

**HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE PERFORMANCE IN
THE MINISTRY OF PUBLIC SERVICE**

BY

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15/MMS/15/KLA/DAY/0365

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN
PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MANAGEMENT
STUDIES (HUMAN RESOURCE MANAGEMENT OPTION) OF UGANDA
MANAGEMENT INSTITUTE**

FEBRUARY 2018

DECLARATION

I, **Barbra Matte Kabugho**, hereby declare that this dissertation entitled “*Human Resource Development and Employee Performance in the Ministry of Public Service*” is my original work and has not been submitted or published for any other degree award in any institution of higher learning.

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APPROVAL

This dissertation has been written under our supervision and is submitted with our approval.

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ACKNOWLEDGMENT

I wish to thank my supervisors, Dr. Maria Kaguhangire Barifaijo and Mrs. Oluca Pross Nagitta, for the kind support, constructive comments, guidance and tolerance extended to me when writing this dissertation. I am grateful for your efforts to see me through to the end of this masters' program.

I also thank my family, especially my father for all the perseverance, endurance, understanding and support rendered to me particularly when I could not afford to be with them during the weekends that often coincided with my busy study hours. May the Almighty God continue to bless you abundantly.

Finally, special thanks go to all respondents that I met during this study. Your generosity in accepting to participate in the study is acknowledged and highly appreciated. Your enthusiasm has greatly contributed to the production of this work.

Thank you all.

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LIST OF ABBREVIATIONS

BMAU	Budget Monitoring and Accountability Unit
CCL	Centre for Creative Leadership
CIPD	Certified Institute of Personnel and Development
EDMS	Electronic Document Management System
HRD	Human Resource Development
IPPS	Integrated Personnel and Payroll System
MoPS	Ministry of Public Service
PSRRC	Public Service Review & Reorganisation Commission
SPSS	Statistical Package for Social Scientists
UMI	Uganda Management Institute

Abstract

The purpose of the study was to assess the role of human resource development on employee performance in the Ministry of Public Service. The specific objectives of the study were to establish the contribution of training on employee performance in the Ministry of Public Service, to establish the contribution of performance management on employee performance in the Ministry of Public Service and to establish the contribution of leadership development on employee performance in the Ministry of Public Service. A cross sectional study design was adopted. Both quantitative and qualitative techniques were used to analyse data collected. In this study, 122 respondents out the targeted sample of 151 respondents participated in responding to questions in the questionnaire and interview guide. Analysis involved descriptive statistics such as frequencies and percentages, and inferential statistics such as Spearman's rank correlation coefficient, coefficient of determination and regression. Findings revealed a significant positive moderate correlation ($\rho = .409, p = .000$) between training and employee performance whereby better training contributed to better employee performance and less training activity contributed to lesser employee performance. There was a significant positive moderate correlation ($\rho = .582, p = .000$) between performance management and employee performance and a significant positive moderate correlation ($\rho = .597, p = .000$) between leadership development and employee performance. It was concluded that human resource development measured in terms of training, performance management and leadership development had an important role in enhancing employee performance. Thus, it was recommended that these measures of human resource development have to be improved to help employees perform better at work.

CHAPTER ONE

Introduction

1.1 Introduction

In the current time of intense global competition, the human resource function is considered as one of the most important factors used to enter or even manage to control the market, Byrne, (as cited in Muda & Rafiki, 2014). This plays a crucial role in maintaining the organisations' sustainability, credibility as well as creation of public trust; thus the need for human resource development. This study was an investigation on the relationship between human resource development and employee performance in the Ministry of Public Service (MoPS). In this study, human resource development was conceived as the Independent variable whereas employee performance was the dependent variable. Chapter one addresses the purpose of this study, specific objectives, research questions and hypotheses. It also presents the scope, significance and the operational definitions of key terms in the study.

1.2 Background to the Study

1.2.1 Historical background.

Human resource development originated from the massive development effort in the United States during World War II from 1940 to 1945. This development effort, underneath the "Training within Industry" project led to systematic improvement in the way work was done, training based on performance and the enhancement of workplace human relations (Dooley, 1945). It was later referred to as contemporary HRD in the 1970s (HRD & its impact on employees' satisfaction, n.d.).

US perspectives on HRD have dominated academic literature since 1970, where the earliest definitions of HRD can be traced back to (Swanson and Holton; 2009, Walton, 1999).

Here in Uganda, HRD has evolved over the past century. During the early colonial times, Ugandans in public offices only took part in provision of support services while the Europeans occupied the key administrative positions. Therefore, the training and education for Ugandan public servants remained backward until they began to demand for higher positions in government (Guma, 2013). It was then that there was a pursuit for higher education which was later followed towards the 1964 liberation and after. In 1986 when NRM took over, they inherited a public service that was unresponsive, demoralized, ineffective and inefficient. (Human Resource Development Policy/Training Policy and Practice in the Uganda Public Service, n.d.).

According to The Public Service Training Policy (2006), the Government of Uganda has undertaken extensive reforms over the past years to achieve an improved socio-economic status. From 1989 to 1990, Public Service Review and Re-Organisation Commission (PSRRC) carried out research to determine the weaknesses in the public service and it was found that the management of the training function was inefficient. A number of other studies commissioned by government confirmed this and these included Training Needs Assessment 1989, Skills Gap Study 2003, Leadership and Management Needs for Top and Senior Managers Study 2004(Human Resource Development Policy/Training Policy and Practice in the Uganda Public Service, n.d.).

In 2006, MoPS designed a training policy for government in a bid to turn the Public Service into a learning organisation, and to create a conducive environment for continuous learning. The policy also gives MoPS overall responsibility over the government training function.

1.2.2 Theoretical background.

The link between human resource development and performance was founded on the human capital theory and the resource based approach. The foundation of human capital in 1776 is linked to the advent of classical economics. It was first advanced by Adam Smith in 1776 and re-invigorated by Theodore W. Schultz in 1961 and postulates that training and education are an investment in people. They argue that skills and knowledge are a type of capital, and this capital is an end to "deliberate investment". Gaining skills and knowledge was likened to attaining the "means of production" (Kwon, 2009).

From their perspective, human labour is considered as a commodity which is traded like a sale and purchase and focus is put on capital exploiting this labour. Contrary to this traditional suggestion, human capital is the expertise, skill and knowledge that one collects through training and education. Becker (1993) noted that investing in human beings is the most valued of all capital while putting emphasis on the economic and social significance of the human capital theory (Marimuthu, Arokiasamy & Maimuna, 2009).

The resource based view on the other hand looks at resources as being important for superior firm performance. It developed in the 1980s and 1990s following the workings of Wernerfelt ("The Resource-Based View of the Firm") and Barney ("Firm resources and sustained competitive advantage"). The enthusiasts of this concept contend that an organisation needs to look within the organisation for ways to attain competitive advantage rather than the competitive environment.

The human capital theory and the resource based view underpinned this study as they both put emphasis on investment in workers so as to increase their value in the Ministry which in turn

would contribute to not only high levels of employee performance but organisational performance as well. According to Boxall (1996), the “strategic goal would be to create firms which are more flexible and intelligent than their competitors through hiring more talented staff and developing them to enhance their skill base.” From this angle, MoPS would be seen to efficiently deliver to enable translation of government policies into actions since it is the implementing machinery of government human resource policies.

1.2.3 Conceptual background.

Employee performance was the dependent variable in this study to mean the job related expectations of an employee and how well those activities are executed; it is often viewed as results from a given task and was measured in terms of timely accomplishment of tasks, reports submitted in time, timely processing of deliverables and attendance to duty.

The independent variable in this study was human resource development; it is the course of unleashing expertise to boost a team, individual, work processes and organisational system performance. Swanson & Holton (2009) go on to illuminate the definition and scope of HRD in such realms as performance improvement, management and leadership development, training, career development and organisational learning.

Whereas some practitioners and researchers claim that HRD needs to emphasize “the development of a person in a broad manner without using bottom line results as the litmus test of an intervention’s worth,” Swanson & Arnold (1996) argue HRD’s purpose is to advance performance. Their perspective is grounded on the idea that when HRD is used in productive organisations, it should directly add to the goals of the organisation. As these goals are assumed to be based on a purposeful system needing to achieve performance oriented survival minimums.

In this study, human resource development programs were training, performance management and leadership development initiatives that are instituted by MoPS for the employees to attain the performance desired.

1.2.4 Contextual background.

Ministry of Public Service was established under the second schedule of the Public Service Act (2008) and is “mandated to develop, manage and administer human resource policies, management systems, procedures and structure for the Public Service.” It employs 248 employees across the three directorates of Research & Development, Efficiency & Quality Assurance and Human Resource Management. These directorates are further subdivided into nine departments of Public Service Inspection, Management Services, Human Resource Development, Human Resource Management, Compensation, Records & Information Technology, Monitoring & Evaluation, Information, Education & Communication and Finance & Administration.

According to Muganwa (as cited in Boonabana, 2012), the need for employee learning, training and development has been embraced as a way of enhancing competencies of government officials in Uganda to execute their obligations with effectiveness, efficiency and creativity.

Performance of officers in MoPS has been noted to be less than satisfactory (Performance Management Report for Public Service, 2007). This is manifested by the Inspection Report of Ministry of Public Service (2009) which revealed that targeted outputs weren't being met such as pensions and gratuities of retired civil servants take long to be handled. In a bid to better manage the training function and change how civil servants are trained, the Ministry of Public Service Training Policy was developed in 2006 to encourage effective use of funds spent on development and training.

The study consequently sought to envisage the role of human resource development on employee performance, discover the shortfalls in the Ministry of Public Service and make recommendations where need be.

1.3 Statement of the Problem

Public service, being the implementing machinery of government policies should be seen efficiently delivering to enable translation of government policies into actions. Conversely, the Public Service is inefficient, ineffective, irresponsible, demoralized and generally not delivering (Performance Management Report for Public Service, 2007).

Despite the fact that MoPS has implemented several capacity building initiatives such as innovations management training, leadership and management training at the Civil Service College, coupled with the existing policies on performance management, public servants have remained inward looking, self-centred thus the performance is still less than satisfactory (Budget Monitoring and Accountability Unit [BMAU], 2015). For instance, untimely processing of salary and pension, high absenteeism levels, activity reports not being submitted in time and BMAU (2015) has attributed this to low motivation due to inequitable remuneration. This inefficiency in the Ministry of Public Service has brought about increased wastage of government resources, poor quality services, and untimely delivery of the services (BMAU, 2015).

Human resource is a critical resource in operations of the public service and government programs are likely to be compromised in the future if this situation is not checked. Therefore, there is need to investigate how training, performance management and leadership development influence employee performance at MoPS which this study sought to investigate.

1.4 Purpose of the Study

The purpose of this study was to assess the role of human resource development on employee performance in the Ministry of Public Service.

1.5 Specific Objectives of the Study

- i. To establish the contribution of training on employee performance in the Ministry of Public Service.
- ii. To establish the contribution of performance management on employee performance in the Ministry of Public Service.
- iii. To establish the contribution of leadership development on employee performance in the Ministry of Public Service.

1.6 Research Questions

- i. What is the influence of training on employee performance?
- ii. What is the influence of performance management on employee performance?
- iii. What is the influence of leadership development on employee performance?

1.7 Hypotheses of the Study

- i. Training has a positive influence on employee performance.
- ii. Performance management positively influences employee performance.
- iii. Leadership development has a positive influence on employee performance.

1.8 Conceptual Framework

The conceptual framework shows how human resource development affects employee performance. The independent variable was human resource development programs while the dependent variable was employee performance.

