



**EMPLOYEE TRAINING AND ORGANIZATIONAL PERFORMANCE:  
A CASE OF MINISTRY OF HEALTH, UGANDA**

**BY**

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## DECLARATION

I, **Bernadette Kamanzi Mutuzo**, hereby declare that, this is my original work and has not been presented before, and neither will it be submitted to any university or institutions of higher learning for any academic award. I have acknowledged secondary sources of information wherever I used them in this work.

Date: .....

Signed.....

## **APPROVAL**

This dissertation has been written under our supervision and has been submitted for the award of the degree of a Master's in Business Administration with our approval as Uganda Management Institute supervisors.

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## **DEDICATION**

This dissertation is dedicated to my family most especially my husband and my children for their support both moral and otherwise. It has been more than valuable towards completing this Master's degree in Business Administration.

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I wish to express my appreciation, and acknowledgement of the contribution of my supervisors Dr. Maria Barifaijo and Mr. Tophil Owino Odoy of Uganda Management Institute for their academic and professional guidance, commitment and willingness to facilitate me to ensure that I complete this dissertation in time. May God bless them abundantly.

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May God bless you all

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## **LIST OF ACRONYMS**

ACODE	Advocates Coalition for Development and Environment
CVI	Content Validity Index
MPS	Ministry of Public Service
MOFPED	Ministry of Finance, Planning, and Economic Development
ROM	Result oriented management
PSRP	Public Service Reform Programme
SPSS	Statistical Package for Social Scientists
WHO	World Health Organization

## ABSTRACT

The general objective of the study was to examine the employee training and organizational performance using a case of Ministry of Health, Uganda. Three objectives guided this study namely: to assess the effect of refresher courses, career development and mentoring on organizational performance (Ministry of Health). This study used a cross sectional design adopting quantitative and qualitative approaches in sampling, data collection and analysis. A total of 95 surveys were distributed and 61 were returned making a total response rate of 64.2%. This was chosen both purposively and simple randomly. Descriptive and inferential statistics were used in analyzing quantitative data and themes and content analytical tools were used in analyzing qualitative data. With regards to the first objective, refreshers were found to have a positive effect on performance of Ministry of Health  $r = .173$ . On the second objective, career development was found to have a positive effect on performance of Ministry of Health of forty-one and eight tenths  $r = .437^{**}$ . On the last objective, mentoring was found to have a positive effect on performance of Ministry of Health of seventeen and seven tenths  $r = .400^*$ . It was concluded that if the performance of an organization is to take place, it is important that employees are trained through providing them with refresher, career development and mentorship training programs. It was recommended that whenever trainings are organized the MoH management should support and facilitate them. The study recommends that there is need for MoH to give an opportunity to its employees to further their studies training for example attending short-term courses and long term courses. Employers should ensure that their staff feels comfortable and safe with mentorship, both physically and emotionally.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The study aimed at examining the effect of employee training on organizational performance with specific reference to Ministry of Health, Uganda. In this study, the independent variable was regarded as employee training and dependent variable was regarded as organizational performance. The conceptual framework as indicated in figure 1.1 has more details on dimensions and attributes of the dependent and independent variable. Therefore, this chapter consists of study background, the statement of problem established, the study purpose, objectives, questions and hypotheses are also demonstrated in this chapter. This chapter also avails the conceptual framework explaining the variables under study, study significances, study justification, study scope from geographical, time and content and definition of key terms.

### **1.2 Background of the Study**

The background to the study is presented in four themes including historical, theoretical, conceptual, and contextual background.

#### **1.2.1 Historical Background**

On global level, training has been with human life for a number of years and it is imagined to have started with primitive ancestors since history (Fredrick and Davis, 2010). It started with man's journey because it was practiced as a basic for man's survival. Primitive societies practiced training while learning different ways of how to survive and this kind of learning would be passed on to all family members (Aman, 2004). Training was done by ancestors in an

informal manner. In African countries, the process of training human resource in early years called for putting in place woods, rocks and banana leaves which were used to transmit knowledge from one generation to another. This was done to enable primitive men and women to learn on how they can make the world around them productive especially on how to use stones for fire and woods for firewood and promoting agriculture. Having acquired this knowledge, it became easy for people to engage in crafts, fishing and engaging in carpentry. This was the basis where division of labor came into play that those who had experience and exposure to certain fields took up such activities in their line of competency. Here, men became professionals in weaving, carpentry and stone masons etc (Fredrick and Davis, 2010). The development of specialization and division of labor created a way of the emergence of new forms of education which characterized with well-defined tools and people who were qualified to do the training (Melissa & Sackett, 2013). This means that transferring skills from one person to another became intentional and orderly and learning became deliberate. Because of specialization, it became clear that the reason for training was to make sure that the performance of employees is improved to meet organizational objectives (Jimland, 2009).

In developing countries particularly those in Africa, formal training came with the introduction of industrialization along with colonialism using both familiar and unfamiliar techniques (Armstrong, 2006). This went on to be practiced even when the colonial governments left because industrial work had remained and was becoming very much complex. Since in most industrial societies, organizations required clerical and industrial training of their employees, it became automatic that supervisors, competent managers and technical teams were required to transmit skills and knowledge to lower level staffs with an aim of improving the performance of an organization. In countries like Ghana, it was made mandatory that all employees are given

refresher training courses every annual year. On-job training and career development was introduced in public service organizations to stimulate the performance of these organizations (Edu, 2013).

In Uganda, the development of training employees started with the introduction of public service reform programme. Public Service Reform Programme (PSRP) also critically assessed the issue of capacity building (Kakuba, 2015). The ultimate goal was to improve the general service delivery to the public, create efficiency and effectiveness based on transparency in processes and procedures, performance evaluation systems and clear organizational goals and objectives. The results of the commission led to the enactment of a staff development policy programme. The Government of Uganda has since 1997 been implementing the reforms in the public and civil service of which staff development has been key (Kakuba, 2015). With the introduction of the PSRP, the researcher found it compelling to research about the effect of employee training on organizational performance using Ministry of Health as a tool towards enhancement of service delivery. In this study, specific focus will be on the kind of training given to human resources as they are implemented by the Ministry of Health under the public service reform programme.

### **1.2.2 Theoretical Background**

The study was guided by the Goal setting theory. The Goal Setting Theory was propounded by Edwin Locke in the late 1960s. In his 1968 Article "Toward a Theory of Task Motivation and Incentives," he stated that service delivery is enhanced by clear goals and appropriate development strategies (Perkins and Zimmerman, 2011). Locke went on to say that working toward a goal provided a major source of motivation to actually reach the goal which, in turn, improves performance. Locke's research showed that there was a relationship between how



difficult and specific a goal was and people's performance of a task. He found that specific and difficult goals led to better task performance than vague or easy goals.

The Goal Setting Theory postulates that the allocation of resources should be based on impact and probability; undertake a sufficient level of engagement with all higher impact firms. The theory assess firm risks in a systematic and structured fashion; it ensure that action is taken to mitigate unacceptable risks in firms, it provide firms with clarity around view of the risks they pose; operate a risk-based supervisory framework similar to that operated by significant regulators. Success is based on indicators that have been set right away from the beginning (Oliver, 2010). It emphasizes quality control at every level in a firm. There is need to analyze better management information about the risk profiles of the firms and sectors management supervises. The theory postulates that setting goals promotes the spirit of reciprocity/team work among the employees to the organization. Training is one of such practices that may help the organization achieve its goals.

In relation to this study, the Goal Setting Theory explains that employees effectively exert influence where it will make the most difference. For staff development to work out, it requires more than just autonomy and control. When there is employee training, the ultimate goal becomes general service delivery to the public, creates efficiency and effectiveness based on transparency in processes and procedures, performance evaluation systems and clear organizational goals and objectives that improves performance.

### **1.2.3 Conceptual Background**

Two concepts guided this study namely employee training and organizational performance. In this study, employee training was conceptualized to mean the activity of learning aimed at

acquiring knowledge and skills specifically with a main aim to perfect a job/occupation or work (Durai, 2004). For Richard (2009), training refers to a systematic behavioral modification that is well planned using different events and directed programs which can help learners to acquire knowledge and skills in carrying out their work efficiently and effectively. Employee training, in this study, was operationally measured using dimensions like refresher courses, career development program and mentoring.

