leader. Externally, people who want to develop their careers are not stopped. They freely leave the Inspectorate of Government if they believe that those institutions are where they belong. People who want to develop their careers externally do it on their own initiative. Some people may train outside their known professions with a focus of getting on board of the Inspectorate of Government basing on professions relevant to the Inspectorate of Government.

4.4.3.1 Correlational Results for Career growth prospects and Employee

Performance

In order for the researcher to determine whether a relationship existed between career growth and employee performance, the Pearson correlation product moment technique was used.

Table 4.11: Showing Correlation Results for Career Growth Prospects and Employee Performance

		Career Growth Prospects	Employee Performance
Career Growth	Pearson Correlation	1	.357**
	Sig. (2-tailed)		.000
	N	164	164
Employee Performance	Pearson Correlation	.357**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Source: Field data

Table 4.11 above comprises the Pearson value (R=.357**), Sig (p<0.05, .000) and n=164. The Pearson correlation of .357** reveals a positive but statistically significant relationship between career growth prospects and employee performance meaning availing of additional technical and administrative responsibilities above staff members' current job, varying the responsibilities, elevating staff from a lower to higher ladders in hierarchy and providing self-driven responsibilities would result into better employee performance.

4.4.3.2 Regression Results for Career growth Prospects and Employee Performance

The researcher wanted to establish whether career growth prospects had an effect on employee performance; this was done using the linear regression technique and specifically the summary model.

Table 4.12: Showing Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357 ^a	.127	.122	.45963

a. predictors: (constant), career growth prospects

Source: Field data

Table 4.12 above comprises the R (.357**), R² (.127), adjusted R² (.122) and the standard error of the estimate (.45963). The adjusted R² value of .122 reflects a 12.2% variation career growth prospects had on employee performance and the remaining percentage of 87.8% were attributed to other factors that were not part of the study. Its implication is that career growth prospects, for instance, promotions are regularly conducted, job establishment regularly reviewed in relation to job rotation and job enlargement, a combination of which lead to better staff performance.

4.4.3.3 Hypothesis Statement three

The hypothesis statement that, “*Career growth of significantly affects employees’ performance*” was accepted and the null rejected.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, discussion, conclusions and recommendations.

5.2 Summary

5.2.1 Staff Training and Employee Performance

Objective one of this study was to examine the extent to which staff training influences employee performance in the Inspectorate of Government. The findings reveal that a positive (.113), but statistically insignificant relationship existed between staff training and employee performance. It can be noted that; trainings needs were not assessed, staff had initial training before their current jobs, staff were rarely trained, most trainings were job related and new ideas from trainings undertaken were implemented.

5.2.2 Delegation and Employee Performance

Objective two of the study was to find out the extent to which delegation affects employee performance in the Inspectorate of Government. The findings reveal that a positive (.416**), but statistically significant relationship existed between delegation and employee performance. It can be noted that staff easily accessed required information, feedback was given by supervisors, delegation was evident, staff members had freedom to accomplish work, supervisor guidance and inspiration were common and supervisors mentored as well as coached subordinates.

5.2.3 Career growth prospects and Employee Performance

Objective three of the study was to determine the extent to which employees' career growth prospects affect their performance in the Inspectorate of Government. The findings obtained in chapter four point out a positive (.357**) and statistically significant relationship between career growth prospects and employee performance. The following can be summarized notably that; staff got varied tasks and challenging work on daily basis, most staff jobs were in line with their interests, skills and attitudes, staff careers were not developed and staff members were self-driven.

5.3 Discussion of findings

5.3.1 Staff Training and Employee Performance

Objective one of this study was to investigate the extent to which staff training influences employee performance in the Inspectorate of Government. The findings revealed that staff training impacts on employee performance in the IG to a little extent. Hence, this impact is insignificant. This study found that the majority (69%) of employees did not have their training needs regularly assessed before they undertook any training while the majority (54%) of the respondents did not have their training designed to address their training needs. Probably formal periodic evaluation of each employee's current and future training needs may not be done comprehensively in the IG. This is supported by Bozarth; Rossett; and Burner (as cited in Iqbal and Khan, 2011) that TNA results are considered useful for deciding on non-training initiatives. Equally, Cole (2004) opines that data obtained from TNA would enable the training staff to draw a comprehensive picture of areas of current and potential shortfall in requirements.