IV - Human Resource Development Programs

DV - Employee Performance

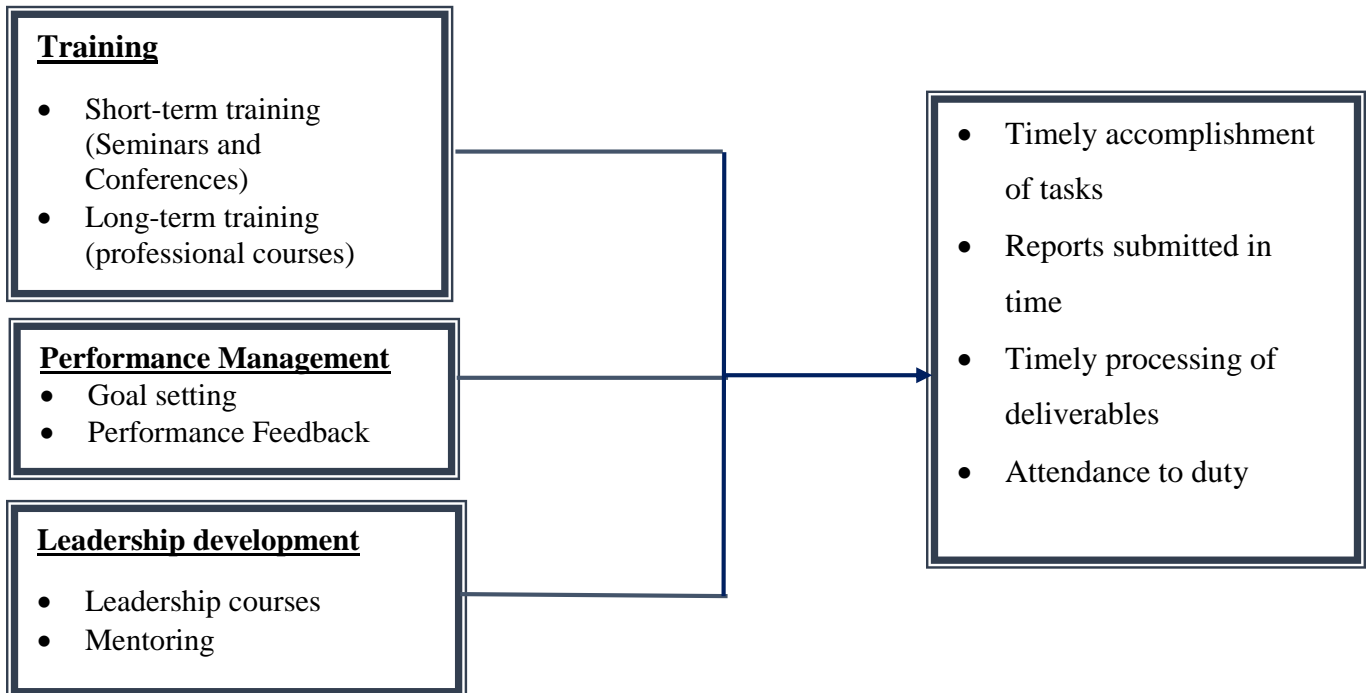


Figure 1. Conceptual framework linking human resource development and employee performance.

Source: Based on the Human Capital Theory (1977) and the Uganda Public Service Training Policy (2006)

Researcher conceptualized that any positive change made on the dimensions of the independent variable will create a favourable platform for the dependant variable.

In the conceptual framework, training was used to refer to the actual training implementation methods in public service and their impact on the individual outputs of trained staff. This was considered because in spite of the training opportunities availed in MoPS, the intended results were not achieved.

Performance management was viewed in terms of goal setting and feedback as they focus on employees' learning of on-job related tasks to get better at current work processes to positively improve an individual employee's performance.

Leadership development was viewed in terms of leadership courses and mentoring as this endows leaders with the abilities, skills and knowledge to increase employee's performance in the workplace.

Performance indicators were viewed in terms of timely accomplishment of tasks, reports being submitted in time, timely processing of deliverables and attendance to duty which were measured by the percentage change in employee productivity over time.

1.9 Significance of the Study

The study findings are expected to create awareness for the Government of Uganda to formulate a well streamlined public service reform program in a bid to improve performance in the public service.

Secondly, this research will also be a helpful information base to enable policy formulators and regulators in the Ministry of Public Service to appreciate the need to revise and improve policies on human resource development programs for the improvement of employees' job performance within the civil service in Uganda.

Thirdly, the findings are to be helpful to other stakeholders such as public servants themselves to identify the challenges hindering them from improving performance in their service.

1.10 Justification of the Study

Many studies have been carried out in relation to human resource development programs and employee performance in an organisation therefore this study serves to widen the knowledge base of HRD and its influence on employee performance. MoPS has continuously conducted training and development of their employees to improve performance like many other government authorities and ministries that seek to improve performance through HRD; however, performance is still less than satisfactory (BMAU, 2015). In addition, MoPS being a key resource in the human resource implementation in Uganda, therefore to match this responsibility it needs to have it leading with successful human resource development implementation. Therefore, there was need to find out why staff of MoPS continued to perform below the expectation of the stakeholders despite the HRD initiatives implemented.

1.11 Scope of the Study

1.1.1 Geographical scope.

The Public Service having a number of agencies and ministries spread all over Uganda, this study concentrated on the Ministry of Public Service in Kampala, this was because it was the implementing machinery of government policies and programs in Uganda.

1.1.2 Content scope.

This study intended to establish the relationship between HRD and employee performance. Specific focus was on staff training programs, performance management and leadership development. The target population included all staff in the Ministry Headquarters based in Kampala. These included directors, commissioners, assistant commissioners, and all administrative staff in MoPS.

1.1.3 Time scope.

The study focused on the period from 2011 to 2016 since this period not only offers up-to-date information, but also because it covers the time frame within which public officials are expected to have undertaken identified mandatory career training, either long or short term programs at the various levels in their careers.

1.12 Operational Definitions

Human Resources Development (HRD) is a holistic and integrated method to changing behaviour in the workplace by use of a variety of learning strategies and techniques (Megginson, Banfield & Joy-Matthews, 1999).

Leadership development is a route to help experienced managers to lead more effectively and to build and maintain leadership throughout an organisation.

Performance is defined as “the fulfillment of a given task calculated against already known standards like that of cost, accuracy and speed and how accurately employees do the task will determine the good performance.” (Sultana, Ahmed & Mehmood, 2012).

Performance management “is the process by which a supervisor and those they lead attain a shared understanding of work goals and expectations, performance feedback is exchanged and results are evaluated.”

Training refers to a systematic course to change behaviour, attitudes, skills or knowledge by learning to attain actual performance in a particular activity or range of activities; Reid & Barrington (as cited in Marchington & Wilkinson, 1996)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In chapter two, the researcher scrutinised the workings of other scholars linked to variables in this study. It contains theoretical review which indicates identified theories, actual literature review by objective of the study and a summary of the literature review to identify key lessons learnt in this chapter.

2.2 Theoretical Review

This section makes a critical review of the major theoretical underlings of this study. The study used principles from the Human Capital Theory by Smith (1977) and the Resource Based Theory by Barney (1991). According to Smith (1776) re-invigorated by Schultz (1961), the Human Capital theory proposes that training and education are an investment in humans and the underlying belief is that when people are educated, assets are created in the form of skills and knowledge hence increasing the workers' productivity. Schultz (1961) argued that skilled human resource is an outcome of investment in people or staff development programs through suitable on-the job training both outside and within the organisation such as conferences, workshops and seminars.

Becker (1993) also agrees with the Human Capital Theory and he goes on to explain the necessity and importance of formal education in improving the productivity of the workforce. He argued that the knowledge and education acquired improves the productivity and efficiency of employees through an increased level of cognitive stock of the economically productive human ability resulting from investment in individuals and innate abilities. Becker's notions play a

significant role in contemporary employee development, as the human capital theory enhances the view that an employee's skills and knowledge can be advanced by investing in training or education, which is, learning.

Oliveira & Holland (cited in Chartered Institute of Personnel and Development [CIPD], 2017) however contend that Becker neglects any training or education that does not necessitate financial inputs and is not formally structured. That is, Becker highly emphasizes investments in formal and ignores the contribution of informal learning or informal training. Essentially, informal learning is learning from hands on experience.

Although all these views combined agree that education and skills development without doubt lead to human resource development and productivity, the researcher has found that these philosophers overlook the instances where HRD subsequently did not lead to productivity and improved performance as observed in the context of MoPS (Human Resource Development Policy/Training Policy and Practice in the Uganda Public Service, n.d.).

The theories were relevant to the study since employees' work performance was seen to be determined through investment in human resource development. Therefore, it was used to describe how best management could use HRD to realize staff performance as an end.

2.3 Training and Employee Performance

Training and development which has been debated to be an important function fall under the human resource development component of human resource management (Weil & Woodall, 2005). This section of the study looked at literature on training as a whole in relation to employee performance. According to the Uganda Public Service Standing Orders (2010), short-term training means a course including a workshop, seminar, study tour, symposium, or practical attachment

lasting three months or less while long term training means a course including practical attachments or study tours lasting more than three months.

In a study on effects of training on employee performance in telecommunication companies operating in Uganda (Nassazi, 2013), results indicated that employees need continuous development and training programs to stay up to date with not only their skills but company developments as well such as customer related and technological developments so as to have continuous performance improvement. This agrees with the findings of this study as it showed that employees at MoPS require constant training through workshops, seminars and long term courses.

Furthermore, in an ad-hoc expert meeting by (United Nations Economic Commission for Africa (UNECA, 2003), it was reported that the framework for reshaping attitudes of government officials should take into consideration staff training. Traditionally, training programmes have had a skills-based focus, but with the recent focus on a customer-oriented civil service, an attitudinal-focused training is required.

According to Wright and Geroy (cited in Elnaga & Imran, 2013), employee competencies are seen to change through training programs as it improves the skills, attitude and knowledge of workers and also increases the general output of the staff to perform effectively both the current and future job, thus leading to greater firm performance.

Noe (2010) asserts the emphasis on training in the recent years has been accompanied by a movement to link training to employee performance. He attributes the failure in training methods in companies to poor design and training not being linked to performance. He further asserts that training today is being assessed by the number of programs being offered in the company instead of evaluation based on how training addresses business needs to enhance learning, performance improvement and behaviour change.

In a survey by Sethi & Agarwal (2014), they found that the in-house training sessions are mostly held whereas outside the organisation programs were found to be nearly negligible. The analysis reflected that in the current times, organisations are only willing to spend more amounts on shorter duration programs as lesser investment is required for short term training programs. The survey reflected the same findings as this research shows that MoPs carried out more short term trainings because they are more cost effective than the long term training programs.

However, according to Bogonko & Saleemi (as cited in Towett, Chelang'a, & Oino 2015), "training is advantageous only when it is correctly planned, implemented and assessed. Training methods therefore must also be suitable to the level of employees, the purpose of training and the nature of tasks. Hence, training must be planned carefully and evaluated and employees selected for staff development should purposively be selected." Management at MoPS has to take note that each training program should be assessed before, during and after by the corresponding Agency, Ministry or Department so as to establish the direct outcome of training on the performance of the participating employees and to attain value for money from training take on in the public service (Public Service Training Policy, 2006).