On the other hand, organizational performance refers to employee's ability to achieve the tasks, objectives and requirements of an organization in a manner that is organized within minimal resources/time (Adair, 2005). Aggarwal (2005), thus explains that the performance of an organization can be looked in terms of executing duties planned, deadline achievement, and goal achievement. Therefore, Organizational performance consists of achievements of actual results against the goals planned. In this study, organizational performance was measured using target accomplishment, achieving departmental goals and quality of services.

#### **1.2.4 Contextual Background**

According to Public Health Act 281, the mandate of Ministry of Health is to ensure that the population in Uganda is healthy and have productive lives. This thus mandates the ministry to make sure that the public have access to health services in every way possible in Uganda. The major role of this ministry is in supervising the delivery of health services. It is also concerned with promoting, preventing, curing, palliating and rehabilitating health services around Uganda. The Ministry of Health is also tasked with supervising clinical service provision in Uganda by ensuring that it is well regulated and supported by engaging in some medical research. All these functions are specifically done through a number of subsidiary agencies like NMS, UBTS,

UNHRO and UNDA. The ministry is further tasked to come up with health related policies, coordination of dialogues with other organizations related with health in Uganda, engage in supporting mobilization of resources to improve health in Uganda, develop strategic plans and regulations as well as engaging in advising all ministries concerning health matters (MOH Strategic Plan, 2010-2015).

According to the Inter-governmental Annual report (2012), the element of capacity development and technical support is where the MOH is mandated to ensure that its employees are trained through conducting refresher courses, career development and mentoring. These are done while guided by the Result Oriented Management (ROM) which emphasizes tasks accomplishment to meet targets, quality service, achieve goals set, timeliness, creativity, and outputs. The Uganda Public Service Training Policy 2006, the induction training manual for newly appointed officers 2006, the coaching and mentoring guide 2006, the staff performance appraisal scheme 2007, and the Uganda public service standing orders 2010 in the Public Sector. These are supposed to be done to ensure that its performance improves in form of meeting set goals, offer quality health services and meet them in time set.

However, despite the prevalence of all these, it is observed that the organizational performance that is Ministry of Health is still very much questionable. For instance, the ministry for a number of years has had its targets unmet at the end of assessment periods (MOH Annual Report, 2014). The quality of work that employees produce many a time falls short of the standards set (Performance Reports, 2012-2014), and tasks are not completed to expectation and if they are completed and they are completed with exorbitant costs (Ministry of Public Service Report,

2013; Ministry of Health Annual Report, 2014). With these indicators, they put the existing employee training programs in the Ministry of Health like refresher training, career development and mentoring to continually be queried as leading to improving organizational performance. This is the basis for undertaking this study to understand the linkage.

### **1.3 Statement of the problem**

Ministry of Health has put in place strategies for improving the training function. Despite the prevalence of different training programs, it has emerged as a key finding that generally the performance of Ministry of Health is not convincing (ACODE Report, 2015) and (Transparency International, 2014). According to World Health Organization (2016), a number of health facilities in Uganda were still marred with increasing stock outs. Further, the sector failed to meet its targets for the last three financial years. More so, the quality of work that employees produce many a time fell short of the standards set by Uganda public service standing orders (2010). Tasks were not completed to the expectations of citizens and if they were completed and they were completed with exorbitant costs (Ministry of Public Service Report, 2013; Ministry of Health Annual Report, 2014). If this situation is not attended, it is likely to affect the health service delivery in Uganda. It was from this background that the researcher picked interest to investigate whether employee training had any effect on organizational performance; while using Ministry of Health as it's a unit of analysis.

### **1.4 Purpose of the Study**

The purpose of this study was to examine effect of employee training on organizational performance in Uganda.

### **1.5 Objectives of the Study**

- i. To assess the effect of refresher courses on performance of Ministry of Health.
- ii. To establish the effect of career development on performance of Ministry of Health
- iii. To examine the effect of mentoring on performance of Ministry of Health.

### **1.6 Research Questions**

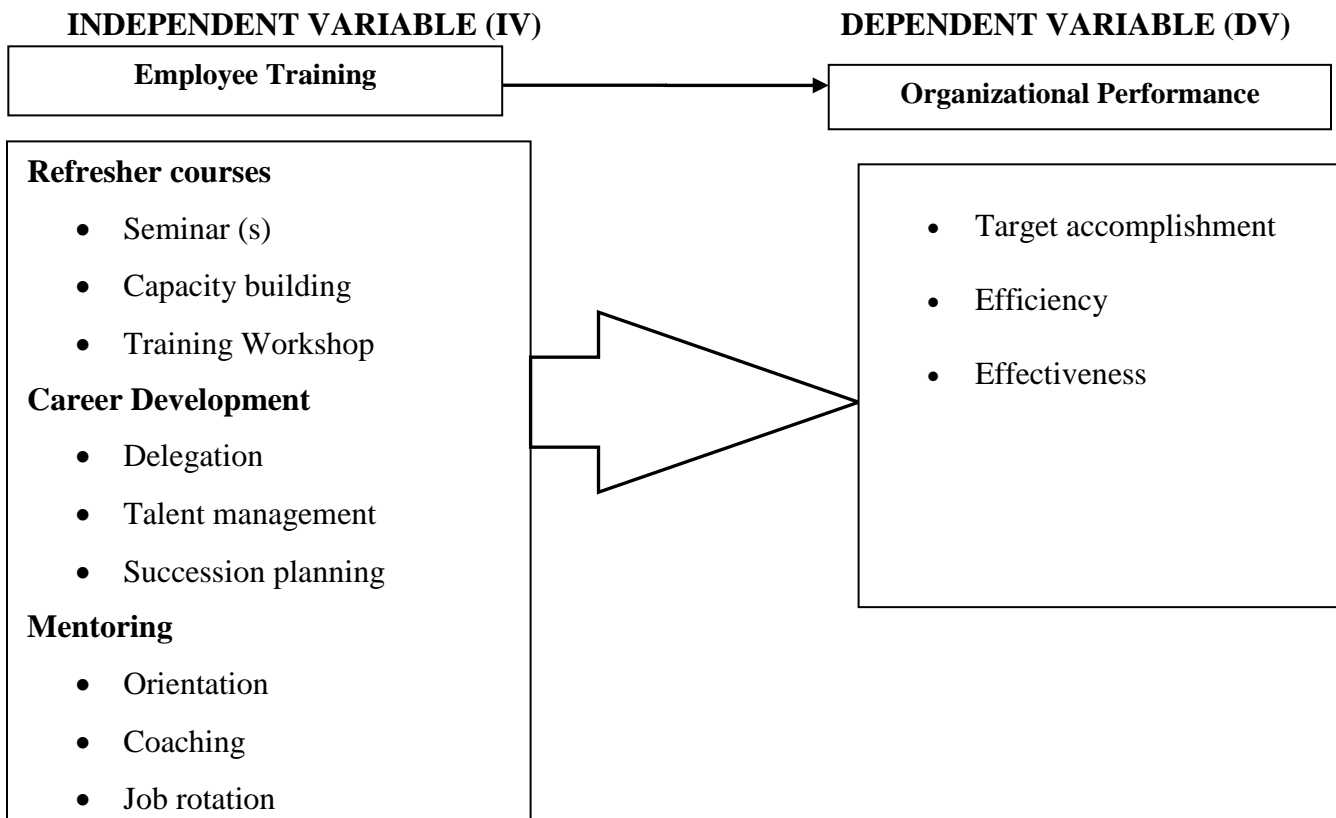
- i. What is the effect of refresher courses on performance of Ministry of Health?
- ii. What is the effect of career development on performance of Ministry of Health?
- iii. What is the effect of mentoring on performance of Ministry of Health?

### **1.7 Hypotheses**

- i. Refresher courses have a positive effect on performance of Ministry of Health.
- ii. Career development has a positive effect on performance of Ministry of Health.
- iii. Mentoring has a positive effect on performance of Ministry of Health

## 1.8 Conceptual Framework

This is a diagrammatic representation of the linkages among the variables of study. It shows the conceptualized relationship between the independent variable. The conceptual linkages for this study are illustrated by using the diagram below:



**Figure 1: A Conceptual Framework for the understanding the effect of employee training on organizational Performance**

*Source: Adapted from Brumbach (1988) and Dysvik&Kuvaas (2008).*

From the conceptual framework in Figure 1, it was hypothesized that employee training has a relationship with organizational performance. If employees are given refresher courses, career development and mentoring, this can influence organizational performance in terms of tasks accomplishment, achieving desired outputs, quality of work done and timeliness completing duties.