The findings revealed that the majority (72%) respondents disagreed or were neutral that they were not regularly taken for short trainings while the majority (79%) respondents disagreed that they had not undertaken a long training during the time of their current employment. The elements under short term training included, short courses, seminars and conferences while long term trainings included undertaking a period of more than six months, for instance; certified courses, undergraduate courses, postgraduate diplomas, Master degrees, Ph.D programs. This could be attributed to the fact that due to its specific mandate, the IG recruits employees who are engaged all the time in handling tasks/responsibilities. On the other hand, indifferences were realized during the course of the study where 28.0% (percentage) margin representing agreement was obtained for staff being regularly taken for short trainings while 21.0% agreed that they had had a long training during their time in the IG. This indifference is supported by Odinga (2010) who established that the majority respondents found short term training and long training was positively related to job performance among lecturers in Moi University.

The findings also revealed that the majority 84% respondents found initial training they had before as they started their jobs was helpful, while 52% respondents were satisfied with the on-the-job training. This was supported by the findings by Furqan and Ameer-ul-Ameer (2013) in a study conducted on the Impact of Training on Employee's Development and Performance in Hotel Industry of Lahore, Pakistan, who found that 60% respondents agreed that training induction was useful and going on in each department every year. The indifference of 48% of the respondents about the on-the-job training can be attributed to some subordinates being placed under supervisors who could be introverts and thus hesitant to fully initiate the new employees in handling assigned tasks/responsibilities. This finding is supported by

Jagero, Komba and Mlingi (2012) regarding on-the-job training and employee's performance in Courier Companies in Dar es Salaam, Tanzania where less than 50% of the respondents considered on-the-job training to be the only reason for an ameliorated employee performance. Their findings further revealed that 96% indicated that they strongly agreed that there are other factors that lead to improved employee performance, which they suggested to include working environment, employee skills and knowledge, motivation and rewards, communication flow and organizational culture. Carliner et al. (2006) concluded that the means of delivering performance improvement and training to workers will continue to evolve, as will the shift from training to on-the-job coaching.

The study further revealed, for instance, that majority respondents (76%) indicated that they undertook trainings relevant to their jobs as well as 57% found the trainings properly balanced with the jobs while 78% implemented the new ideas got. This could be attributed to the specific mandate, functions and powers and other relevant matters of the IG in elimination of corruption in Uganda. Similarly, Furqan and Ameerq-ul-Ameerq (2013) established that training has direct influence on the employees' performance and it tends to increase their overall actual performance as the correlation between the variables of training and employee performance was found positive. Shaheen, Naqvi and Khan (2013) in their study on Employees Training and Organizational performance: Mediation by employees' performance of school teachers in Pakistan also revealed that there is a positive relationship between employee training and employee performance. Muhairwe (2012) in the study conducted on Institutional Challenges Affecting the Performance of the Inspectorate of Government Staff in the Fight against Corruption in Uganda supports the findings. His study revealed that staff competencies have a significant effect on the

performance of the Inspectorate of Government staff. Although the staff competencies were in terms of knowledge, skills and positive attitude to work; in this study, the resultant effect of training points to similar conclusion. Sultana, Sobia, Ahmed and Mehmood (2012) also concluded in their study of Impact of Training on Employee Performance in a Telecommunication sector in Pakistan that if organizations invest in right type of employee training, it can enhance employee performance as well as competencies and skills. This supports the views of Noe (2010) that training is becoming more performance-focused and that the benefits are improvement in job performance. Consequently, this leads to improvement in productivity overall (Cole, 2004; Noe, 2010).