Further, Bartel (as cited in Muda & Rafiki, 2014) established a linkage between the implementation of training programs and employee performance. To view the importance of implementing training programs, there is need for the government needs to evaluate any changes in the skills and attitudes of employees, both before, during and after the training programmes are conducted; in other words, the government should consider looking at the differences in achievement between, before and after participating in the training programmes. This calls for management at MoPS to engage in constant monitoring of training results so as to gauge whether the employees are benefiting from the training or the program is going to waste.

Whilst a lot of research has been carried out on the influence of training in general on employee performance, little has been done on the effectiveness of short-term training and long-term training methods in regard to their contribution to employee performance; thus creating a knowledge gap.

2.4 Performance Management and Employee Performance

Performance management in this study was viewed in terms of goal setting and feedback as it focuses on employees' learning of on-job related tasks to get better at current work processes to positively improve an individual employee's performance. Goal setting, being the first step in the performance process should generally take place annually, semi-annually, or quarterly depending on the frequency of the performance cycle. It is during goal setting that the employee is to create his individual goals (Gilley, Gilley, Quatro & Dixo, 2009). During this process, the manager works together with the employee to make out prospective development and performance goals for the employee so that they are appropriately chosen, parallel to the business goals and strategy, and clearly documented for later review. This planning phase should be a collaborative effort involving both managers and employees for its success.

Kalyanasundaram (2013) asserts that when performance targets are set clearly and communicated to staff, they tend to work towards these targets as this gives them more job satisfaction compared to individuals carrying out routine tasks. He also asserts that employees who take part in goal setting with their supervisors will have a sense of purpose as they directly view how their work as individuals in an organisation contributes towards achieving organisational objectives.

During performance evaluation at the end of the review period, an employee's performance is gauged against the agreed targets. This would enable the manager to know which employees

performed up to the set standards and those who underperformed and how they can be helped to improve their performance. This enables employees to improve their performance and contribute to organisational goal achievement in the long run.

Gilley et al (2009) also assert that employee development goals are generated as a part of the development planning process, which is a systematic endeavour to nurture an employee's professional competencies so as to promote not only the success of the employee but that of the company as a combined effort. If MoPS is keen on the setting of employee development goals, making sure the goals are monitored and later evaluated, performance of the employees would be seen to increase tremendously, which would in turn contribute the increase in performance of MoPS as a whole.

The employee and manager need to work together to be able to recognise the employee's skill or performance gaps for his or her current position as well as for the employee's preferred future position or career so as to facilitate the employee to advance his or her skills and abilities and also make certain that the employee is accomplishing his development goals. Lack of collaboration between an employee and his or her manager creates a communication gap which would lead to miscommunication, inadequate follow-up and deadlines not being met. Therefore there is a great need for both parties to be involved in the setting of goals and targets and the process of ensuring they are followed through.

Several studies that had looked at the outcome of performance management methods on employee performance found that people who receive frequent or immediate feedback generally attain better performance compared to those not getting any (Stewart and Brown, 2011). Furthermore, other studies have shown that feedback significantly enhances professional performance of employees where an improvement in results between 8-26% on average was

recorded. According to Aubrey (as cited in Rațiu & Suci, 2013), most times performance even doubled shortly after feedback was started. Thus, feedback can be said to positively influence employee performance.

According to Mobley (2011), performance feedback is meant to have an employer and employee work together to boost in a dignified manner because constructive feedback is vital to employee fulfilment, career development, employee motivation and retention. Mobley further stated that frequent feedback gives employees the opportunity to change forward. Therefore, employees need to know what worked and what did not work so as to make improvements and attain their full potential.

Some researchers have however come up to say that the role of feedback is overemphasized. In a study put out in the Journal *Frontiers in Neuroscience*, it was discovered that when individuals got feedback regarding prior tasks, whether negative or positive, their performance deteriorated. Because employees would have to internalize the feedback whilst carrying out the main task. Magda Osman (cited in Queen Mary University of London (QMUL, 2012) further explained that the feedback was overloading employees with a lot of information thus distracting them from making good decisions.

In another study, where DeNisi and Kluger (cited in Bratton & Gold, 2007) reviewed research on the relationship between performance and feedback, and it was established that feedback had an undesirable effect on performance in a third of the cases. DeNisi and Kluger noted that although feedback can potentially enable an individual to “concentrate on what is to be done in performing a task, there is also the main danger which occurs where feedback can also have a strong impact on an employee’s view” of “self”, “for example self-esteem and self-belief,” which can be detrimental to performance.

Although this literature explains how feedback can both positively and negatively impact on an employee's performance, the explanation and context given were of developed countries. It is upon this premise that the researcher sought to investigate how continuous feedback impacts employee performance in the perspective of Uganda's public service.

2.5 Leadership Development and Employee Performance

Leadership development in the study was viewed in terms of leadership courses and mentoring as this equips managers with the knowledge, skills and abilities to enhance performance in the workplace. A report by research firm, Bersin & Associates stated that "leadership development is not just about developing leaders but forming a culture of accountability and performance as leadership development creates a magnet for high performance and nurtures a high performing organisation" (Centre for Creative Leadership [CCL], 2015). This section reviews literature of each of the above concepts in relation to employee performance.

Anderson (2013) explains that leadership training does not work because becoming a better leader or manager requires one to have the zeal to want to learn, then acquiring new behaviours and putting them into practice as opposed to what actually takes place. She further stated that most leadership trainings look at what ought to be done and discussion and; case studies on how it's supposed to be done. However, managers need to have the chance to practice the learned behaviour in a low risk situation for leadership trainings to be effective.

McBeath, (2000) further explains that potential shortcomings in management and leadership development programs result from activities not being followed through, activities not being tailored to cater for the needs of the organisation and insufficient recognition of the impact of environmental change on the organisation and management competency requirements.

Regardless of the controversy surrounding leadership development courses and trainings, other independent studies have confirmed that it is one of the most critical issues today as it presents management with a good opportunity to gain competitive advantage in their organisations (CCL, 2015). The report further stated that “most senior executives understand that the future success of organisations lies in the bench strength of its leaders and in the developmental opportunities offered to them.” This is specifically true when it comes to leadership development as the top leaders represent the organisation’s vision and what the organisation stands for.

Gilley, Egglund and Maycunich (as cited in Mankin, 2009), argued that management and leadership development is crucial not only because organisational performance is depends on a manager’s quality but also because managers act as the gate keepers of quality and performance improvement. Although this argument may be true to an extent, it pays no attention to government bodies where one body complements another; therefore, poor quality managers in Ministry of Finance, Planning and Economic Development can affect the activities of a quality manager in MoPS.

Mentoring on the other hand can be understood as assistance by a more experienced or senior member of staff, providing career related guidance and encouragement to a subordinate employee, with an aim of development and long term learning (Bratton & Gold, 2007). It is now widely recognized in the West for its impact in leveraging individuals and as an effective way to speedily performance of an employee (Suryanarayana & Lamichane, 2014).

A study of UK management in 500 organisations by Mabey and Thomson identified the use of mentoring and coaching as rapidly increasing (Hirsh & Carter, 2002). The training and Development Survey by CIPD (2001) also identified the same trend, with over 80 per cent of UK companies utilizing such methods to develop some of their employees.

Another study cited in Allen & O'Brien (2006) looked at formal mentoring programs and organisational attraction. It revealed that formal mentoring programs facilitate employees' learning thus organisation competitiveness and performance and also improves the organisation's capacity to attract skilled applicants.

According to Alexandre (2012), mentoring, as part of a general development and training strategy can improve both individual and organisational performance. Alexandre further states that mentoring aids the mentee's success through addressing strengths and weaknesses as well as increased confidence thus allowing a mentee to develop and learn faster through continuous exchange of information.

In Mankin(2009), one of the suggested key outcomes of mentoring is job performance, however it is also noted that mentoring may fail sometimes because some relationships can be dysfunctional due to many factors like: "manipulative behaviour, lack of mentor expertise (Hezlett and Gibson, 2005) and a lack of trust (Bierema and Hill, 2005)." Mentors therefore require training to ensure that they understand their roles in assisting the mentee to improve their performance.

In reviewing the existing literature on mentoring and employee performance, the researcher found that coaching is a more discussed topic than mentoring; thus a knowledge gap. Coaching is at a much higher place in awareness of managers than mentoring and that is one of the reasons why it is discussed more details than mentoring (Vodák, 2011).

2.6 Employee Performance

Employee performance is regarded as a perception by a manager or an employee of an employee's better morale, productivity and output. In this study, performance indicators were

viewed in terms of timely accomplishment of tasks, reports being submitted in time, timely processing of deliverables and attendance to duty.

Employee performance deals with the “accomplishment of tasks which are given by management, timely reporting, attendance to duty and timely processing of deliverables. The indication of employee performance being used as a dependent variable is largely used in industrial and organisational psychology” (Kahya, 2009). Therefore, there is need for organisations, MoPS in particular to put emphasis on the aspects that increase the output of the employee because it is a significant component for organizational performance. (Abbas & Yaqoob, 2009).

According to Ingraham, Selden & Moynihan (2000), “the people resources of government; that is, its human capital must be highly appreciated and carefully developed than the existing practices permit and high performance must become a way of life and a critical part of the culture of the federal service” so as to attain flexibility, potency and effectiveness. In the case of the Ministry of Public Service, all stakeholders need to take responsibility for quality performance.

They further assert that if leaders in government and the “general public are serious regarding the demand for better performance from government, they need to also be serious about having better ideas for the public service such as understanding that human capital is an investment to be carefully nurtured, that performance is prevented by systems that are too complicated and often contradictory, and that the obligation for effective and far-sighted leadership falls to political leaders as well as with other members of the public service.”

According to the Public Service Standing Orders (2010), ‘public officers who fail to meet their performance standards and targets, due to factors outside their control, shall be helped to improve through training, mentoring, coaching, and attachment to other better performing officers, among others.’

2.7 Summary of the Literature Review

In regard to the literature reviewed, it is seen that HRD interventions have an effect on employee performance. In particular, training, performance management and leadership development as cited in a number of organisations and this could apply to MoPS as well. Worth mentioning is that many studies conducted are on the relationship between HRD and employee performance in developed countries but given the difference between developed and developing countries, there was need to study how the two variables are related in terms of the level of importance and significance in regard to Uganda's public service.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used in executing the study on human resource development and employee performance in the public service. It covers the research design, study population, sample size, and selection strategy, data collection methods, data collection instruments, pretesting, data collection procedure, data analysis, and the measurements of variables.

3.2 Research Design

To realise the objectives of this study, a cross-sectional study design was adopted as it is best suited to studies that aim at discovering the prevalence of a situation or phenomenon, by taking a cross-section of the population which the study did (Kumar, 2011). It was suitable in attaining a general “picture” as it stood at the time of the study. According to Creswell 2013, this research design “takes a cross-section of the population at one time and gives a numeric/quantitative description of the opinions and attitudes of a population by studying a sample of the population; as well as collecting data from various sources at one point in time.”

Both quantitative and qualitative techniques were used to analyse data collected. The quantitative data was used to obtain data that can be expressed in numeral which were statistically manipulated to explain the findings. The qualitative data on the other hand used to get textual data for in-depth explanation of the findings. The decision to collect data with different methods was founded on the idea of triangulation which creates an in depth perspective of the topic of study and to increase validity of research findings (Mathison, 1988).

3.3 Study Population

The study was conducted in the Ministry of Public Service. The study population was 248 civil servants across the 9 departments at MoPS. Because of costs, time and additional restraints, the researcher used a sample of the population in the study.