## **1.9 Significance of the study**

It was assumed that this study may be very significant to Ministry of Health in meeting its mandate of formulating, coordinating and implementing training policies relating to the Public Service. The study might also expect to provide a contemporary cornerstone for implementation of refresher training, career development and mentoring programs for public servants. The policy makers in the Ministry of Health may also find the study utilitarian because the current public service training policy is to a significant extent suffering implementation paralysis and some of the underlying causes could be unearthed by the study.

## **1.10 Justification of the study**

Many studies have been done on employee training and organizational performance. However, such studies considered other dimensions of employee training other than refresher course, career development and mentoring. Thus, the reason behind the choosing of this study was to undertake an empirical observation of establishing the effect of refresher courses, career development and mentoring on performance of Ministry of Health. Thus, the researcher felt that there was a need to take up this study for purposes of determining whether training has an effect on performance of Ministry of Health. It was thus assumed that this study may have a big contribution in improving capacity building in Ministry of Health and other government departments.

## **1.11 Scope of the Study**

### **1.11.1 Content Scope**

This study was delimited on examining the effect of training and organizational performance in Ministry of Health. Training in this study had the dimensions of refresher courses, career

development program and mentoring, whilst, organizational performance had measured by goal accomplishment, achievement of desired outputs with minimum cost, quality of work and timeliness.

### **1.11.2 Geographical Scope**

This study was done in Ministry of Health located on Plot 6 Lourdel Rd (Wandegeya), Nakasero Kampala Uganda. This was chosen because a number of poor services in health system in Uganda had been widely reported when this ministry has the responsibility or mandate to supervise the health system.

### **1.11.3 Time Scope**

This study reviewed research between 2009-2015. This was because this period seemed important to weigh the performance of Ministry of Health had been characterized by massive ineffectiveness, inefficiency, and lethargy in service delivery (Intergovernmental Annual Report, 2014).

## **1.12 Operational Definitions of Terms**

**Refresher courses:** in this study, this referred form of training provided to employees to update them on work activities in Ministry of Health. Refresher courses was operationalized in terms of seminar, capacity building, and training Workshop

**Career Development:** in this study, this referred to the mechanisms in place to promote the careers of employees in Ministry of Health. Career Development was operationalized in terms of delegation, talent management and succession planning



**Mentoring:** in this study, this referred to the process of continually improving the competence of employees through on-the job training provided at work. Mentoring was operationalized in terms of orientation, coaching and job rotation.

**An Employee** is a person who takes on job to work according to the specified duties and responsibility of management (Jasper, 2006).

**Employee Performance** is defined as the act of doing something successfully; using knowledge as distinguished from merely possessing it; this comprises an event in which an Individual or a group (the performer or performers) behave in a particular way in relation to the intended result (Dedan, 2013). Performance was operationalized in terms of timely accomplishment of tasks, efficiency and effectiveness.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviewed related literature on establishing the relationship between employee training and performance of public servants in generically Uganda's public service and specifically the Ministry of Public Service. The review was done basing the theoretical basis of the study and the three specific objectives of the study and this primarily focused on refresher courses, carrier development, and mentoring and their relationship with employee performance. These are considered the pillars of the study.

#### **2.1 Theoretical framework**

The Goal Setting Theory was propounded by Edwin Locke in the late 1960s. In his 1968 article "Toward a Theory of Task Motivation and Incentives," he stated that employee's performance is stimulated by clear goals and appropriate development strategies. Locke went on to say that working toward a goal provided a major source of motivation to actually reach the goal which, in turn, improves performance (Gregory, 2001). To motivate goals one must have clear goals that are measurable and unambiguous. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what behaviors will be rewarded (Gregory, 2001). One of the most important characteristics of goal he identified for improved service delivery was staff development and training. People are often motivated by achievement, and they will judge a goal based on the significance of the anticipated accomplishment (Albus, 2007).

In relation to the study, goals are set but to attain them, people should be made aware of them and this can be done through trainings, hence training provides opportunities to clarify expectations, adjust goal difficulty, and gain recognition. People are often motivated by achievement, and they will judge a goal based on the significance of the anticipated accomplishment. Employees have to focus on the organization mission and vision as they seek to achieve efficiency and effectiveness. The theory will enable employees to effectively exert influence where it will make the most difference. Employee performance is the ultimate goal of MoH where by individual and group staff performance have led to satisfactory audit, evaluation reports, aligned strategic goals and increased funding and procedures.

## **2.2 Refresher courses and organizational Performance**

Kumar (2009), points out that refresher courses covers seminars, capacity building and training workshop which facilitate the socialization of new employees in an organisation. Refresher training means provision of training to an employee at induction stage and continued updating of their abilities and skills at work in an organization or has worked with the organization for some time but the organization would like to refresh his/her minds (Society for Human Resource Management, 2011). In bridging the gap, employee training enables employees to meet the objectives of their jobs efficiently and get to learn more about their organization, its mission and vision and its objectives.

Refresher trainings may include orientation process for newly hired managers (SHRM, 2011). It involves introducing new skills and techniques to employees to the work they are going to supervise and this helps them to clearly notice the organizational culture, work culture, the people

in the organization and every operation done by the organization for issues of contextualization. A training workshop or seminar is important in bringing people together and discuss issues of human capital importance and this stimulates the intellectual ability of employees to come up with new ideas for organizational development (Aidelomon, 2010). Seminars are conducted in form of lectures at training centers and academic institutions; involve spreading knowledge, skills, opinions and information that is factual right from work instructors from a large group of people or trainees at a particular period of time cost effectively and this stimulates the knowledge of the employees to perform (Aidelomon, 2010). Different from the earlier researchers, not all orientation trainings are part of refresher courses.

Stone (2007) asserts that non-formal approaches such as workshops and seminars can offer flexible and affordable way to address organization's needs. He further says that seminars and workshops offer effective low cost methods for raising the performance of a wide variety of employees within an organization. In bridging the gap, he cautions that workshops alone may not bring about the direct behaviors. workshops may also have the shortfall of not adequately achieving objectives because it has become a common practice that same people only turn up when they know that the facilitator will be competent enough to facility the workshop.

According to Basheka (2016) in his Article on Evaluation of M&E programmes in Ugandan Universities notes that the term refresher training refers to the acquisition of knowledge, skills, and competencies as a result of further training during the course of doing the job. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). Maintaining workers' skills and improving their

performance are critical for companies looking to retain a competitive advantage. According to Appelbaum (2002) the level or quality of the employee training is either supporting or stifling the company's growth. Simply stated, it's huge. The more one organization invest in training employees, the more the company gains in sales and profit and the better the employees become true team members. According to Burden and Proctor (2007) well-trained employees are the foundation for business success. In bridging the gap, it makes common sense that the most productive and successful employees are the ones who have received the best training. It's from this group that the future leaders of the company are born.

According to Armour, Deakin and Konzelmann (2012) not only does refresher training prepare the employees with additional professional and job-related skills, it also shows those employees (and others inside and outside the company) that the company is willing to invest time; money and energy into their success, but also that you consider them to be a big part of the company's future plans. This is potent and motivational. When employees know they care enough to train them, support them, and have faith in them, this is the sunshine, water, and nourishment that grow the seed of company loyalty. Refresher training and development is the life-line of any successful company; it's vital to the health of the organization (Mathews and Ueno, 2013). In bridging the gap, without it the organization risks the probability of becoming stagnant, and the competition can run by so fast that it will leave dust in the eyes.

However, to be effective, all refresher training programs must start with a "needs assessment". Long before any actual training occurs, the training manager must analyze as much information as possible about the following; the organization and its goals and objectives, job and related tasks that need to be learned, competencies and skills that are needed to perform the job.

When designing and planning a refresher training, one needs to consider a number of factors, Desimone , Warner and Harris (2012), argue that trainers need to understand the pros and cons of each method and also its impact on trainees keeping their backgrounds and skills in mind before giving training. Some of the other critical factors to think about include; objectives to method compatibility, expectations of the organization and the trainees, trainer skills, time and resources availability. Choosing the right instructional methods is really a balancing act, where different factors need to be considered and weighed. The training designer or trainer has to exercise judgment, both in the designing process and in the delivery (Gardiner, Leat, Saddler-Smith, 2011). In bridging the gap, the researcher created a nexus between refresher training and performance.