Conversely, indifferences were observed during the course of the study where 24% disagreed or were neutral that they did not find trainings relevant, 43% found trainings imbalanced with their jobs while 25% did not implement the new ideas got from trainings. This finding supports Laing (2009) where 90% of the respondents revealed that training had no effect on their performance. Further, the views of Nwachukwu (as cited in Rashid, 2008) are that employees require training that addresses lack of interests in one's job and negative attitude to work. The researcher observes that if the IG relied on a systematic training policy and addressed staff attitude to work, the benefits of training could be realized. The findings do not completely support the human capital theory which presupposes that education is highly critical and instrumental in improving the production capacity of a population, which explains the relevance of training if considered together with other factors like staff attitude. Therefore, training may lead to an improved employees' performance.

5.3.2 Delegation and Employee Performance

Objective two of the study was to find out the extent to which delegation affects employee performance in the Inspectorate of Government. The findings reveal that a positive and statistically significant relationship exists between delegation and employee performance. This is further supported by the number of responses that were obtained from the field of the study for instance majority respondents (77%) accessed the information and 80% were given regular feedback by their supervisors after performing tasks. The findings support the Republic of Uganda (2005) on access to information that provides that every citizen has a right to access information and records in possession of the state or any public body except for its release being likely to prejudice the sovereignty of the state or interfere with the right to privacy of another person. The finding on feedback further supports Armstrong (2011) that as people receive feedback on their behaviour, they appreciate the discrepancy between what they are doing and what they are expected to do and then take appropriate corrective action to overcome the discrepancy. The researcher considers feedback a critical part of performance management processes in the IG. There were indifferences observed where 23% of the respondents had difficulty in accessing information while 20% were not regularly given feedback from their supervisors. These findings can be attributed to the probable bureaucratic nature of the IG as an institution.

The findings further revealed that 89% of respondents indicated that they were delegated with sufficient tasks and another portion of 89.0% agreed that they had sufficient freedom to execute the work. These can be supported by Kuloba (2010) who found out that there was a significant relationship between head teachers' delegation of duties to teachers and teacher performance in secondary schools in

Nakaseke District in Uganda. The researcher strongly agrees with the concept of delegation as delegation entails the partnership of authority and responsibility to another person, for instance, from a supervisor to a subordinate to carry out specific activities. The person who delegates the work remains accountable for the outcome of the delegated work.

However indifferences were realized during the course of the study where 11.0% (percentage) margin representing disagreement or not sure was obtained for not being delegated with sufficient tasks were and or did not have sufficient freedom to execute the work. The finding is supported by Offerman and Hellman (as cited in Nyberg, Bernin and Theorell, 2005) who found that leaders and subordinates had different views of what factors are associated with stress among subordinates, where leaders particularly underestimated the importance of leader delegation and subordinate participation. It was further revealed that Stordeur, et al. (as cited in Nyberg, Bernin and Theorell, 2005) who tested the demand-control model of Karasek, and the results confirmed that perceived control reduced the effect of job strain on burnout suggesting that if job strain is high, managers can reduce its effect by providing subordinates opportunity to control their work environment. The researcher believes that it is attributed to the fact that subjective delegation by supervisors may lead to failure to attend to tasks/responsibilities and accumulation of backlog of cases and impairs employee performance in the IG. This is further supported by Sengul, Gimeno and Dial (2012) who opine that it is important to take into account the risk preferences of managers in examining the strategic effects of delegation.

More findings revealed that 90% of the respondents agreed that they were guided by their supervisors as well as those who found the quality of supervision was inspiring

and supervisors encouraging mentoring and coaching were 81%. Similarly, 90% of the respondents agreed that they felt comfortable approaching their supervisors for help in handling difficult tasks. This finding supports the views of Agarwal, Angst and Magni (as cited in Hameed, and Waheed, 2011) that by mentoring and more so that through coaching, individuals are allowed to take the responsibility. That as goals are achieved, the performance is enhanced. The indifferences realized were that 10% of the respondents were not guided and or felt uncomfortable approaching their supervisors for help as well as 19% were not inspired nor mentored and coached by their supervisors.