3.4 Sample size and Selection

Of the target population of 248, the sample size was calculated by use of Taro Yamane's formula. Taro Yamane (1967) offers a basic formula to compute sample sizes.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is sample size, N is population size and e is level of precision, sampling error of 0.05 and with a confidence level of 95%. Therefore, using Taro Yamane's formula, a sample size of 151 was taken on for the study.

Table 1

Sample Size

Category	Study population	Sample size	Sampling technique
Top management	28	17	Purposive sampling
Technical staff	134	82	Simple random sampling
Support staff	86	52	Simple random sampling
Total	248	151	

Source: *Data from the field*

3.5 Sampling Techniques and Procedure

Both probability and non-probability sampling methods were used. The study adopted a simple random sampling method to select technical and support from the 9 departments in order to ensure representativeness and because it avoids biasness (Amin, 2005). In selecting top management, purposive sampling was used where all heads of departments were required to participate. According to Tongo (2007), purposive sampling is a key tool for selection of informants, as they possess the relevant information regarding the study.

3.6 Data collection Methods

A triangulation of methods was used to gather qualitative and quantitative data as triangulation creates an in-depth comprehension of the phenomenon and increase the validity of research findings (Mathison, 1988). These included questionnaire survey and interviews.

3.6.1 Questionnaire survey.

Data was collected using self-administered questionnaires and each technical and support staff was guided on how to fill the questionnaire completely and accurately. The method was selected taking the busy schedule of most employees into consideration as it allowed respondents to fill them at their convenience and also provided maximum anonymity (Kumar, 2011).

3.6.2 Interviews.

Face to face interviews were used to get information from staff in senior management positions. Open ended questions were used to probe respondents for detailed information. The method was used because according to Amin (2005), it allows on spot explanations, adjustments and through the respondent's perceptions, incidental comments, gestures and tone of voice, the researcher can probe further for more information.

3.6.3 Documentary review.

This was done in view of data collection and literature review. Secondary data was collected by reviewing data published in journals, dissertations, textbooks and policy documents such as The Public Service Training policy and Public Service Standing Orders among others.

3.7 Data Collection Instruments

3.7.1 Questionnaire.

The questionnaire is a carefully designed instrument used to collect data in accordance with the provisions of the hypotheses and research questions (Amin, 2005). A self-administered questionnaire with a standard structure was used to gauge the human resource development programs namely training, performance management and leadership development and their impact on employee performance dimensions namely timely accomplishment of tasks, reports submitted in time, timely processing of deliverables and attendance to duty. The study used questionnaires as they gather a bulk of information within a shorter period and data is then easily analysed quantitatively (Amin, 2005).

3.7.2 Interview Guide.

This is an oral questionnaire where direct verbal interactions with the respondent are used to gather data (Amin, 2005). The interview guide had a set of open ended questions to ask questions basing on the objectives of the study to obtain relevant responses. It was used with senior level officers specifically to find out why employee performance remains poor despite the presence of the prevailing human resource development initiatives in place and how it can be improved.

3.7.3 Documentary review checklist.

These are lists of documents that the study has consulted to get relevant data for the study. It has aided in the verification of facts especially during data collection (Amin, 2005). A documentary review checklist listed all the existing sources of literature that the researcher reviewed with the intention of collecting independently verifiable data.

3.8 Quality Control

3.8.1 Validity.

The study applied face and content validity due to its main advantage- it is easy to apply. Face and content validity is the judgement that an instrument is measuring what it is supposed to basing on the logical link between the objectives and questions of the study (Kumar, 2011). The researcher consulted supervisors and experts on appropriate questions and questionnaires to be used for expert judgement. The following formula was used to determine the content validity index (CVI) for the questionnaire.

$$\text{Content validity index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

Amin (2003) recommends that validity score equal to or above .70 (70%) signifies validity of the research instrument. Thus, the following were the rates by the supervisors of the questionnaire used in this study which were used to the CVI.

Table 2

Validity of questionnaire

Raters	Relevant items	Not relevant items	Total
Rater 1	28	6	34
Rater 2	23	11	34
Total	51	17	68

Source: *Data from the field*

$$CVI = \frac{51}{68} \approx .75$$

The CVI was above the recommended 0.70 (Amin, 2005). Therefore, the questionnaire was regarded as being suitable for data collection.

3.8.2 Reliability.

According to Mugenda and Mugenda (2003), “reliability refers to the measure of the degree to which instruments yield consistent results after repeated trials.” Cronbach’s alpha (α) was conducted to estimate the internal consistency reliability for the sample in this study using the following formula.

$$\alpha = \frac{K\bar{r}}{1+(K-1)\bar{r}}$$

Where K is number of variables; \bar{r} is the average correlation

Cronbach’s alpha is a “coefficient that shows how well the items in a set are positively correlated to one another; the closer it is to one, the higher the internal consistency reliability” (Mugenda & Mugenda, 2003). The reliability for the importance and satisfaction scales was

determined using Statistical Package for Social Scientists (SPSS) software. The following table presents the reliability results.

Table 3

Reliability of the Questionnaire

Variable	Alpha	No. of items
Training	.748	5
Performance management	.800	9
Leadership development	.808	11
Employee performance	.703	9

Source: *Data from the field*

The tool was considered dependable for data collection since the Cronbach reliability coefficients for the questionnaire variables were above the recommended .70 (Amin, 2005)

3.9 Procedure of Data Collection

The researcher got a cover letter from UMI to introduce herself to MoPS and sought for permission from MoPS to conduct the research. Self-administered questionnaires were then given to the staff sampled out for the study and then the researcher proceeded to contact top management for face to face interviews regarding the study for convenient and agreed appointments. This helped to ensure that only relevant data was collected for the study.

3.10 Data Analysis

3.10.1 Quantitative data analysis.

Quantitative data analysis in this study followed Kumar's (2011) data processing steps. It was edited with the view of checking for completeness and accuracy during collection. Then data was coded and entered into the computer using the SPSS program. This was done to create descriptive statistics such as percentages and frequencies for data analysis. In addition, quantitative data was used to test the hypotheses of this study and the statistics computed included Spearman's rank correlation coefficient and coefficient of determination which were used to determine the contribution of training, performance management and leadership development on employee performance. Spearman's rank is used to summarise the direction and strength (positive or negative) of a relationship between any two variables.

In addition, a regression was carried out to determine the contribution of the dimensions of training, performance management and leadership development (as shown in the conceptual framework) on employee performance. Regression analysis is used to determine the extent to which there is a linear relationship between one or more independent variables and a dependent variable.

3.10.2 Qualitative data analysis.

In qualitative data analysis, the researcher used the thematic analysis to identify, analyse and report patterns within the data (Kumar, 2011). The researcher went through the data for familiarity, then generated initial codes, searched for themes and then these themes were reviewed and defined.

3.11 Measurements of Variables

The variables were measured by looking at indicators of training, performance management and leadership development measured by the respondents' perception and the concept of performance was measured in terms of timely accomplishment of tasks, reports submitted in time, timely processing of deliverables and attendance to duty.

The researcher used the Likert type scale to measure respondents' perceptions of situations on variables investigated as it is the most universal method for survey collection; thus, it is easily understood (Arnold, McCroskey & Prichard, 2009). Likert (cited in Arnold, McCroskey & Prichard, 2009) established that the Likert type attitudinal scales are quite reliable and valid instruments for the measurement of attitude. The five point Likert scale ranges from 1 to 5 as follows: 5= Strongly Agree (SA), 4= Agree (A), 3 = Neutral (N), 2= Disagree (D) and 1= Strongly Disagree (SD). According to Amin (2005), Likert scales are very flexible and can be constructed more easily.

3.12 Ethical Considerations

“Ethics is a moral philosophy which deals with one's conduct and serves as a guide to one's behaviour” (Mugenda & Mugenda, 2003). This study took into account the following ethical issues; to avoid plagiarism and fraud, the researcher acknowledged all the work of other scholars used in relation to this study and also used the anti-plagiarism turnitin software to ensure originality. The study respected the respondents by seeking informed consent and further ensuring their information provided was kept confidential through coding of data. To avoid any biasness, the research was undertaken outside the researcher's workplace for an outsider's perspective. The researcher also gave a correct and an unbiased report as “reporting findings in a way that deviates or slants them to serve one's own interests is unethical” (Kumar, 2011).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

Results that were obtained from the field are presented, analysed and interpreted in this chapter in five major sections. The first section presents results about the response rate. The second section presents results on respondents' background information. The third, fourth and fifth sections present results determined by the objectives of the study on training, performance management and leadership development on employee performance.

4.2 Response Rate

Response rates are used in research to determine the quality of results got from the field (Biemer & Lyberg, 2003). They help in determining how successfully respondents' responses are representative of the population they were drawn from in a given study expressed as a ratio (percentage) of respondents that actually participated in the study to the targeted sample of respondents. A high response rate indicates that research results are representative of the population from which the sample of respondents was selected. In this study, 134 respondents out the targeted sample of 151 respondents participated in responding to questions in the questionnaire and interview guide as shown in Table 4.

Table 4

Response Rates

	Targeted sample size	Actual sample size	Response rate
Top management	17	12	70.6
Technical staff	82	74	90.2
Support staff	52	48	92.3
Total	151	134	88.7

Source: *Data from the field*

Thus, the response rate was 88.7%. This response rate was good given that it was above the recommended 67% (Amin, 2005) and thus the results were acceptable. Because of this, the findings were taken to have been illustrative of what would have been got from the population.

4.3 Socio-demographic Characteristics of Respondents

Background information gives data concerning respondents that took part in the research study. The respondents' background information was significant in understanding and deliberating research results in terms of department, gender, age, level of education, salary scale, tenure in the organisation and the average number of trainings undertaken. This data is beneficial to the researcher in the determination of if the respondents are an illustrative sample of the target population for the purpose of generalising the study. Thus, employees were asked about background findings presented in the following subsections.

4.3.1 Department of employees.

The departments represent respondents' occupations and these have a bearing on their personality and their views on the problem before them. Occupation of respondents socializes them

in a particular manner which in turn reflects their pattern of behaviours and level of understanding of a given matter. Therefore, respondents' departments were investigated and data is presented in Table 5.

Table 5

Distribution of Employee by Department

Department	Frequency	Percentage
HRD	40	32.8
Finance & Administration	21	17.2
Public Service Inspection	12	9.9
IPPS	10	8.2
Policy & Procedure	4	3.3
Monitoring & Evaluation	4	3.3
Compensation	3	2.5
Registry & Info Management	2	1.6
Procurement	2	1.6
PM	2	1.6
Planning	2	1.6
None response	20	16.4
Total	122	100 %

Source: *Data from the field*

Table 5 shows that a large proportion of the respondents (32.8%) that participated in this study were from the Human Resource Department (HRD). This was followed by respondents from Finance and Administration (F&A) Department (17.2%) and Inspection Department (9.9%). Very

few respondents were from other departments as shown in this table. Thus, the findings about the contribution of training, performance management and leadership development on employee performance in this study were more likely to reflect views and level of understanding of respondents from the Human Resource Department (HRD), Finance and Administration (F&A) Department and Inspection Department.

4.3.2 Gender of employees.

Various research studies have shown that gender has a significant influence on an individual's mode of thinking, thus majorly impacting findings of the study. This study asked respondents for their gender to ensure male and female were equally involved as respondents. Male and female respondents occasionally have diverging views which are important to capture in the sample. Therefore, employees were asked about their gender. Findings are presented in Table 6.

Table 6

Distribution of employees by gender

Gender	Frequency	Percentage
Male	52	42.6
Female	70	57.4
Total	122	100%

Source: *Data from the field*

Table 6 shows that more female than male employees (57.4%) took part in the study. It should be noted that the gender distribution of people working in Ministry of Public Service is mainly composed of females. The views and opinions in this study are therefore representative of gender distribution.