### **2.3 Career Development program and Organizational performance**

According to Okanya (2008), career development program refers to delegation, further professional education and succession planning. Armstrong (2006) ascertains that the development of employees' careers has a lot of significance to their future life and their commitment at work. This benefits both the employee but mostly the organisation because the organisation's competitive advantage is hyped and their competence and performance is improved. Stone (2007) argues that each and every employee has his/her dreams or career path they want to achieve in life. This means that such employee wants to work with an organisation that can enable him/her to accomplish their goals or career in life. Employees always quit working with certain organisations or do halfbaked work in certain organisations because they know that they are using them as just vehicles to reach to organisations that can help them acheive their career in life and this has a lot of impact on the overall performance of the organisation.

According to Anon (2013), in his study on Capacity Building Strategies notes that continued professional development refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In his study, Weiss (2014) revealed that today the literature on business management highlights the role of intangible assets as the basis for creating competitive advantages, due to the fact that these resources can more easily differentiate a firm in a way which is not easily available on the market. In addition, this study will look at career development as “the acquisition of skills, concepts or attitudes that result in improved performance within the job environment”.

According to MacDonald and Gabriel (2012) in their book on Staff Development and Implementation notes that determining training needs starts with a gap analysis the gap between what skills your employees have and what they need to move the business forward. Gaps can include; what the organization expects to happen and what actually happens, current and desired job performances, existing and desired competences and skills. The results of the training needs assessment allows the training manager to set the training objectives by answering two very basic questions; who, if anyone, needs training and what training is needed.

The purpose of a training needs assessment is to identify performance requirements or needs within the organization in order to help direct resources to the area of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services (Krivanek, 2010). However, this can only be achieved by selecting the right training method necessary to deliver expected outcome.

According to Armour, Deakin and Konzelmann (2012) in his book on training function in private limited companies notes that not only does on the career development prepare the employees with additional professional and job-related skills, it also shows those employees (and others inside and outside the school) that the school is willing to invest time; money and energy into their success, but also that you consider them to be a big part of the company's future plans. This is potent and motivational. When employees know they care enough to train them, support them, and have faith in them, this is the sunshine, water, and nourishment that grow the seed of company loyalty. Training and career development is the life-line of any successful school; it's vital to the health of school (Mathews and Ueno, 2013). Without it the organization risks the probability of becoming stagnant, and the competition can run by so fast that it will leave dust in the eyes.

In bringing the gap, there is need to continuously educate and train employees about how to improve their individual as well as group performance is very crucial. Training has been the main factor for influencing the employees' skills, abilities and attitude.

Saleh (2011) in his study on career development in schools in Bukoba Tanzania notes that career development has become an integral part of organisational life as organisations devote a great deal of effort, manpower, and money in the development and utilisation of training programs. Training improves skills and inculcates good personal values among public service employees. Skills instil attitudinal and mindset changes of the workforce ensuring effective and efficient delivery of quality outputs. There is need for transformation and upgrading of skills for those who are already in the work for the development of the organisation. However, the missing link



is whether government entities have devoted a great deal of effort, manpower and money to training programmes and how this has improved services delivery which the study investigated.

Armstrong (2006) thus ascertains that it is thus important that the organisation invests in knowing the dreams of each and every employee and these can be incorporated in the strategic human resource development plan or career development plan established for each and every employee. The development of employee career development plan needs to be developed by the employee and be submitted to the Human resource department and these will review it and see how it can be incorporated into organisational plans. If this career development plan is well implemented for each and every employee, the goals and dreams of an employee can be achieved in totality and this can ably enhance them to work towards achievement of the organisational goals. This because very vital if the organisational performance is to be improved.

Weddy (2009) agreed with the views of Armstrong (2006) and Cole (2010) while indicating that accomplishing individual career paths becomes easy if the promotions in an organisation is based on merit. If the promotions are not based on merit, it becomes hard and hard for the organisations to ensure that the employee career path is achieved and this finally affect the organisational performance in long run since it will be training and developing employees only to be taken by other organised organisations that have employee career development plans and programs. Gazda (2009) in the same line of argument indicates delegation has remained a very important tool used in career development but few public organisations prefer using this technique because it tends to threaten the job of some employees including top level management jobs. Delegation refers to an on-the-job training approach where a manager assigns a task to an employee who

might not be the best suited for the task but who is nonetheless up to the challenge (Gazda, 2009). Gazda (2009) argues that delegation can be very important in frustrating the performance of employees who seems to think that they are the only ones that can do certain activities in an organisation and at the end of the day, this can be important in improving the performance of an organisation.

## **2.4 Mentoring and organizational performance**

Mentoring is an effective method of helping inexperienced individuals develops and progress in their profession (Pate, 2012). Extension staffs have many opportunities to mentor volunteers and other community partners. The keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems(Overby, 2013). The conclusion and recommendations of the above authors were basically based on scholarship and in this case the researcher widened the scope as he drew his conclusions and recommendations. In bridging the gap it is better to clearly define the roles and responsibilities of both the mentor and the mentee. Typically, a mentee is more receptive to feedback if he or she feels like an active participant in the relationship.

Taking part in a mentoring program means; becoming involved in a relationship (Kinene, 2011). The mentoring relationship is one which is designed to promote the growth and development of the mentee (Kesse, 2011). Effective relationships are based on many factors. Some of these include communication, an attraction to or appreciation of the other person's qualities, commitment to the same goals, and sharing of feelings, values and beliefs. The mentoring program is designed to help develop an effective relationship between mentee and mentor. The

structure is designed to allow, as much as possible, mentees to be partnered with mentors to whom they can relate and with whom they share common goals (Kesse, 2011). Different from earlier researchers, a mentoring relationship is not like a marriage or other permanent commitment; the goal is to help one move forward in his/her career and life goals. If this is not occurring and one does not see adjustments that can be made in the relationship to meet the goals, end it, respectfully and honestly.

During independence in 1962 in Uganda, informal mentoring was often seen as the process and systems of relationship between mentors and mentees to achieve specific demands and extemporizations. Today, informal mentoring relationships are dependent on the relationship developed between the mentor and mentee, and these relationships may last for many years (Goldstein & Ford, 2002). If both mentoring programs are properly managed and effectively implemented they may lead employees to achieve organizational strategies and goals (Irving, 2003). Surprisingly, extant research in this area shows that the ability of managers to properly design and administer mentoring programs may have a significant impact on individuals' career development and psychosocial support (Okurame & Balogun, 2005). For purposes of this study, mentorship was looked at in terms of receiving career advice and psychological counseling in MoH.

In many organisations in Uganda, mentorship is seen as a very complex process and it varies from one situation to another. It is interpreted in different ways by different people. It is important that the purpose and intentions of mentoring in a particular context are explicit (Jode, 2012). Stakeholders particularly mentor and mentee debate what mentoring is and this in Uganda today is looked at as help by one person to another in making significant transitions in knowledge, work or thinking (Megginson & Clutter, 2012) Schemes have mentors or 'someone

who helps another person to become what that person aspires to be (Moiod, 2008). The person being helped today is often called the 'learner' or the 'mentee'. The traditional form of mentoring is one-to-one mentoring but there are other models of mentoring such as co mentoring or peer mentoring and group mentoring. In bridging the gap, mentoring can also be mentee initiated and can happen informally when an individual seeks advice and support from another individual in MoH.

Mentoring is often viewed as a training and development (T&D) program that can be used to increase a group's and/or individuals' potentials to carry out particular duties and responsibilities, to familiarize with new techniques, and care all aspects of the mentees (Hanford & Ehrich, 2006). Mentoring in many bodies is also viewed as integral to learning in the workplace, to receiving career help, and for developmental and psychosocial support. In bridging the gap, formal mentoring program is often viewed as the structured and coordinated relationship between mentor and mentee, using standard norms, continuous action plans, time frame, and particular objectives (Bahniuk and Hill, 1998). For purposes of this study mentoring will be looked at in terms of receiving career advise and counseling in Food for the Hungry.

The traditional notion of mentoring was first identified by Crocitto (2005) deriving from the notion that a father can train his own son to behave like him and do the same work or roles he does. This defined the dyadic relationships of most relationships in primitive societies because it was important that a person receives support from another person if they are to be successful. This was transferred to organizational settings and employees were called upon to mentor each other to perform the work more perfectly (George et al, 2008). Armstrong (2006) later indicated that it is effective that career plans need to be developed and employees are mentored by those

whom are experienced in their areas of expertise. This will not only improve their performance but will also stimulate the performance of the organization in general.