More, the findings are supported by the views of Muhairwe (2012) that when members of staff get enough guidance from their supervisors, are given timely feedback, are involved in decision making and the work methods are enforced by their supervisors better performance is promoted.

The impact of delegation on employee performance can be explained by the social exchange theory that assumes that individuals are goal-oriented in a freely competitive social system. Because of the competitive nature of social systems, exchange processes lead to differentiation of power and privilege in social groups. Consequently, in Inspectorate of Government supervisors could be willing to delegate tasks and responsibilities to their subordinates in the social relations.

5.3.3 Career growth prospects and Employee Performance

The third objective of the study was to determine the extent to which employees' career growth prospects affect their performance in the Inspectorate of Government. The findings revealed a positive but statistically significant relationship between career growth prospects and employee performance.

Findings revealed that 83% of the employees of the IG got varied tasks regularly, 73% were assigned more challenging work while 85% found their jobs to be in line with their interests, skills and attitudes. The findings are supported by the views of Noe (2010) that opportunities for career growth, learning and development and the performance of exciting and challenging work are some of the most important factors in determining employees' engagement and commitment to their current employer. Further, the findings are supported by the views of Laing (2009) that the purpose of training and development activities is to enhance the skills knowledge, attitudes and competencies of employees and thereby achieve improved individual and organizational performance.

There were indifferences realized during the course of the study where 17% of the respondents did not get varied tasks, 27% found the work not challenging while 15% disagreed that the job they had was not in their interests, skills and attitudes. The researcher attributes the variance to the fact that the IG recruits employees in their prime years that are beginning their careers and who are of different competencies. Hence, the employees could be finding the work less challenging.

The findings showed that 44% of the employees of the IG were offered opportunities to develop their career while 91% were self-driven in developing their careers and 61% considered their present jobs to have good career prospects. The findings are in line with literature laid in chapter two where Okurame (2012) showed that the more favourable the perception of career growth prospects among employees, the higher their overall level of organisational citizenship behaviour and favourable prospects make individuals perform organisational citizenship behaviour directed towards their organisation. More, in an exploratory study, Prince (2005) found that the use of

career-focused processes are positively related to employees' developmental opportunity satisfaction and perceived support for career development.

The researcher agrees that career growth prospects create a foundation and opportunities for learning and development while self-motivation makes internal staff in any organization develop self-directed attitude towards employee performance. However, the 56% who either disagreed or were not sure highlight a weakness on career growth prospects in the IG while the 9.0% not being self-driven in developing their careers as well as the 39% who regarded their jobs having less career prospects reveal discrepancies in self-driven career development in the IG. These revelations can be attributed to the fact that the IG has a distinctive institutional mandate of dealing with the ever changing white collar crimes pertaining to corruption in public offices.

The findings further revealed that 30% of the respondents were satisfied with the way promotions are made. The finding is supported by the views of Kauhanen and Napari (2012) that because firms may apply different standards and rules for promotions, unobserved firm heterogeneity might also matter with respect to promotion probabilities.

The indifferences were also noted where 70% of the respondents disagreed or were neutral about being dissatisfied with the way promotions were made in the IG. This is supported by the views Kauhanen and Napari (2012) that since promotion reveals information on a worker's ability, employers have incentives not to promote individuals as quickly as is socially optimal, but rather only when the productivity gains resulting from placing a high-ability worker upper in the hierarchy outweigh the

value of the employer's private information. The researcher attributes this to existing bureaucracy and the nature of the institutional mandate of the IG.

This study found a variation of career growth prospects at 87.8% which may be attributed to other factors. For example, employees' developmental opportunity satisfaction and perceived support for career development. This is further supported by the study of Smith-Ruig (2008) which revealed that many participants were interested in pursuing on-going skills development and seeking out challenging or stimulating work. This often occurred after they had reached senior positions in their organization. The participants tended to reach what they referred to as a "crossroads" or "t-junction" in their career development. At this point they began to re-evaluate their future career direction.