4.3.3 Age of employees.

Age is a vital variable in research studies because various research studies have shown that opinions differ between different age groups when asked about different issues. Employees were therefore asked about their age as presented in Table 7.

Table 7

Distribution of Employees by Age

Age (years)	Frequency	Percentage
Below 25	11	9.0
26-30	37	30.3
31-40	45	36.9
40-45	9	7.4
46 and above	20	16.4
Total	122	100%

Source: *Data from the field*

Table 7 shows that the majority of employees (60.7%) were aged above 31 years and above. Therefore, the implication of these findings is that information regarding training, performance management, leadership development and employee performance was obtained from mainly employees that were of age and the information presented in this study is from experienced and mature persons and was considered to be reliable.

4.3.4 Employees' level of education.

Research studies have shown that there is a clear variance in opinions on a given subject being investigated among employees with a different educational level. That is, an employee's

educational status in a way is likely to determine the responses of an individual is likely to be determined by and therefore it becomes imperative to know the educational background of the employees. Hence, employees were asked about their education level. Findings are presented in Table 8.

Table 8

Distribution of Employees by Level of Education

Highest qualification	Frequency	Percentage
Post graduate	48	39.3
Undergraduate	35	28.7
Diploma	20	16.4
Certificate	15	12.3
Others	4	3.3
Total	122	100%

Source: *Data from the field*

These findings show that most employees responded to the questions about training, performance management, leadership development and employee performance with a high level of understanding. Thus, information obtained was from knowledgeable sources.

4.3.5 Salary scale of employee.

Salary level of respondents is considered as a factor that influences employee attitudes which affect the way they respond to a particular problem such as employee performance in

this study. Poor remuneration can for example contribute to poor employee performance. Therefore, employees were asked about their salary scale. Findings are presented in Table 9.

Table 9

Distribution of Employees by Salary Scale

Salary scale by employees	Frequency	Percentage
U1	2	1.6
U2	12	9.8
U3	28	23.0
U4	32	26.2
U5	13	10.7
U6	11	9.0
U7	24	19.7
Total	122	100%

Source: *Data from the field*

Table 9 shows that that percentage of respondents from U1 to U4 scales that participated in this study was larger (60.6%) compared to that from U5 to U7 (39.4%). Because the U1 to U4 scales are higher compared to U5 to U7, most of the respondents who participated in this study in the U1 to U4 scales were more likely to better understand the concepts of training, performance management and leadership training used in this study.

4.3.6 Employees tenure with the ministry.

Length of period of employees with an organisation has a bearing on the way they respond to given issues that occur in an organisation. The length of time spent in an organisation leads to the development of shared experiences and understandings. Studies suggest that an employee's increased length of time spent working in an organisation is positively related to the knowledge about what happens within the organisation. Thus, employees were asked about their length of service with the Ministry of Public Services. Findings are presented in Table 10.

Table 10

Distribution of Employees by Tenure

Length working with firms	Frequency	Percentage
0-1yrs	30	24.6
2-3years	25	20.5
4-5yrs	27	22.1
6-9yrs	21	17.2
10yrs and above	19	15.6
Total	122	100%

Source: *Data from the field*

Table 10 shows that most of employees (75.4%) had worked with the Ministry of Public Services for 2 years and above. It can be argued that if most of the employees in this study had worked with the Ministry of Public Services through this period, they were more likely to be

familiar with the concerns in relation to training, performance management, leadership development and employee performance. Therefore, the employees provided reliable information.

4.3.7 Average number of trainings undertaken per year by employees.

The number of trainings undertaken can have an effect on employees' performance. Thus, employees were asked about the number of trainings they had undertaken. Findings are presented in Table 11.

Table 11

Distribution of Employees by Average Number of Trainings Undertaken Per Year

Average number of trainings	Frequency	Percentage
None	47	38.5
1-3	56	45.9
4-5	11	9.0
More than 5	8	6.6
Total	122	100%

Source: *Data from the field*

Table 11 shows that most respondents (84.4%) had undertaken less than four training. Given that fewer trainings undertaken, it argued in this study most employees of MoPS were more likely to perform poorly compared to those who had undertaken more trainings.

4.4 Contribution of Training on Employee Performance

In statistics, it is advised that before presenting inferential statistics, descriptive statistics which are an important part of research should always be conducted before doing any statistical tests or more complicated modelling to determine respondents' views on each of the variables separately.

4.4.1 Descriptive results about training.

Two dimensions (that is short-term training and long-term training) were used to measure training. Employees responded to five items about these dimensions indicating their agreement using a five-point Likert scale. Findings are presented in Table 12.

Table 12

Findings about Training at MoPS

Items about training	SD	D	NC	A	SA	Total
1. I am aware of the available training activities	15 (12%)	12 (10%)	6 (5%)	51 (42%)	38 (31%)	122 (100%)
2. Learning occurs with mainly short term trainings	11 (9%)	27 (22%)	27 (22%)	43 (35%)	14 (11%)	122 (100%)

3. I attend at least five short term trainings in a year	62 (51%)	40 (33%)	10 (8%)	2 (2%)	8 (7%)	122 (100%)
4. Learning occurs with mainly long term training	29 (24%)	30 (25%)	28 (23%)	23 (19%)	12 (10%)	122 (100%)
5. I have attended at least one long term training since joining MoPS	61 (50%)	16 (13%)	17 (14%)	11 (9%)	17 (14%)	122 (100%)

Source: Primary data

Note. SD = Strongly Disagree, D = Disagree, NC = Non-committal, A = Agree, SA = Strongly Agree

In order to summarize the descriptive statistics as well as to make sense of them, the proportion of employees who responded negatively to the items (those who strongly disagreed and those who disagreed) were compared to those who were non-committal and those who responded positively to the items (those who strongly agreed and those who agreed). Thus, three categories were compared in order analyse the findings from which interpretation was then drawn as shown in the following paragraph.

Item 1 in Table 12 was general in that it applied to both short and long term training. Thus, it was analysed separately as follows. It is shown that more employees (73%) responded positively to this item 1 about training compared to those who were non-committal (5%) and those who responded negatively (22%). Thus, these findings show that more employees were aware of the available training activities. Employees who are aware of the available training activities are more likely to have an opportunity to undertake training which can improve their performance at work compared to those who are not.

Items 2 and 3 in Table 12 were about short-term training and thus were analysed together to finding out employees' views concerning this dimension as follows. Findings show that more employees (46%) responded positively to one item about short-term training (that is item 2)

compared to those who were non-committal (22%) and those who responded negatively (31%). This shows that for more employees, their learning occurred with mainly short term trainings while a reasonable proportion were non-committal or responded that it did not occur. Furthermore, findings show that more employees (84%) responded negatively to one item about short-term training (that is item 3) compared to those who were non-committal (8%) and those who responded positively (9%). This shows that more employees did not attend at least five short term trainings in a year while a very small proportion were non-committal or responded that they did. Basing on these findings, it is argued that there would be poor employee performance were employees their learning did not occur with short term trainings and they did not attend at least five short term trainings in a year.

In addition, Items 4 and 5 in Table 12 were about long-term training and thus were analysed together to find out employees' views concerning this dimension as follows. Findings show that more employees responded positively to the two items about short-term training compared to those who were non-committal and those who responded negatively. For example, the proportion of those that responded negatively ranged from 49% to 63% while those that were non-committal ranged from 14% to 23% and those that responded positively ranged from 23% to 29%. This shows that more employees were of the view that their learning did not occur with mainly long term training and that they had not attended at least one long term training since joining MoPS. Thus, in terms of long-term training, most employees' performance would be compromised under the prevailing circumstances.

Interview study findings shed more light about training. For example, interviews revealed the following. Top management official A revealed that the methods used for training were mainly workshops. "Because it is the easiest way. However, training people should be more than

workshops; they are not very effective as people do not tend to take them very seriously.” (*Top management official A, personal communication, September 22, 2017*).

Top management official B on top of mentioning workshops, included training methods such as mentoring, job rotation and long term trainings mainly because they were affordable and budget neutral (*Top management official B, personal communication, September 26, 2017*). Top management official C also mentioned the training methods to include mentoring and role playing because they expose employees to hands-on experience (*Top management official C, personal communication, September 26, 2017*). Top management official D revealed they used lecture methods especially out of Uganda for unique knowledge gain (*Top management official D, personal communication, September 26, 2017*). Top management official F revealed that MoPS conducted continuous professional development and organised tailor-made short courses in Arusha (*Top management official F, personal communication, September 27, 2017*). Top management official G revealed that the methods were long term teacher-learner centred training conducted face-to-face which created more understanding of the topics taught and gave a chance for employees to seek clarity (*Top management official G, personal communication, September 28, 2017*). Top management official H revealed that the trainings carried out mainly involved short-term courses organised for fresh graduates who have been recruited to work at MoPS as well as refresher training courses for those who have been working for a while (*Top management official H, personal communication, September 28, 2017*). Other training methods used included benchmarking (*Top management official I, personal communication, September 2, 2017*); Most of the other top management officials emphasized that training was short-term due to time and financial constraints.

4.4.2 Descriptive results about employee performance.

Employees responded to nine items about employee performance by indicating their agreement using a five-point Likert scale. Findings are presented in Table 13.

Table 13

Findings about Employee Performance

Items about employee performance	SD	D	NC	A	SA	Total
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1. I know what is expected of me in my job	0 (0%)	1 (1%)	8 (7%)	50 (41%)	63 (52%)	122 (100%)
2. My performance goals are specific	2 (2%)	4 (3%)	25 (20%)	49 (40%)	42 (34%)	122 (100%)
3. Activity reports are always submitted in time	5 (4%)	4 (3%)	25 (20%)	68 (56%)	20 (16%)	122 (100%)
4. I complete my tasks on time	0 (0%)	4 (3%)	18 (15%)	58 (48%)	42 (34%)	122 (100%)
5. I sometimes need more time to accomplish my tasks	8 (7%)	29 (24%)	10 (8%)	52 (43%)	23 (19%)	122 (100%)
6. Time management & absenteeism are effectively monitored	2 (2%)	5 (4%)	30 (25%)	48 (39%)	37 (30%)	122 (100%)
7. My supervisor is satisfied with my work output	0 (0%)	0 (0%)	22 (18%)	67 (55%)	33 (27%)	122 (100%)
8. Poor performance is effectively addressed in MoPS	7 (6%)	17 (14%)	38 (31%)	46 (38%)	14 (11%)	122 (100%)
9. Those who do not meet targets are helped to improve	8 (7%)	25 (20%)	29 (24%)	44 (36%)	16 (13%)	122 (100%)

Source: *Primary data*

Note. SD = Strongly disagree, D = Disagree, NC = Non-committal, A = Agree and SA = Strongly agree

Table 13 shows that more employees responded positively the all items about employee performance (that is items 1 to 9) compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 0% to 31% while those that were non-committal ranged from 7% to 31% and those

that responded positively ranged from 49% to 93%. Thus, findings show that more employees were of the view that they knew what was expected of me in my job, their performance goals were specific, activity reports were always submitted in time, they completed their tasks on time and they sometimes needed more time to accomplish my tasks. In addition, more employees were of the view that time management and absenteeism were effectively monitored, their supervisor was satisfied with their work output, poor performance was effectively addressed in MoPS and those who did not meet targets were helped to improve.