DeLong (2004) argues that transferring knowledge and skill to an employee can seem and look difficult if they are supported by consistent forces that follows the work being done periodically and this can effectively be done through mentoring. In addition, Von Krogh (2000) further looks at the advantages of sharing knowledge at work place and realized that where this program was being enforced, the performance of employees and organizations was improving. However, he indicated that this should be done in consistent and intentional manner or formally because organizations which do not do it formally, they have not achieved much results out of it. However, these researchers have not emphasized on the impact that mentoring has on knowledge transfer which is obviously important for the performance of any organization. The approach also presents a possibility of just in time training in governments of Uganda, career development program has been a common approach in MOH and it has been practiced mainly through mentoring, job rotation and coaching.

The relationship between on mentoring and the performance of Uganda's public servants has been recognised in a number of Government of Uganda publications. According to Uganda's Public Service Training Policy (2006), mentoring is a requirement for public servants as far as enhancement of job performance is concerned. Mentoring alone cannot address all the training needs of public servants, the two types of training mutually support each other because each has an edge over the other. Overseas training, a form of mentoring for top, senior, and middle level

government officials, is necessary for such officers to learn from cross-country experiences, a training requirement that cannot be met locally yet so performance oriented.

## **2.5 Summary of Literature Reviewed**

Despite the fact that a lot of previous studies have been done on the relationship between employee training and organizational performance, most of them do not cover all factors employed by this study in operationalizing refresher courses and organizational performance. Further, such studies fell short on explaining on what is happening in government setting in developing countries like Uganda and MOH in particular. Additionally, some of the literatures have indicated that it is not always the case as explained by theories that employee training promotes target accomplishment, achieving departmental goals and quality of services in public institutions with the main aim of ensuring efficient use of public funds. However, studies reveal that it is sometimes not the case, since many organizations have been undertaking employee training effectively, and still experience poor performance like losses of public funds and low utilization of budget funds. This study endeavored to close the above gap by assessing whether employee training had a significant effect on organizational performance while using MOH in Uganda. At the end of the study, it was established that employee training has a positive effect on performance of MoH.

In the next chapter, the researcher provides the step by step process followed in sampling, collecting data and analyzing data.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This section looks at the steps that were followed in collecting and analyzing data. It explains the research design that was selected for the study, it also explains the study populations and the sampling process, data collection process, quality control and data analysis as well as ethical principles that were guarded against.

#### **3.1 Research Design**

This study used a cross sectional design in undertaking this study. A cross sectional research design refers to undertaking a study for a specified time while basing on particular class of respondents (Sekaran, 2003). This study design was preferred since it was found important in capturing of data from a cross section of respondents in MOH in a small period of time. In the study, data collection process, analysis, presentation, and discussion of findings used both qualitative and quantitative approaches.

#### **3.2 Study Population**

This study was conducted in Uganda's Ministry of Health. The study population consisted of 130 respondents (Ministry of Health, 2015). These consisted of 10 executives, 10 senior management staff, 10 supervisory staff and 100 junior staff. The executive members were chosen because of their work responsibilities towards training policy implementation at the Ministry of Health. The senior management was chosen in this study because they have that absolute role to manage the training programs and to see whether they are leading to the organizational performance and service delivery. The supervisory staff was chosen since they have the immediate responsibility

to ensure the performance of junior staff tallies with what is taught to them. The junior staff members were preferred because of their direct roles they play in this study as they are the very people whose performance is being measured in relation to training.

### 3.3 Determination of the Sample Size

The table of Morgan and Krejcie (1970) as indicated in Appendix V was used in determining the sample (Amin, 2005). Table 3.1 has more details;

**Table 3. 1: Sample Size of Respondents and Sampling Technique**

<b>Category of Population</b>	<b>Population Size</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
Top Management Committee	10	5	Purposive sampling
Senior Management Committee	10	5	Purposive sampling
Heads of Departments	10	5	purposive sampling
Junior staff	100	80	Simple Random sampling
<b>Total</b>	<b>130</b>	<b>95</b>	

*Source: Ministry of Health (2016)*

### 3.4 Sampling Techniques

In sampling or trying to reach out to respondents selected, simple random sampling was used to reach out to mainly junior officials at Ministry of Health and the purposive sampling was also used to reach out to a few selected respondents at Ministry of Health. Simple random sampling was used in this study because it made it easy to reach out to large samples in a shortest period of time and with reduced bias. This was done by seeking for lists of employees at MOH and the sample was drawn from the list (Amin, 2005). On the other hand, purposive sampling was useful in reaching out to respondents that was knowledgeable to the study and helped in acquiring in-depth information (Sekaran, 2003).



## **3.5 Data Collection Methods**

### **3.5.1 Questionnaire Survey**

This method was used in collecting information mainly from junior officials at Ministry of Health. This method was used while using a semi-structured questionnaire and this is expressed in Appendix I. Surveying method was used in this case because it was taken very significant in reaching out to big number of people in a shorter period of time and it was deemed much more appropriate in giving employees a chance to pick the best answers from a number of alternatives provided (Amin, 2005).

### **3.5.2 Interviews**

This method was used in collecting data from a few selected respondents at the Ministry of Health and this was done using a non-structured interview guide. A non-structured interview guide is reflected in Appendix II. This method was considered significant in reaching out to a officials at MoH (Sekaran, 2003).

### **3.5.3 Documentary Review**

This method was preferred because it is important in collecting secondary information using a documentary review checklist (Amin, 2005). In this case, the Public Service standing orders, the Uganda Public Service competence dictionary, National Policy on Public Sector Monitoring and Evaluation, Minutes of the local government capacity development/training committee, Data bank of employees who attended/participated in training since 2012, capacity building plan, Employee performance appraisal forms, assessment reports, Newspapers, Annual assessment report, Ministry Annual report and Ministry performance report was reviewed as recommended by Amin (2005) were reviewed.

## **3.6 Data Collection Instruments**

### **3.6.1 Questionnaire**

This instrument was used in collecting information from mainly junior officials at Ministry of Health. This method was used while using a semi-structured questionnaire and this is expressed in Appendix I. Surveying method was used in this case because it was taken very significant in reaching out to a big number of people in a shorter period of time and it was deemed much more appropriate in giving employees a chance to pick the best answers from a number of alternatives provided (Amin, 2005). The questionnaire was designed using open ended and close ended questions and the Likert-scale format was preferred.

### **3.6.2 Interview guide**

The interview was used in collecting data from a few selected respondents at the Ministry of Health and this was done using a non-structured interview guide. The interview was prepared to enable the researcher conduct face-to-face interviews with key informants. A non-structured interview guide is reflected in Appendix II. This method was considered significant in reaching out to a number of few selected officials at MOH (Sekaran, 2003). This instrument was preferred because it allowed easy probing and prompting of key informants and this was imperative in helping the researcher to acquire in-depth information (Mugenda and Mugenda, 2003).

### **3.6.3 Documentary Review Checklist**

A list of reports concerning the topic of study were located and reviewed. In this case; the Public Service standing orders, the Uganda Public Service competence dictionary, National Policy on Public Sector Monitoring and Evaluation, Minutes of the local government capacity development/training committee (2016), Data bank of employees who attended/participated in

training since 2012, capacity building plan, Employee performance appraisal forms, assessment reports, Newspapers, Annual assessment report, Ministry Annual report and Ministry performance report was reviewed as recommended by Amin (2005) were reviewed.

### 3.7 Quality control

#### 3.7.1 Validity of instrument

The validity study tools were established using three experts selected from both UMI and MOH who rated the questions they ought to be relevant and those they ought to be non-relevant. The questions that were rated as relevant were divided by the total number of questions that formed three questionnaires. At the end of this, the content validity index was established and all items as used in the study were found to have a CVI of above 0.7 as recommended by Kothari (2004).

Table 3.2 has more details below;

**Table 3. 2: Content Validity Indices for the tools**

Variable	Description	No. of Items	Content validity index
Independent	Refresher courses	9	.888
	Career development	10	.861
	Mentoring	9	.776
Dependent	Organizational performance	8	.845

*Source: Primary data, 2017*

#### 3.7.2 Reliability

Reliability refers to the amount of consistency with the tools used in the study (Gay, 1996). Reliability of instruments was established using pretesting of research instruments. Ministry of Public Service was used to test the tools. Two pilot tests were conducted in a space of two weeks

and at the end of the study, the Cronbach Alpha Coefficient was determined using the Cronbach Alpha Method as provided by SPSS. The results for reliability as indicated in table 3 below show that all items were found with Cronbach Alpha Coefficient of above 0.7 which was enough for the researcher to proceed with data collection (Amin, 2005).