The findings of the study support Herzberg's Motivation – Hygiene theory that postulate that when the hygienic factors or dissatisfies are out of line with employees' expectations, they could be a source of difficulty and complaint, and definitely provided grounds for dissatisfaction at work (Cole, 2004). More, the findings support the work of career development theorists, for instance, trait and factor theory of Parsons' work and Donald Super's works of career development (Patton and McMahon, 2006; Leung, 2008). The former proposes that a choice of a vocation depended upon an accurate knowledge of yourself, thorough knowledge of job specifications and the ability to make a proper match between the two while the latter recognizes the changes that people go through as they mature. The implication of career growth prospects is that achieving a senior position is no longer enough satisfaction or a sign of success, but continued mental stimulation is increasingly important to individuals, which contributes to employee performance.

5.4 Conclusions

5.4.1 Training and Employee Performance

Grounded on the findings of the study, it can be concluded that staff training had little impact on employee performance in the Inspectorate of Government. This was a result of a few staff training needs being assessed, not all training needs were addressed by the staff training offered, most staff members were not taken for short and long term trainings, on-the-job trainings were not sufficient for staff, not all trainings were relevant to the job, most trainings were balance with staff jobs; however, some were imbalanced and not all new ideas obtained from trainings were implemented.

5.4.2 Delegation and Employee Performance

It can be concluded that; information access to staff was open; however restrictions existed, not all regular task related feedback was given to subordinates, supervisors delegated tasks to subordinates to perform and allowed them sufficient freedom; however, some subordinates could have been overloaded with work, not all staff were guided by supervisors, a few staff were mentored and coached and not all staff approached supervisors for help in tasks they could not handle.

5.4.3 Career Growth Prospects and Employee Performance

It can be concluded that career growth prospects had significant effect on employee performance. Most staff had varied tasks; however a few had similar ones, challenging work to staff was assigned but a few tasks were not executed, not all jobs were in line with staff interests, skills and attitudes, most staff careers were not developed, many staff members were self-driven with a few who were indifferent and promotions existed but a few employees were elevated.

5.5 Recommendations

Basing on the findings of the study, the researcher suggests a number of recommendations.

5.5.1 Training and Employee Performance

The Inspectorate of Government management should as a matter of urgency put in place and or revitalize a systematic training policy and address staff attitude to work, in order to better employee performance and focus on its institutional mandate. The existing trainings offered by the IG and or undertaken by staff were found to have insignificant impact on employee performance.

5.5.2 Delegation and Employee Performance

The Inspectorate of Government should streamline feedback process since it reinforces effective communication and engenders improved delegation of tasks and responsibilities by supervisors to their subordinates, builds trust of staff within the institution as well as enhances employee performance and commitment to the institution.

5.5.3 Career Growth Prospects and Employee Performance

The Inspectorate of Government should strengthen career growth prospects to produce a workforce that engages in the extra-role behaviour by availing additional responsibilities above employees' current jobs, varying the responsibilities, elevating staff from a lower to higher ladders in the hierarchy and promote self-driven responsibilities of employees. By engaging in actions that communicate to employees that the institution is willing and able to ensure their career growth, management could enhance employee performance and focus on its institutional mandate.

5.6 Limitations of the Study

The study exhibited a number of limitations, which among others; included the following:

The available time was short. For instance, right from proposal preparation to its being defended and then data collection, data analysis up to report compilation, time seemed insufficient. Since the researcher was fully engaged at the work station, quality time had to be properly managed and utilized in order to complete this study in stipulated time. Based on these findings, the researcher could not generalize the research findings.

Relying on wide computerized communication system of the Inspectorate of Government, the researcher believed that fast responses would be got by e-mailing the questionnaires straight to the sampled respondents since their addresses were availed. The reverse was true. This resulted into unanticipated delays that slowed down the progress of this study. To mitigate this, researcher had to deliver the hard copies of the questionnaires to the respondents. Based on these findings, the researcher could not generalize the research findings.