The previous results focused on training and employee performance separately without performing a statistical test to determine if the training significantly affected employee performance. Therefore, the statistical tests for the first hypothesis are presented in following section.

4.4.3 Correlation between training and employee performance.

Hypothesis one stated, “*Training has a positive influence on employee performance*” Spearman’ rank order correlation coefficient (*rho*) was done to find out the strength of the relationship between training and employee performance. Table 14 presents the test results for the first hypothesis.

Table 14

Correlation between Training and Employee Performance

Training

Employee performance	$\rho = .409$
	$\rho^2 = .167$
	$p = .000$
	$n = 122$

Source: *Primary data*

These findings were subjected to a test of significance (p) which shows that $p = .000$ is less than the recommended critical significance at $.05$ and thus, the findings were accepted and this meant that the hypothesis “*Training has a positive influence on employee performance*” was accepted.

A regression analysis was further conducted to determine whether the two dimensions of training (that is short-term training and long-term training) significantly affected employee performance. The study findings are presented in Table 15.

Table 15

Effect of Dimensions of Training on Employee Performance

<i>Regression Statistics</i>	
Multiple R	.424
R Square	.180
Adjusted R Square	.166
Standard Error	4.092
Observations	122

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Sig F</i>
Regression	2	436.0	218.0	13.0	.000
Residual	119	1992.2	16.7		
Total	121	2428.2			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>Beta</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	28.72	1.19		24.21	.000
Short-term training	.72	.22	.29	3.34	.001
Long-term training	.43	.17	.23	2.59	.011

Source: *Primary data*

The Analysis of Variance (Anova) tested the findings in earlier paragraph to determine whether to accept or reject them. The Anova test shows that at degree freedom 2 and 119 (df = 2, 119), the fisher's ratio (F = 13.0) had significant value of .000 which was less than the critical significance at .05 and thus the findings in the previous paragraph were accepted. Consequently, it was concluded that the combined two dimensions of training (short-term training and long-term training) contributed to 16.6% variance in employee performance.

However, a further analysis using coefficients statistics was used to determine which of the two dimensions of training (short-term training and long-term training) significantly affected employee performance. "Significant values of the coefficients (the p-values) equal or less than .05 showed that the dimension significantly had an effect on employee performance and the dimension with a larger t-stat value indicated that it affected employee performance more in comparison to the other dimension." On the other hand, p-value greater than .05 would indicate that the dimension had no significant influence on employee performance.

From Table 15, it is shown that both variables of training (short-term training and long-term training) had a significant influence on employee performance, as they had p-values (.001 and .011) which were greater than .05. Of these two dimensions, the effect of short-term training on employee performance was more as it had a greater t-value (t-value = 3.34) in comparison to that of long-term training (t-value = 2.59).

4.5 Contribution of Performance Management on Employee Performance

The following are descriptive results relating to performance management presented, analysed and interpreted in this section before testing the second hypothesis. The following subsection presents the findings.

4.5.1 Descriptive results about performance management.

Two dimensions (that is goal setting and performance feedback) were used to measure performance management. Employees responded to nine items about these dimensions indicating their agreement using a five-point Likert scale. Findings are presented in Table 16.

Table 16

Findings about Performance Management

Items about performance management	SD	D	NC	A	SA	Total
1. I regularly receive useful and constructive feedback	10 (8%)	17 (14%)	22 (18%)	50 (41%)	23 (19%)	122 (100%)
2. Most of the feedback encourages me to learn from my mistakes	3 (2%)	12 (10%)	21 (17%)	51 (42%)	35 (29%)	122 (100%)
3. Most of the feedback demoralizes me	25 (20%)	49 (40%)	28 (23%)	14 (11%)	6 (5%)	122 (100%)
4. Feedback is mostly verbal	16 (13%)	18 (15%)	20 (16%)	43 (35%)	25 (20%)	122 (100%)
5. Feedback is mostly written	22 (18%)	26 (21%)	42 (34%)	23 (19%)	9 (7%)	122 (100%)
6. I set performance targets with my supervisor	6 (5%)	10 (8%)	20 (16%)	55 (45%)	31 (25%)	122 (100%)
7. Setting goals enables me to perform better	4 (3%)	5 (4%)	12 (10%)	53 (43%)	48 (39%)	122 (100%)
8. Set goals are reviewed at the end of the review period	4 (3%)	12 (10%)	22 (18%)	55 (45%)	29 (24%)	122 (100%)
9. Goal setting creates a principle of entrepreneurship in my performance	16 (13%)	8 (7%)	30 (25%)	42 (34%)	26 (21%)	122 (100%)

Source: *Primary data*

Note. SD = Strongly disagree, D = Disagree, NC = Non-committal, A = Agree and SA = Strongly agree

Items 1 to 5 in Table 16 were about performance feedback. Findings show that more employees responded positively to three items about performance feedback (that is items 1, 2 and 4) compared to those who responded positively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 12% to 28% while those that were non-committal ranged from 16% to 18% and those that responded positively ranged from 55% to 71%.

Therefore, findings demonstrate that more employees were of the view that they regularly received useful and constructive feedback, most of the feedback encouraged them to learn from their mistakes and feedback was mostly verbal. On the other hand, show that fewer employees responded positively to four items about performance feedback (that is items 3 and 5) compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 39% to 60% while those that were non-committal ranged from 23% to 34% and those that responded positively ranged from 16% to 26%. Therefore, findings demonstrate that more were of the view most of the feedback did not demoralize them and feedback was not mostly written.

Items 6 to 9 in Table 16 were about goal setting. Findings show that more employees responded positively to all items about goal setting compared to those who responded positively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 7% to 20% while those that were non-committal ranged from 10% to 25% and those that responded positively ranged from 55% to 82%. Thus, findings show that more employees were of the view that they set performance targets with their supervisor,

setting goals enabled them to perform better, set goals were reviewed at the end of the review period and goal setting created a principle of entrepreneurship in their performance.

Interview findings got from top management officials about performance management were in support of the findings got using the questionnaire. For instance, all top management officials revealed that they always gave feedback and that performance goals are set with their subordinates. Top management official A revealed that employees set performance goals through quarterly appraisals and that employees work towards the set targets and did whatever it took to achieve the targets. A further stated that feedback is always given and “performance becomes better when employees know what they are supposed to do. However, employees need to buy into the whole vision, how it benefits them, importance and consequences” (*Top management official A, personal communication, September 22, 2017*). Top management official B confirmed that targeted and agreed goals that one has to achieve within a specific time frame which helped supervisors assess performance levels (*Top management official B, personal communication, September 26, 2017*). Top management officials C and E said that performance goals were normally set at the beginning of every financial year for clear targets (*Top management official C, personal communication, September 26, 2017; Top management official E, personal communication, September 27, 2017*).

The previous results focused on performance management separately without performing a statistical test to determine if the performance management significantly affected employee performance. Therefore, the statistical tests for the second hypothesis are presented in following section.

4.5.2 Correlation between performance management and employee performance.

The second hypothesis stated, “*Performance management positively influences employee performance.*” Table 17 presents the test results for the second hypothesis.

Table 17

Correlation between Performance Management and Employee Performance

	Performance Management
Employee performance	$\rho = .582$
	$\rho^2 = .339$
	$p = .000$
	$n = 122$

Source: *Data from the field*

“The implication of these findings is that the moderate effect implied that a change in performance management contributed to a moderate change in employee performance. The positive nature of the correlation implied that the change in performance management and employee performance was in the same direction whereby better performance management contributed to better employee performance and poor performance management contributed to poor employee performance.”

A regression analysis was further carried out to determine whether the two dimensions of performance management (goal setting and performance feedback) significantly affected employee performance. Findings are presented in Table 18.

Table 18

Effect of Dimensions of Performance Management on Employee Performance

<i>Regression Statistics</i>	
Multiple R	.517
R Square	.267
Adjusted R Square	.254
Standard Error	3.868
Observations	122

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	2	647.8	323.9	21.7	.000
Residual	119	1780.4	15.0		
Total	121	2428.2			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>Beta</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	21.00	2.11		9.98	.000
Goal setting	.48	.12	.35	4.07	.000
Performance feedback	.39	.13	.27	3.10	.002

Source: *Primary data*

Table 18 displays a moderate linear relationship (Multiple R = .517) between the combined variables of performance management (goal setting and performance feedback) and employee performance. The combined dimensions of performance management accounted for 25.4% variation in employee performance. Hence, the findings were accepted.

The coefficients findings show that all two dimensions (goal setting and performance feedback) singularly had a significant influence on employee performance as their significant p-values (.000 and $p = .002$) were lesser than the critical significance at .05. Conversely, goal setting affected employee performance more as it had a greater t-value (t-value =.35) in comparison to that of performance feedback (t-value =.27).

During interviews, all top management officials revealed that performance became better. Top management official A explained that when employees knew what they were supposed to do through feedback because they bought into what they were required to do and how it benefited them including the consequences (*Top management official A, personal communication, September 22, 2017*). Top management official H revealed that revealed that feedback improved task performance and performance management while L mentioned it improved work effectiveness (*Top management official H, personal communication, September 28, 2017; Top management official L, personal communication, September 29, 2017*). Top management official

I said that feedback in some way improved employees' performance since it helped them identify the areas of weakness and motivated employees, thus increased productivity (*Top management official I, personal communication, September 29, 2017*).

4.6 Contribution of Leadership Development on Employee Performance

The following are descriptive results relating to leadership development presented, analysed and interpreted in this section before testing the third hypothesis. The following subsection presents the findings.

4.6.1 Descriptive results about leadership development.

Two dimensions (that is leadership courses and mentoring) were used to measure leadership development. Employees responded to 11 items about these dimensions indicating their agreement using a five-point Likert scale. Findings are presented in Table 19.

Table 19

Findings about Leadership Development

Items about leadership development	SD	D	NC	A	SA	Total
1. MoPS offers an excellent leadership development program	10 (8%)	6 (5%)	21 (17%)	50 (41%)	35 (29%)	122 (100%)
2. Managers attend appropriate leadership courses to enhance their skills	0 (0%)	6 (5%)	30 (25%)	54 (44%)	32 (26%)	122 (100%)
3. MoPS displays equality in selection for leadership courses	8 (7%)	18 (15%)	32 (26%)	51 (42%)	13 (11%)	122 (100%)
4. Leadership development courses offered enable managers to lead more effectively	3 (2%)	9 (7%)	25 (20%)	58 (48%)	27 (22%)	122 (100%)
5. My manager encourages and supports my development	12 (10%)	12 (10%)	22 (18%)	54 (44%)	22 (18%)	122 (100%)
6. Mentoring enables me to advance in my job	0 (0%)	11 (9%)	16 (13%)	60 (49%)	35 (29%)	122 (100%)
7. My supervisor mentors me effectively	9 (7%)	12 (10%)	25 (20%)	48 (39%)	28 (23%)	122 (100%)
8. My supervisor shares his/her personal experiences with me	17 (14%)	13 (11%)	28 (23%)	37 (30%)	27 (22%)	122 (100%)
9. My supervisor takes personal interest in helping me to get ahead at my job	12 (10%)	13 (11%)	29 (24%)	41 (34%)	27 (22%)	122 (100%)
10. My supervisor demonstrates a high level of professionalism & integrity	10 (8%)	13 (11%)	18 (15%)	34 (28%)	47 (39%)	122 (100%)
11. Future leaders are developed from within the organisation	17 (14%)	20 (16%)	25 (20%)	34 (28%)	26 (21%)	122 (100%)

Source: *Primary data*

Note. SD = Strongly disagree, D = Disagree, NC = Non-committal, A = Agree and SA = Strongly agree

Items 1 to 4 in Table 19 were about leadership courses. Findings show that more employees responded positively to all items about leadership courses compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 5% to 22% while those that were non-committal ranged from 17% to 26% and those that responded positively ranged from 53% to 70%. Thus, findings show that more employees were of the view that MoPS offered an excellent leadership development program, managers attended appropriate leadership courses to enhance their skills, MoPS displayed equality in selection for leadership courses and leadership development courses offered enabled managers to lead more effectively.