**Table 3. 3: Reliability indices for the respective sections**

Variable	Description	No. of Items	Cronbach alpha
Independent	Refresher courses	9	.831
	Career development	10	.767
	Mentoring	9	.786
Dependent	Organisational performance	8	.767

*Source: Primary data (2017)*

### **3.8 Data Collection Procedures**

The researcher obtained a letter from Uganda Management Institute introducing her to the Ministry of Health and specifying that the data to be collected was solely for study purposes. Upon obtaining the requisite permission, the researcher proceeded with data collection starting with giving out questionnaires to MOH junior staff. After that interviews were conducted with executive members, senior management, and supervisors.

### **3.9 Data Analysis**

Both quantitative and qualitative tools were used.

#### **3.9.1 Quantitative Data analysis**

SPSS was used to derive descriptive and inferential statistics. Descriptive statistics were used in numerical explanations of study findings and in this case, means, percentages and frequencies

were used. On the side of inferential statistics, this was used to establish the relationship between two variables and the extent to which the two variables were related. In this case, spearman correlation and regression analysis were used (Oso & Onen, 2008).

### **3.9.2 Qualitative Data analysis**

On the side of qualitative analysis, opinions transcribed in form of voices and verbatims were used in this case. Thematic analysis was used to categories key responses and contradictions and the content analysis was used to organize themes while using codes (Sekaran, 2003). This enabled the researcher to identify the similarity within data and the contradictions were well established. Verbatims were therefore used in reporting study findings.

### **3.10 Measurement of Variables**

The nominal scale was used in measuring gender and level of education of the respondents. The ordinal scale was used in measuring age and time spent by respondents in MOH. The five point Likert type scale (1- strongly disagree, 2-disagree, 3-not sure, 4- agree and 5-Strongly agree) was used to measure the independent variable (employee training) and the dependent variable (organizational performance).

### **3.11 Ethical considerations**

For purposes of promoting privacy, the researcher made sure that respondents are asked not to write their names and they were asked to feel free to answer any question and the questions they feel hard or not sure, they leave them out.

To ensure confidentiality, the researcher promised all respondents that the information they provide are basically for academic purposes and their statuses and names will never be disclosed

and this enabled the researcher to widely get information from a good number of respondents (Amin, 2005).

To ensure that there is voluntary participation, respondents were asked to fill a consent form and those who were not ready were not forced to participate in the study. The study thus was conducted only from people who were ready to respond to the study.

To ensure originality, the researcher made sure that references are provided on each and every work of scholars used and the work was tested using Turnitin software provided by Uganda Management Institute.

In the next chapter, the researcher went ahead to present, analyze and interpreted the study results using descriptive and inferential statistics.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This chapter is about the study findings obtained on employee training and organizational performance using a case of Ministry of Health, Uganda. The findings are presented according to the objectives of the study. The first section explains the response rate used in the study analysis. In the second section, the background information of the respondents is given. The third section explains the empirical analyses as presented (that is findings on the effect of refresher courses on performance of Ministry of Health; the effect of career development on performance of Ministry of Health and findings on the effect of mentoring on performance of Ministry of Health) and the last section tested hypotheses and established their acceptance levels. The researcher went ahead to also establish the regression results.

#### 4.2 Response rate

The table below presents the response rate according to each respondent group

**Table 4. 1: showing the response rate**

<b>Respondents</b>	<b>Target response</b>	<b>Actual response</b>	<b>Percentage</b>
Senior Top Management	5	3	60%
Top Management	5	3	60%
Supervisors	5	4	80%
Junior staff	80	51	90%
<b>Total</b>	<b>95</b>	<b>61</b>	<b>64.2%</b>

**Source: Primary Data (2017)**

The finding in Table 4.1 indicates that the response rate was sixty-four and two tenth (64.2%) that was obtained as the response rate hence 95 respondents were targeted and 61 only returned the survey sheets. Basing on the rule of Amin (2005), any percentage above 50 is imperative for data analysis.

### 4.3 Background of the Respondents

This section explains the respondent’s biodata and it dwell much on the respondent’s gender, age, educational background and time spent working at MOH.

### 4.4 Gender of the respondents

**Table 4. 2: Below presents the summary statistics on the gender of the respondents**

		Frequency	Percentage
Valid	Male	41	67.2
	Female	20	32.8
	Total	61	100.0

**Source: Primary Data (2017)**

***N=61***

Table 4.2 shows that the majority of the respondents were male sixty-seven and two tenths (67.2%) and female were thirty-two and eight tenths (32.8%). Although the gender findings indicated a discrepancy in favour of males, the study was representative of all sexes since both males and female were included in the study sample.

### 4.4.1 Age of the Respondents

The table below presents the summary statistics on the age of the respondents.

**Table 4. 3: Age of the Respondents**

		Frequency	Percent
Valid	20-29	16	26.2
	30-39	21	34.4
	40-49	19	31.1



	50 Above	5	8.3
	Total	61	100.0

Source: Primary Data (2017)

N=61

From the above table, the majority of respondents who took part in the study were between 30-39 years implying thirty-four and four tenths (34.4%), twenty-six and two tenths (26.2%) were between the age of 20-29, those between 40-49 years were thirty-one and one tenths (31.1%) and those that were above 50 years were eight and three tenths (8.3%). This indicated that all categories of respondents in reference to different age groups were represented in this study.

#### 4.5 Level of Education of the Respondents

The table below presents the summary statistics on the highest level of education of the respondents;

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

		Frequency	Percent
Valid	Masters	8	13.1
	Bachelors	48	78.6
	Diploma	3	4.8
	Certificate	2	3.5
	Total	61	100

Source: Primary Data (2017)

N=61

The majority of the respondents were Bachelor's degree holders making a total percentage of seventy-eight and six tenths (78.6%), the respondents with Masters were thirteen and one tenths (13.1%) and the respondents with Diplomas were forth and eight tenths (4.8%) and the certificate holders were three and five tenths (3.5%). These results indicate that the respondents had good qualifications and the right skills and knowledge to deliver. Besides, the respondents were able to understand, read, interpret the questionnaire and gave relevant response

#### 4.6. Empirical Findings on Employee Training and Performance of Ministry of Health

In this section, the research findings are presented as per the dependent and independent variables used by the study. These findings were thus obtained on organisational performance, provision of refresher courses; practicing of career development and mentoring and their effect on performance of Ministry of Health. These are presented in the following themes below;

##### 4.6.1 Empirical Findings on Performance of Ministry of Health

To understand the performance of the Ministry of Health, the respondents were introduced to different items to have their opinion. Finding were presented in the form of descriptive analysis and later interpretation was done with implications drawn including qualitative information from key informants and documentary information reviewed to support the findings. The variables were measured on a five point Likert scale: Strongly agree (5) : Agree (5): Not Sure (3): Disagree (2): Strongly disagree (1)

**Table 4. 5: Summary Statistics on Organizational Performance**

Items	Disagree	Neutral	Agree	Mean
Value for money can be realized in Ministry of Health	21.4%(13)	24.6%(15)	54.0%(30)	3.24
The ministry meets all targets set	16%(11)	16.8(8)	67.2%(41)	3.63
Complaints resulting from poor performance of employees have reduced	9.9%(11)	8.2%(5)	81.9%(50)	4.15
Client's complaints are carefully handled	19.7%(12)	11.5%(7)	68.8%(37)	3.80
Ministry work is delivered in time	18.1%(11)	16.4(10)	65.5%(38)	3.79
There is compliance with work standards by the MOH	24.6%(9)	9.8%(6)	65.6%(40)	3.85
Delays in service delivery in the MOH has completely reduced	16.4%(10)	19.7%(8)	63.9%(39)	3.80
The quality of work done has increased in the Ministry	8.2%(5)	18.0(8)	73.8%(45)	4.03

Source: Primary Data (2017)

N=61

As to whether value for money can be realized in Ministry of Health, the respondents' responses indicated that cumulatively, the larger percentage of fifty four (54.0%) of the respondents agreed, twenty-four and six tenths (24.6%) were neutral and twenty-one and four tenths (21.4%) disagreed. The mean = 3.24 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that the respondents agreed that value for money can be realized in Ministry of Health.

Responses to the question as to whether the ministry meets all targets set sixteen percent (16%) disagreed, thirteen and one tenths (13.1%) were neutral while sixty-seven and two tenths (67.2%) agreed. The mean = 3.63 above the median score, three, that indicated that the Ministry meets all targets set.