Since this study was conducted within the institution where the researcher is employed, there wasn't swiftness by respondents to provide sufficient responses to lay out matters probably that the researcher was cognizant of them. This prompted the researcher to spend time to confide in them about the study being independent as well as the researcher being free of bias. The research also ensured that the sampling strategy was relied on. Based on these findings, the researcher could not generalize the research findings.

5.7 Contributions of the study

This study has made contributions in the following ways:

It has disapproved a commonly held view that staff training impacts on employee performance. In this research, it was found out that staff training does not affect employee performance significantly.

The study contributed to the views of social exchange theorists postulations about employee perceptions of an organisation's willingness and ability to fulfil psychological contract obligations; their feeling of obligation to repay their institution by commitment and achieving their targets as found out in this study that delegation and career growth prospects had significantly impacted on employee performance.

5.8 Areas for further Studies

This study revealed that staff training had a positive but statistically insignificant relationship on employee performance, but only up to .113 (11.3%). This means that when more efforts are made through assessing staff training needs, job induction done on time, on the job training extended and sponsorship on long and short courses training catered employee performance can be improved.

The researcher recommends that further research could thus be carried out exhaustively in the following areas:

Determining the other factors that could be affecting employee performance in the IG, for instance, attitude of members of staff, employee satisfaction and employee inspiration. Given that staff training, which was believed to be among some of the factors that were affecting employee performance did not.

Further studies should be conducted in related institutions in the accountability sector, among others, the Office of the Auditor General and Directorate of Public Prosecutions to generate comparable findings.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

Dear Respondent,

I am pursuing a Masters Degree in Management Studies at Uganda Management Institute which has a requirement for conducting a research and thereafter submit a report to Uganda Management Institute for the partial fulfilment of the same. I am, therefore, carrying out a study on the **Career Development and Employee Performance in the Inspectorate of Government in Uganda.**

The study seeks your views on the Career Development and Employee Performance in the Inspectorate of Government in Uganda.

You are among the people selected for this study and you are requested to spare some 20 - 25 minutes off your schedule to respond to the questions in this questionnaire based on your knowledge and experience. The research is purely for academic purposes and the information you give will be treated with maximum confidentiality.

Bainomujuni Reuben
Researcher.

Tick the relevant box

Section A: Background Information

1. Gender
 - 1) Male
 - 2) Female
2. Age
 - 1) Below 20
 - 2) 20 – 29
 - 3) 30 – 39
 - 4) 40 – 49
 - 5) 50 and above
3. Highest level of Education
 - 1) Secondary
 - 2) Diploma
 - 3) Bachelors Degree and above
4. Nature of engagement
 - 1) Technical
 - 2) Support
5. Work station
 - 1) Head Office
 - 2) Regional Offices
6. Length of time spent with current employer
 - 1) Below 1 year
 - 2) 1 - 5 years
 - 3) 6 - 10 years
 - 4) 11 years and above

Please tick (√) your answer in the box corresponding to your choice to indicate whether you: Strongly agree (5), Agree, (4), Not sure, (3), Disagree, (2), Strongly disagree (1).

		Strongly Agree (5)	Agree (4)	Not sure (3)	Disagree (2)	Strongly Disagree (1)
	SECTION B: Training					
7	My training needs are regularly assessed before I undertake any training					
8	Training is designed to address my training needs					
9	The initial training I had before as I started my job was helpful					
10	I am regularly taken for short trainings					
11	I have undertaken a long training during the time of my current employment					
12	I am satisfied with the on the job training I get					
13	The trainings I undertake are relevant to my job					
14	My training is properly balanced with my work					
15	I implement the new ideas I get from the trainings I undertake					
	SECTION C: Delegation					
16	I easily access all the information to help me carry out my tasks					
17	I am given regular feedback by my supervisor after performing my tasks					
18	My supervisor delegates me sufficient tasks to perform					