Items 5 to 11 in Table 19 were about mentoring. Findings show that more employees responded positively to all items about mentoring compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 9% to 30% while those that were non-committal ranged from 13% to 24% and those that responded positively ranged from 49% to 78%. Thus, findings show that more employees were of the view that their manager encouraged and supports their development, mentoring enabled them to advance in their job and that their supervisor mentored them effectively and shared their personal experiences with them. In addition, more employees were of the view that their supervisor took personal interest in helping them to get ahead at their job and demonstrated a high level of professionalism and integrity and that future leaders were developed from within the organisation.

Interview findings about leadership development supplemented the findings obtained using questionnaires. For example, top management official A revealed that opportunities were availed to management to develop like international certified trainings which improve subordinates'

performance in the long run but in the case of mentoring, A said it was a slow process (*Top management official A, personal communication, September 22, 2017*). Top management official B said the opportunities included leadership training courses and promotions which give their subordinates room for career growth. B acknowledged her participation in mentoring employees as it helped with growth, development and learning new skills, thus improved performance (*Top management official A, personal communication, September 22, 2017*). Top management official C mentioned that career development was used to help managers develop so as to create effective knowledge transfer and ensure experienced talent is preserved (*Top management official A, personal communication, September 26, 2017*).

The previous results focused on leadership development separately without performing a statistical test to determine if the leadership development significantly affected employee performance. Therefore, the statistical tests for the third hypothesis are presented in following section.

4.6.2 Correlation between leadership development and employee performance.

The second hypothesis stated, “*Leadership development has a positive influence on employee performance*, Spearman’s rank order correlation coefficient (*rho*) and coefficient of determination were done to test the findings related to hypothesis. Table 20 presents the test results for this hypothesis.”

Table 20

Correlation between Leadership Development and Employee Performance

	Leadership development
Employee performance	<i>rho</i> = .597
	<i>rho</i> ² = .356
	p = .000
	n = 122

Source: *Data from the field*

Table 20 shows that there was a significant positive moderate correlation (*rho* = .597, p = .000) between leadership development and employee performance. The coefficient of determination (*rho*² = .356) shows that leadership development accounted for 35.6% variation in employee performance. “These finding were subjected to a test of significance (p) which shows that p = .000 is less than the recommended critical significance at .05 and therefore, the findings were accepted and this meant that the hypothesis. *Leadership development has a positive influence on employee performance*” was accepted. Thus, the findings were accepted.

The implication of these results shows that a variation in leadership development would contribute to a moderate change in employee performance. The positive nature of the correlation meant that a variation in leadership development and employee performance was in a similar direction where improved leadership development contributed to better employee performance and low levels of leadership development led to low employee performance.

A regression analysis was further done to determine which of the two aspects of leadership development (leadership courses and mentoring) significantly affected employee performance. Findings are presented in Table 21.

Table 21

Effect of Dimensions of Leadership Development on Employee Performance

<i>Regression Statistics</i>					
Multiple R	.639				
R Square	.408				
Adjusted R Square	.398				
Standard Error	3.474				
Observations	122				

<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	2	991.7	495.9	41.1	.000
Residual	119	1436.5	12.1		
Total	121	2428.2			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>Beta</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	20.26	1.73		11.74	.000
Leadership courses	.26	.11	.18	2.38	.019
Mentoring	.41	.06	.54	6.98	.000

Source: *Primary data*

Table 21 illustrates a strong linear relationship (Multiple R = .639) between both aspects of leadership development (leadership courses and mentoring) and employee performance. The combined dimensions of leadership development accounted for 39.8% variation in employee performance. The ANOVA test indicates that the significance (Sig F = .000) of the Fishers ratio (F = 41.1) was lesser than the critical significance at .05. Therefore, the results were accepted.

The coefficients results show that all variables of leadership development (performance feedback and mentoring) each had a significant influence on employee performance since their significant p-values (.019 and .000) were lesser than the critical significance at .05. Conversely, mentoring affected employee performance more as it had a greater t-value (t-value =.54) in comparison to leadership courses (t-value = .18).

Findings from a dialogue with top management officials at MoPS spell out the contribution of leadership development on employee performance. In the course of the dialogue, top management officials shed light on the following;

All top management officials interviewed agreed that mentoring had helped to improve subordinates' performance. Specifically B, F H and I said that mentoring had helped to improve performance through personal development and learning of new skills while D suggested that “mentoring enables subordinates to understand their strength and weaknesses as well as my expectations hence quality improvement of outputs.”

However top management official A felt that although he mentored his subordinate employees, performance improvement through mentoring is a slow process.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and recommendations based on the findings. It is divided into five major sections. The first section presents the summary according to the objectives of the study. The second section gives the discussion according to the objectives of the study. The third section presents the conclusions according to the objectives of the study. The fourth section presents the recommendations according to the objectives of this study. The fifth section presents areas for further study.

5.2 Summary of Findings

5.2.1 Influence of training on employee performance.

The first hypothesis which stated, “*Training has a positive influence on employee performance*” was supported because there was a significant positive moderate correlation ($r_{ho} = .409$, $p = .000$) between training and employee performance whereby better training contributed to better employee performance and poor training contributed to poor employee performance. Training accounted for 16.6% variance in employee performance. Both dimensions of training (short-term training and long-term training) had a significant influence on employee performance, because they had p-values (.001 and .011 respectively) which were lesser than 05. Of the two dimensions, the influence of short-term training on employee performance was greater because it had a larger t-value (t-value = 3.34) in comparison to that of long-term training (t-value = 2.59). These findings were consistent with the outcomes of previous scholars. For instance Nassazi

(2013) indicated that employees need continuous development and training programs to stay up to date with not only their skills but company developments as well such as customer related and technological developments so as to have continuous performance improvement.

5.2.2 Influence of performance management on employee performance.

The second hypothesis which stated, “*Performance management positively influences employee performance*” was accepted because there existed a significant positive moderate correlation ($\rho = .582$, $p = .000$) between performance management and employee performance whereby better performance management contributed to better employee performance and poor performance management led to poor employee performance. Performance management accounted for 33.9% variation in employee performance. All two dimensions of performance management (goal setting and performance feedback) singularly had a significant influence on employee performance as their significant p-values (.000 and $p = .002$) were lesser than the critical significance at .05. Goal setting was on the other hand seen to affect employee performance more since it had a greater t-value (t-value = .35) in comparison to the one of performance feedback (t-value = .27).

5.2.3 Influence of leadership development on employee performance.

The third hypothesis which stated, “*Leadership development has a positive influence on employee performance*” was accepted because there was a significant positive moderate correlation ($\rho = .597$, $p = .000$) between leadership development and employee performance whereby better leadership development contributed to better employee performance and poor leadership development contributed to poor employee performance. Leadership development accounted for 35.6% variation in employee performance. All dimensions of leadership

development (performance feedback and mentoring) singularly had a significant influence on employee performance since their significant p-values (.019 and .000) were lesser than the critical significance at .05. However, mentoring affected employee performance more since it had a greater t-value (t-value = .54) than that of leadership courses (t-value = .18).

5.3 Discussion of Findings

5.3.1 Influence of training on employee performance.

The significant positive influence of training on employee performance in MoPS established in this study is supported by Wright and Geroy (cited in Elnaga & Imran, 2013) who explained that employee competencies are seen to change through training programs as it improves the skills, attitude and knowledge of workers and also increases the general output of the staff to perform effectively both the current and future job, thus leading to greater firm performance.

The findings of this study are in line with the human capital theory that supports the notion that skilled human resource is an outcome of investment in people or staff development programs through suitable on-the job training both outside and within the organisation (Schultz, 1961). In particular, this study established training programs used in MoPS as workshops, long term courses, lecture method, short training courses and refresher training programs for skills enhancement.

Given that training helps employees improve their competencies Wright and Geroy (cited in Elnaga & Imran, 2013), then this may explain why it positively affected employee performance in this study. It therefore increases the general ability of the employees to efficiently execute their work roles by enhancing their knowledge, skills and attitudes of the workers. Training has been proved to “generate performance through the development of employee knowledge, skills, ability, competencies and behaviour” (Appiah, 2010).

Training helps an organisation to escalate employee productivity and increase actual performance. Ameeq-ul-Ameeq & Furqan Hanif (2013) asserted that employees who are exposed to training “have a higher chance of acquiring more new knowledge and skills, as well as competence.” Therefore, these employees tend to perform job tasks more effectively and with better quality. However the study found that the majority of staff (56) undertake 1-3 trainings a year and 47 undertake no training at all. This could therefore explain the performance being less than satisfactory as reported by BMAU (2015).

Training helps organisations to address skill deficits and performance gaps to improve employee performance. According to Swart, Mann, Brown and Price (2005), organisations can bridge the performance gap by implementing training intervention that is relevant in developing particular employees’ skills and abilities which leads to improved employee performance. This study found that trainings used enable employees gain unique knowledge, experience and clear understanding of job related tasks and skills.

5.3.2 Influence of performance management on employee performance.

As indicated earlier, findings of this study revealed performance management had a significant influence on employee performance in MoPS. This may be explained from literature that shows that performance management helps employees to address their performance problems given that it provides the opportunity for employees to measure the degree to which performance targets have been attained and an extra chance to measure the degree to which employees have shown behavioural employee performance (Locke & Latham, 2002).

In this study, goal setting one of the dimensions that measured performance management was found poorly handled among some employees in MoPS. Yet, performance management is supposed to involve setting targets that spell out what each employee is supposed to achieve. Goals

are crucial for enhancing employee performance since they rouse employees' focus, intensity, and energy. (Gruman & Saks, 2011).

Green, Medlin and Whitten (2009), in their study that examined the relationships between workplace optimism, goal setting and individual performance established that goal setting affects employee performance. Their results showed that goal setting improved employee performance. Hence, findings of this study regarding the contribution of goal setting on employee performance were similar to Green et al.'s (2009) findings. Therefore, the researcher of this study suggests that in order to enhance employee performance, MoPS and other organisations should device a satisfactory goal setting process as it serves to inform employees of their specific duties and responsibilities.

The findings of this study indicating that better goal setting increases employee performance are supported by Anderson, Dekker and Sedatole (2010) who observed that goal setting influences the direction, amount of effort as well as the persistence of a certain action. The reason why goal setting positively affected employee performance in this study can be explained by Goller and Bessant's (2017) concept of how goal setting influences the process by which individuals indirectly develop strategies to reach a goal.

Basing on Fletcher (2001), performance management in this study had a significant influence on employees' performance because it creates a common visualisation of the aims and purpose of the organisation thus enabling an employee to better appreciate and know their part in the path to organisational success. Through interviews conducted, it was revealed that goal setting and continuous feedback guarantees that employees are focused on their duties in ways that lead to achieving organisational success. Therefore, it acts as an agent that converts employees'

potential into performance by identifying and addressing problems that management should address through goal setting and performance feedback to enhance employee performance.

The findings of this study also support Stewart and Brown (2011) as he argued that people who receive frequent or immediate feedback generally attain better performance compared to those not getting any. The study found that giving feedback increased the employees' capability to perform their tasks effectively.