With respect to whether complaints resulting from poor performance of employees have reduced, cumulatively the larger percentage eighty-one and nine tenths (81.9%) agreed, eight and two tenths (8.2%) were neutral with nine and nine tenths (9.9%) disagreeing. The mean = 4.15 which corresponded to agreed indicated that complaints resulting from poor performance of employees have reduced.

It was quoted from one of the key informants saying:

*“The issue of complaints cannot be avoided and it has been witnessed across a number of people and CSOs working with MOH...our complaints have been very much raised on the issues late drug supplies and quality of supplies and health services especially in health centers IIIs, and IIs...but the issue of quality has been worked on tirelessly and we have so far not received much complaints recently...last year, we received a number of cases from Abim, Bushenyi and*

*Lyantonde district about their dilapidated health infrastructures and these have been attended too in this financial year.”*

One of the key informants was quoted saying:

*“I think health service delivery is an issue that has caused numerous debates across the country. However, the Ministry has done a lot to improve the quality of our health services*

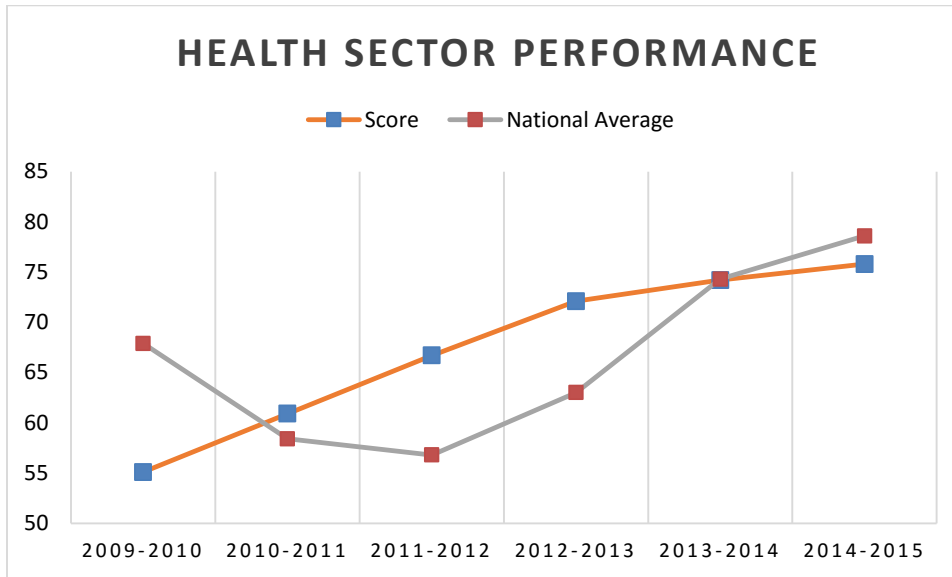
*In corroboration of the above findings another respondent noted “the major issue is no longer lack of hospitals but drugs, this indicates the extent to which government has improved health service delivery in the country.*

The MoH Report (2016) noted that since the year 2000, the overarching intent of the complete set of millennium development goals (MDGs) and later, the Sustainable Development Goals (SDGs) has been to improve the life circumstances of the people and the MoH has tirelessly worked to achieve the target. Unfortunately, the health-specific MDGs obscured this focus by monitoring national changes in health status rather than the differential changes for the poorest (Ostroff, 2002).

Generally, findings from key informants imply that there are still flaws in the performance of the ministry but such flaws seems to be blamed on factors beyond their control, however, utmost part, it is clear that there are enough indicators of good performance of the ministry. This position seemed congruent with the documents reviewed. For instance, when you review the MOH Annual Report (2016), it is clear that the ministry performs below the targets set. On seven targets that had been set by the Ministry, only three were achieved. Others were not achieved. Secondly, the health service delivery especially in public health has continued to deteriorate.

UNFPA Annual Report (2015) shows that about nineteen percent (19%) of mothers die every day in maternity wards because of lack of facilities.

**Figure 4. 1: Health sector performance Years (2009-2015)**



Source: *Ministry of Health Annual Health Sector Performance Reports 2009-2015*

The graph above shows aggregated annual sector performance (as a percentage) of the health sector from 2009 and this shows that the sectors performance has been improving since 2009 although performance gaps still remain a big challenge.

As to whether client’s complaints are carefully handled, cumulatively the larger percentage sixty-eight and eight tenths (68.8%) agreed, eleven and five tenths (11.5%) were neutral with nineteen and seven tenths (19.7%) disagreeing. The mean = 3.80 meant that the respondents the respondents agreed that client’s complaints are carefully handled.

With respect to whether Ministry work is delivered in time, cumulatively the larger percentage sixty-five and five tenths (65.5%) agreed, sixteen and four tenths (16.4%) were neutral and

eighteen and one tenths (18.1%) disagreed. The mean = 3.79 which corresponded to agreed indicated the majority of the respondents agreed that Ministry work is delivered in time.

It was quoted from one of the key informants saying:

*“The issue of complaints stems from down and these keep on increasing every passing day ranging from poor infrastructure to shortage of drugs but the government is doing its best.*

Responses to the question as to whether there is compliance with work standards by the MoH sixty-five and six tenths (65.6%) agreed, nine and eight tenths (9.8%) were neutral while (twenty-four and eight tenths (24.8%) disagreed. The mean = 3.85 above the median score, three indicated that there is compliance with work standards by the MOH

*“The standards seem to be on a declining trend on the side of health service deliveries. The decline is eminent given the current trend of events like strikes by the medical staff. Failure to pay medical staff sufficient salary is a big hurdle”*

As to whether they understand the organizational goals, the respondent’s responses indicated that cumulatively, the larger percentage sixty-three and nine tenths (63.9%) of the respondents agreed and nineteen and seven tenths (19.7%) were neutral. The mean = 3.80 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that the respondents agreed that delays in service delivery in the MoH has completely reduced.

Responses to the question as to whether the quality of work done has increased in the Ministry eight and two tenths (8.2%) disagreed, eighteen percent (18.0%) were neutral while seventy-three and eight tenths (73.8%) agreed. The mean = 4.03 above the median score, three, that indicated that the quality of work done has increased in the Ministry.

A respondent noted that *“the quality of work done has improved and is on an increasing trend”*

Several officials however expressed the difficulty they face in striving to adhere to different demands of the bosses. They also expressed little knowledge of how the ministry evaluates performances of the health sector and workers.

#### 4.6.2 Findings on provision of refresher courses in Ministry of Health

To understand the provision of refresher courses in MOH, the respondents were introduced to different items to have their opinion. Findings were presented in the form of descriptives correlation coefficient and regression analysis, later interpretation was done with implications drawn including qualitative information from key informants and documentary information reviewed to support the findings.

**Table 4. 6: Descriptive Statistics on provision of refresher courses in Ministry of Health**

Items	Disagree	N	Agree	Mean
I attend seminars organized within the Ministry	21.3%(13)	16.4%(10)	62.3%(33)	4.26
I attend seminars outside the Ministry	29.5%(12)	18(11)	52.5%(40)	3.18
Training workshops are periodically provided by the Ministry	26.3%(16)	27.9%(17)	45.8%(29.5)	3.89
The Ministry organizes at least two seminars a year	23%(14)	18%(11)	59 %(31)	3.89
I attend international seminars sponsored by the Ministry	27.9%(17)	14.8(9)	57.3%(30)	3.17
I have attended to a number of refresher courses since I joined this Ministry	21.3%(13)	21.3%(13)	57.4%(33)	3.44
The Ministry has a number of refresher training programs for employees	28.2%(17)	13.1%(8)	58.7%(24)	3.36
Staff have enhanced new skills as result of capacity building trainings offered by the Ministry	16.4%(10)	9(14.8)	74.6%(33)	4.03

Capacity building training is given to employees in the Ministry	41%(24)	11.5%(7)	46.1%(33)	3.29
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*Source Primary Data (2017)*

*N=61*

With respect to whether they attend seminars organized within the Ministry, cumulatively the larger percentage sixty-two and three tenths (62.3%) agreed, sixteen and four tenths (16.4%) were neutral with twenty-one and three tenths (21.3%) disagreeing. The mean = 4.26 which corresponded to agreed indicated the majority of the respondents agreed that they attend seminars organized within the Ministry.

*“We attend all the seminars organized but the problem why we don’t get the best facilitators in the country is not lack of accessibility but limited resources that hinder the Ministry from getting the best. If the government was allocating enough funds then the refresher courses would be more effective than they are now. We could be able to hire the best”*

A critical analysis of Raymond (2013) noted that the level or quality of the employee training is dependent on adequacy of resources. The more one organization invest in training employees, the more the company gains in sales and profit and the better the employees become true team members.