		Strongly Agree (5)	Agree (4)	Not sure (3)	Disagree (2)	Strongly Disagree (1)
19	I am allowed sufficient freedom to accomplish tasks given to me					
20	I am always guided by my supervisor to handle my tasks					
21	I am inspired by the quality of supervision					
22	My supervisor encourages mentoring/coaching					
23	I feel comfortable approaching my supervisor for help in tasks I cannot handle					
	SECTION D: Career growth prospects					
24	I always get varied tasks as I carry out my day to day work					
25	I am always assigned more challenging work from time to time					
26	My job is line with my interests, skills and attitudes					
27	I am offered opportunities to develop my career					
28	I am always self-driven in developing my career					
29	I am satisfied with the way promotions are made					
30	My present job has good career prospects					
	SECTION E: Employee Performance					
31	My targets are clearly set out					

		Strongly Agree (5)	Agree (4)	Not sure (3)	Disagree (2)	Strongly Disagree (1)
32	I produce expected work output					
33	My performance is measured against the targets					
34	I attend to my work on time					
35	I complete my assignments with accuracy					
36	My performance has continually improved					

APPENDIX 2: INTERVIEW GUIDE

Section A – The extent to which staff training impacts on employee performance

- 1) Is there sufficient training orientation provided to new employees to start their jobs?
- 2) How are the training needs assessed in the Inspectorate of government?
- 3) What kind of short trainings are employees regularly taken for?
- 4) To what extent are employees encouraged to go for long training courses?
- 5) How are employees satisfied with the on-the-job training they get?
- 6) What comment do you make on employees balancing the training with their work?

Section B – The extent to which delegation impacts on employee performance

- 7) To what extent are employees provided by their supervisors with all the information they need to perform their tasks?
- 8) In which way is feedback regularly provided to employees after performing their tasks?
- 9) What are your views about supervisors delegating sufficient tasks to subordinates?
- 10) What do say about supervisors allowing sufficient freedom to subordinates to accomplish their tasks?
- 11) What is your take about supervisors inspiring their subordinates?
- 12) How do you encourage mentoring/coaching of subordinates?

Section C - The extent to which career growth of employees affect their performance

- 13) What is in place for subordinates to get assigned varied tasks in their day to day work?
- 14) Comment on subordinates assigned more challenging work.

- 15) To what extent do subordinates feel comfortable approaching supervisors for help in performing tasks they cannot handle?
- 16) How are subordinates offered opportunity to develop their careers?
- 17) What criteria are there for employees to get promotions?

Section D - Employee performance

- 18) Comment on how individual targets are determined.
- 19) What is your view on the output produced by the staff?
- 20) How is performance measured?
- 21) How do you determine that subordinates accomplish to their tasks in time?

Section E - Views on the hypotheses of the study

- 22) Comment on whether staff training significantly affects the performance of employees in the Inspectorate of Government.
- 23) Say whether delegation significantly affects the performance of employees in the Inspectorate of Government.
- 24) Comment on whether career growth significantly affects employees' performance in the Inspectorate of Government.

APPENDIX 3: FOCUS GROUP DISCUSSION GUIDE

Section A – The extent to which staff training impacts on employee performance

- 1) How were you taken through the initial training as you started your job?
- 2) In your view, how are your training needs regularly determined?
- 3) To what extent is training designed to address your training needs?
- 4) How regularly are you taken for short trainings?
- 5) Have you undertaken a long training during the time of your current employment?
- 6) To what extent are you satisfied with the on the job training you get?
- 7) In your opinion do you properly balance training with your work?

Section B – The extent to which delegation impacts on employee performance

- 8) To what extent are you provided by your supervisors with all the information you need to perform your tasks?
- 9) In your opinion, are you given regular feedback after performing your tasks?
- 10) To extent does your supervisor delegate you sufficient tasks to perform?
- 11) In what way does your supervisor allow you sufficient freedom to accomplish your tasks he/she gives you?
- 12) How are you inspired by the quality of supervision you get?
- 13) How does your supervisor encourage mentoring/coaching?
- 14) In your view, do you feel comfortable approaching your supervisor for help in tasks you cannot handle?