5.3.3 Influence of leadership development on employee performance.

The significant positive influence of leadership development on employee performance established in this study is supported by earlier academic work. For example, Gilley et al. (as cited in Mankin, 2009), assert that leadership development is crucial not only because organisational performance is depends on a manager's quality but also because managers act as the gate keepers of quality and performance improvement.

Findings from this study suggest that an operative leadership development program would be of substantial help in identifying and building leadership qualities among individuals within an organisation. In the study, the influence of leadership on employee performance was positive (direct) thus proving the significance of enhancing leaders' capability through leadership development activities.

The findings from this study also support Alexandre (2012) as he argued that mentoring, as part of a general development and training strategy can improve both individual and organisational performance. Alexandre further stated that mentoring aids the mentee's success through addressing strengths and weaknesses as well as increased confidence thus allowing a mentee to develop and learn faster through continuous exchange of information. The study found

that mentoring subordinates provides an opportunity for growth, development and new learning opportunities.

The significant positive effect of leadership development on employee performance established in the study could be attributed to improved employees' skills at the operational level, tactical level, strategic level and personal level (Abbas & Yaqoob, 2009). In addition, leadership development can help employees embrace the leadership attributes that they can effectively use to accomplish their job responsibilities. Furthermore, leadership development helps organisations to transfer their organisational culture and values to employees that is important for collective knowledge distribution within the organisation so to reach the organisational goals (Hamilton & Bean, 2005).

5.4 Conclusions

5.4.1 Contribution of training on employee performance.

The first objective of this study investigated the contribution of employee training on employee performance in MoPS. Thus, it was discovered that employee training had a moderate positive significant effect on employee performance in MoPS. This showed that employee training is of great importance to MoPS and other organisations. Thus, it is important for organisations to invest in employee training for improved performance. With the knowledge and skill to perform their duties, the employees will then be competent and this can be achieved through better employee training. It was established that short term employee training is mostly carried out in MoPS because it is cost effective and employees also acknowledged that they learn more from short term training programs. However, employees in the lower cadres received less training

opportunities, while those who attend the short term workshops do not tend to take them serious and this compromised their learning and performance consequently.

5.4.2 Contribution of performance management on employee performance.

The second objective of this study examined the contribution of performance management on employee performance in MoPS. There was a moderate positive effect of performance management on employee performance in MoPS. The study concluded that effective performance management offers an employee with the chance to air out their views and get to know what is expected of them in order to not only meet their targets, but the organisational goals as well. Effective performance feedback leads to better employee performance. Feedback gives an employee the opportunity to find out the exact expectations that an employer has got. Findings however indicated shortcomings in performance management, which were in goal setting and performance feedback. These included some workers rarely getting feedback about the outcome of the performance appraisal exercise, lack of clarity about the performance management, delayed feedback and goal setting not being followed up. The empirical results of the study emphasize the importance of goal setting in improving employee performance given that there was significant effect of goal setting on employee performance. Thus, goal setting is crucial for employee performance if handled well in organisations. It has been shown in this study that setting goals motivates employee productive work behaviour.

5.4.3 Contribution of leadership development on employee performance.

The third objective of the study examined the contribution of performance management on employee performance in MoPS. Findings revealed a moderate strong positive effect. Resulting from the study, it may be resolved that leadership training is essential for managers to be able to

lead from a knowledgeable point of view so as to generate knowledge transfer in the service for improved employee performance.

It can also be concluded that mentoring of subordinates is essential for their growth and to also enable them learn new skills for improved performance and meet performance standards defined by MoPS.

5.5 Recommendations

5.5.1 Contribution of training on employee performance.

The study recommends that employee training should be improved to enhance employee performance. Improvement in employee training can be achieved through increasing awareness among employees of the available training activities, ensuring that learning occurs during short-term and long-term trainings by designing the training with a well-defined strategy that facilitates it achieved through a thorough training needs analysis. Relevant training programs should also be designed for staff in the lower cadres to cater for their performance gaps. However, when improving training at MoPS priority should be on short-term training as it more significantly affected employee performance compared long-term training.

5.5.2 Contribution of performance management on employee performance.

It is recommended that the performance management should be heightened so as to improve employee performance. Goal setting and performance feedback should be focused on the contributions of the employees to meet set objectives. For every opportunity possible, the manager should formally discuss the performance of a subordinate to ensure targets are being met and feedback should be provided to enhance work performance. However, priority should be given to

goal setting as it significantly affected employee performance more compared to giving performance feedback.

5.5.3 Contribution of leadership development on employee performance.

This study recommends that leadership development should be improved to enhance employee performance at MoPS through the following ways; Priority in improving leadership development at MoPS should be on mentoring as it significantly affected employee performance more in comparison to leadership courses. The study also recommends that the management in MoPS should develop solid mentoring structures in which all employees joining MoPS are attached to a mentor within the ministry. The mentor should be someone that the mentee is able to communicate to at a personal level to ensure a close relationship to promote skills and knowledge transfer as well as contributing to constructive advice and guidance from the mentor. The researcher recommends that to ensure that the program is beneficial; both parties should allocate sufficient time for advancement of the relationship targets.

5.6 Suggestions for Further Studies

This study is not conclusive enough because it only looks at three aspects of human resource development which were training, performance management and leadership development. However, there are moderating factors like motivation, organisational culture, stress and work environment which would affect employee performance regardless of the human resource development programs initiated.

Arising out of this study, another area for further research is the factors hindering an efficient monitoring and evaluation system in the follow up of goals and performance reviews in the public sector.

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Appendix A: Questionnaire

Dear respondent,

The questionnaire is in partial fulfilment for the requirement for the Masters in Management Studies of Uganda Management Institute.

The questionnaire is aimed at guiding the researcher to obtain information on the topic: **‘Human resource development about employee performance in the public service: A case of the Ministry of Public Service.’**

The information given will be confidentially treated and only used for the purpose of this study.

Kindly spare time to answer these questions. Thank you for your cooperation.

Barbra Matte Kabugho

SECTION A

Please tick in the appropriate box that best describes your opinion on the following statements or complete where appropriate.

Name of Department

Sex: 1. Male 2. Female

Age:

1	Below 25yrs	2	26-30 yrs	3	31-40 yrs	4	40-45 yrs	5	46 yrs and above
---	-------------	---	-----------	---	-----------	---	-----------	---	------------------

Highest education level attained:

1	Post graduate	2	Undergraduate	3	Diploma	4	Certificate	5	Others (specify)
---	---------------	---	---------------	---	---------	---	-------------	---	------------------

Salary scale:

1	J1	2	U2	3	U3	4	U4	5	U5	6	U6	7	U7
---	----	---	----	---	----	---	----	---	----	---	----	---	----

Duration of service in the Ministry:

1	0-1yrs	2	2-3years	3	4-5yrs	4	6-9yrs	5	10yrs and above
---	--------	---	----------	---	--------	---	--------	---	-----------------

Average number of trainings undertaken per year (short term and long term training):

1	None	2	1-3	3	4-5	4	More than 5
---	------	---	-----	---	-----	---	-------------

Please tick the following in order of importance 5= Strongly Agree (SA), 4= Agree (A), 3=Non-Committal (NC), 2=Disagree (D) and 1= Strongly Disagree (SD)

		SA	A	NC	D	SD
	SECTION B- Training					
		5	4	3	2	1
1	I am aware of the available training activities					
2	Learning occurs with mainly short term trainings					
3	Learning occurs with mainly long term training					
4	I attend at least five short term trainings in a year					
5	I have attended at least one long term training since joining MoPS					
	SECTION C- Performance management	SA	A	NC	D	SD
		5	4	3	2	1
9	I regularly receive useful and constructive feedback					
10	Most of the feedback encourages me to learn from my mistakes					
11	Most of the feedback demoralizes me					
12	Feedback is mostly verbal					
13	Feedback is mostly written					
14	I set performance targets with my supervisor					
15	Setting goals enables me to perform better					
16	Set goals are reviewed at the end of the review period					
17	Goal setting creates a principle of entrepreneurship in my performance					
	SECTION D- Leadership development	SA	A	NC	D	SD
		5	4	3	2	1

18	MoPS offers an excellent leadership development program					
19	Managers attend appropriate leadership courses to enhance their skills					
20	MoPS displays equality in selection for leadership courses					
21	Leadership development courses offered enable managers to lead more effectively					
22	My manager encourages and supports my development					
23	Mentoring enables me to advance in my job					
24	My supervisor mentors me effectively					
25	My supervisor shares his/her personal experiences with me					
26	My supervisor takes personal interest in helping me to get ahead at my job					
27	My supervisor demonstrates a high level of professionalism & integrity					
28	Future leaders are developed from within the organisation					
	Section E- Employee Performance	SA	A	NC	D	SD
		5	4	3	2	1
29	I know what is expected of me in my job					
30	My performance goals are specific					
31	Activity reports are always submitted in time					
32	I complete my tasks on time					
33	I sometimes need more time to accomplish my tasks					
34	Time management & absenteeism are effectively monitored					
35	My supervisor is satisfied with my work output					

36	Poor performance is effectively addressed in MoPS					
37	Those who do not meet targets are helped to improve					

Appendix B: Interview Schedule

Dear respondent,

I am a student at Uganda Management Institute undertaking a Master's degree in Management Studies with the topic: '**Human resource development about employee performance in the public service: A case of the Ministry of Public Service.**'

You have been chosen as a key interviewee to participate in this study which is purely for academic purposes and details treated with utmost confidentiality and privacy.

Thanks in advance.

Barbra Matte Kabugho

Position at MoPS:

1. What is your comment on HRD in the Ministry of Public Service?

.....
.....

2. What methods of training are predominantly used? Why?

.....
.....

3. Do you always give feedback to the employees that you supervise? If yes, how has it impacted supervisee's performance?

.....
.....

4. Do you frequently set performance goals with your subordinates? If yes, how has it helped to improve employee's performance?

.....
.....

5. What opportunities are availed for managers to develop and how has it impacted subordinates' performance?

.....
.....

6. Do you participate in mentoring subordinate employees? If yes, how has it helped to improve employee's performance?

.....
.....

7. How is employee performance measured after HRD programs are conducted?

.....
.....
8. In your opinion, how has employee performance improved?
.....
.....

Appendix C: Documentary Review Checklist

Public Service Standing Orders, 2010

Ministry of Public Service Training Report, 2006

Inspection report of Ministry of Public Service, 2009

Performance Management Report for Public Service, 2007

Budget Monitoring and Accountability Unit Report, 2015

Public Service Act, 2008

Appendix D: UMI FIELD LETTER



UGANDA MANAGEMENT INSTITUTE

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Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref: G/35

18/09/ 2017

Our Ref:

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Ms. Barbra Matte Kabugho **Reg. Number: 15/MMS/15/KLA/DAY/ 0365** is a student at Uganda Management Institute pursuing a Masters in Management Studies specializing in Human Resource Management.

In partial fulfillment for award of the Masters, she is conducting a research study titled *"Human Resource Development and Employee Performance in the Ministry of Public Service"*.

This communication therefore serves to formally request you to allow her access any information in your custody/organization, which is relevant to her research.

Thank you for your co-operation on this matter

Yours Sincerely,

A handwritten signature in blue ink, followed by the date '18/09/2017' written in the same ink.

Lugemoi Wilfred Bongomin
CHAIRPERSON SCHOOL RESEARCH COMMITTEE
SCHOOL OF BUSINESS AND MANAGEMENT