Section C - The extent to which career growth of employees affect their performance

- 15) In which way do you get varied tasks as you carry out your day to day work?
- 16) How are you always assigned more challenging work from time to time?
- 17) In your opinion, is the job in line with your interests, skills and attitudes?

- 18) In which way are you offered opportunities to develop your career?
- 19) Are you always self-driven in developing my career?
- 20) To what extent are you satisfied with the way promotions are made?
- 21) How does your present job have good career prospects?

Section D - Employee performance

- 22) How do you produce expected work output?
- 23) How is your performance measured against the targets?
- 24) In which way do you attend to your work timely?
- 25) How has performance continually improved?

Section E - Views on the hypotheses of the study

- 26) In your view, to what extent does staff training affects the performance of employees in the Inspectorate of Government?
- 27) What do you say about the effect delegation on the performance of employees in the Inspectorate of Government?
- 28) Would you say that it is significant or not?
- 29) Give your view whether career growth significantly affects employees' performance in the Inspectorate of Government?

APPENDIX 4: DOCUMENTARY REVIEW GUIDE

Titles of documents	Subject/particulars of themes/topics	Data/Remarks
The Human Resource Policy and Procedures Manual for the Inspectorate of Government, 2007.	Employee Development and Training Policy.	Obtain data on skills.
The Inspectorate of Government Corporate and Development Plan (CADP) 2010 – 2014.	CADP activities.	Extracting data on staff skills and strategies.
Inspectorate of Government Reports to Parliament from January – June, 2010 to July – December 2012.	Performance levels and strategies of the IG.	Obtain data on performance and strategies.
Policy Statements for the Inspectorate of Government; Vote 103 FY 2010/11, FY 2011/12, FY2012/13 and FY 2013/14	Performance levels, action plans and strategies of the IG.	Obtain data on targets, action plans and strategies.

APPENDIX 5: UMI LETTER INTRODUCING THE RESEARCHER



UGANDA MANAGEMENT INSTITUTE

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Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

16 August 2013

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Reuben Bainomujuni is a student of the Masters Degree in Management Studies of Uganda Management Institute 28th Intake 2012/2013 specializing in Human Resource Management, **Reg. Number 12/MMSHRM/28/015**.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to his research.

His Research Topic is: ***"Career Development and Employee Performance in the Inspectorate of Government in Uganda"***

A handwritten signature in blue ink, appearing to read 'Gerald Karyeija', is written over a horizontal line.

Gerald Karyeija (PhD)
AG. HEAD, HIGHER DEGREES DEPARTMENT

APPENDIX 6: LETTER BY THE IG INTRODUCING THE RESEARCHER

Telephones: 0414259738/0414255892
0414344219/0414251462
Duty Office: 0414-347387
Fax: 0414344810/0414257590
Website: www.igg.go.ug



THE REPUBLIC OF UGANDA

**Inspectorate of Government
Jubilee Insurance Centre
Plot 14, Parliamentary Avenue
P.O. Box 1682
Kampala, Uganda**

In any correspondence on this
Subject please quote No. **IG/P. 393**

September 12, 2013

Mr. Bainomujuni Reuben
Regional Inspectorate Officer
Masaka Regional Office

Thru: Director Regional Offices

*Forwarded
JH*

**REQUEST TO CARRY OUT MASTERS IN MANAGEMENT STUDIES DEGREE
RESEACH IN THE IG**

Reference is made to your Letter dated 16th August, 2013 requesting for permission to carry out research in fulfillment of the award of Master's Degree in Management Studies from Uganda Management Institute, covering the topic: **Career Development and Employee Performance in the Inspectorate of Government in Uganda.**

This is to inform you that permission has been granted. You are accordingly requested to uphold the values of confidentiality in line with the provisions of the IG Human Resource Policy and Procedures Manual, 2007.

Johnson

Glory Ananun

FOR: SECRETARY TO THE INSPECTORATE OF GOVERNMENT