Responses to the question as to whether they attend seminars outside the Ministry fifty-two and five tenths (52.5%) agreed, eighteen percent (18%) were neutral while twenty-nine and five tenths (29.5%) disagreed. The mean = 3.18 above the median score, three, that indicated that they attend seminars outside the Ministry.



As to whether training workshops are periodically provided by the Ministry, the respondent's responses indicated that cumulatively, the larger percentage forty-five and eight tenths (45.8%) of the respondents agreed, (twenty-seven and nine tenths (27.9% were neutral and twenty-six and three tenths (26.3%) disagreed. The mean = 3.89 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that the respondents agreed that training workshops are periodically provided by the Ministry

In connection to the above question on the contrary, a respondent said that

*“The trainings are not so often, it could be once in a month or a quarter due to inadequate resources.*

Stone (2007) concluded that the existence and intensity of training activities in a firm depend on the level of resources (human), technological competency that exists in that firm, rather than on its being a member of a technology-based industry.

Responses to the question as to whether the Ministry organizes at least two seminars a year fifty-nine percent (59%) agreed, neutral were eighteen percent (18%) while twenty three percent (23%) disagreed. The mean = 3.89 close to the median score, three indicated that the Ministry organizes at least two seminars a year

With respect to whether they attend international seminars sponsored by the Ministry, cumulatively the larger percentage fifty-seven and three tenths (57.3%) agreed, fourteen and eight tenths (14.8%) were neutral, with twenty-seven and nine tenths (27.9%) disagreeing. The mean = 3.17 which corresponded to agreed indicated the majority of the respondents agreed that they attend international seminars sponsored by the Ministry.

As to whether they have attended to a number of refresher courses since they joined this Ministry, cumulatively the larger percentage twenty-one and three tenths (21.3%) disagreed with

fifty-seven and four tenths (57.4%) disagreed. The mean = 3.44 meant that they have attended to a number of refresher courses since they joined this Ministry

*“As per now, we don’t have so many refresher training programs in place and I am sure that not many employees have ever heard of them. But as I speak now, we have some new refresher courses given to our old staffs as a recommendation from Ministry of Public Service. It’s mandatory that they attend certain seminars like the seminar we have had on nodding disease, hepatitis B, Bilharzias and HIV/AIDs”*

Another key informant contrary said:

*We have in place a number of refresher courses in the ministry being managed by consultants among employees....some of the refresher training courses encompass organizing specialized seminars for skill development....remember many of our employees dearly lacked some computer skills, data management skills, dissemination of results.....so we have had a number of refresher courses organized and employees are mandated to attend.*

The above findings implied that refresher courses are in place for employees but these are mostly for a chosen few. This is likely to affect positively the performance of those trained but negatively to those who are not. When documents were consulted it was found out, that refresher training was a practice that is mandatory by policies in place. For instance, the Public Service Reform Programme (PSRP) that is currently being implemented like the Public Service standing orders (2010), Results Oriented Management (ROM)-Individual Implementation Manual (2012) and the Public Service Training Policy (2006) totally ascertain that refresher training must be done where employees are allowed to attend seminars organized within and outside the

organization. Basing on the primary findings obtained from respondents, it is crystal clear that refresher training was being provided to employees in Ministry of Health because most of the responses were agreed on and continually supported by the key informants and the documents reviewed.

With respect to whether the Ministry has a number of refresher training programs for employees, cumulatively the larger percentage fifty-eight and seven tenths (58.7%) agreed with twenty-seven and nine tenths (27.9%) disagreeing. The mean = 3.36 which corresponded to agreed indicated the majority of the respondents agreed that the Ministry has a number of refresher training programs for employees.

Responses to the question as to whether staffs have enhanced new skills as result of capacity building trainings offered by the Ministry seventy-four and six tenths (74.6%) agreed while sixteen and four tenths (16.4%) disagreed. The mean = 4.03 above the median score, three, that indicated that staff have enhanced new skills as result of capacity building trainings offered by the Ministry

As to whether capacity building training is given to employees in the Ministry, the respondent's responses indicated that cumulatively, the larger percentage (47.5%) of the respondents agreed and twenty-seven and nine tenths (27.9%) disagreed. The mean = 3.29 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that capacity building training is given to employees in the Ministry.

In connection to the above, a respondent noted *“employees do not participate in determining the training they need but most times they participate in all the trainings organized”*

MoH (2016) noted that when employees know, they care enough to train them, support them, and have faith in them, this is the sunshine, water, and nourishment that grow the seed of the

organization loyalty.

#### 4.7. Correlation results on refresher courses and performance of Ministry of Health

The first hypothesis stated “Refresher courses have a positive effect on performance of Ministry of Health. A Pearson correlation coefficient (r) was used to test the hypothesis. Table 7 presents the test results.

**Table 4. 7: Correlation Matrix on refresher courses and performance of Ministry of Health**

Correlations			
		Refresher courses	organizational performance
Refresher courses	Pearson Correlation	1	.173
	Sig. (2-tailed)		.036
	N	61	61
organizational performance	Pearson Correlation	.173	1
	Sig. (2-tailed)	.036	
	N	61	61

**Primary Data (2017)**

**N=61**

The results indicated a correlation coefficient  $r = .173$ . These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ( $p = .036$ ) is less than the recommended critical significance at 0.05. This implied that refresher courses influence organisational performance at MoH. Therefore according to the results there is a positive relationship between refresher courses and organisational performance at MoH. The positive relationship implies that refresher courses enhance the performance of the Ministry; improving on it will lead to an improvement on the performance of MoH. The Hypothesis in chapter one

that stated that refresher courses has a positive effect on performance of Ministry of Health is upheld.

#### 4.8 Regression results for refresher courses and organizational performance

A regression analysis was further done to determine the strength of the relationship between and refresher courses and performance of Ministry of Health. Results are presented in the table 4.18 below.

**Table 4. 8: Regression results for refresher courses and organizational performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.173 <sup>a</sup>	.030	.005	7.40704

a. Predictors: (Constant), Refresher courses

#### Primary Data (2017)

**N=61**

Table 4.8 provides the R and R<sup>2</sup> value. The R value is 0.173, which represents the simple correlation and, therefore, indicates a low degree of correlation. The R<sup>2</sup> value of .030 indicates how much of the dependent variable employee performance can be explained by the independent variable refresher courses. In this case, 0.030 can be explained, which is very large. The standard error of the estimate is 7.40704 and the adjusted R square value is 0.005. Therefore the adjusted square value of .005 implied that refresher courses predict employee performance at MoH; in other words employee performance at MoH is dependent on refresher courses by 0.5%.

#### 4.9 Findings on provision of career development in Ministry of Health

To understand the provision of career development to employees in MOH, the respondents were introduced to different items to have their opinion. Finding were presened in the form of descriptives correlation coefficient and regression analysis, later interpretation was done with

implications drawn including qualitative information from key informants and documentary information reviewed to support the findings.

**Table 4. 9: Summary Statistics on Career Development**

Items	Disagree	N	Agree	Mean
I receive guidance from my supervisor	17.2%(11)	9.9%(6)	72.9%(36)	4.48
I have often been delegated to perform certain duties	22.9%(14)	8.2(5)	68.9%(36)	3.58
I am always left in acting capacity when my supervisor is on leave	14.8%(9)	18%(11)	67.2%(31)	4.13
The Ministry allows us to go for further education	29.5%(18)	16.4%(10)	54.1%(29)	3.22
The Ministry sponsors us in case you want to go for further education	21.3%(13)	18(11)	60.7%(31)	4.14
Further education has improved understanding of my job functions	21.3%(13)	19.7%(12)	59%(28)	3.99
I have been given enough skills to take up certain roles and responsibilities in the Ministry	24.6%(15)	16.4%(10)	59%(31)	3.81
Promotion at the Ministry after long-term observation of employee talents	32.8%(20)	6.6(4)	60.6%(34)	3.29

Source Primary Data (2017)

N=61

With respect to whether they receive guidance from my supervisor, cumulatively the larger percentage of fifty nine (59%) agreed, nine and nine tenths (9.9%) were neutral with seventeen and two tenths (17.2%) disagreeing. The mean = 4.48 which corresponded to agreed indicated the majority of the respondents agreed that they receive guidance from my supervisor.

A respondent said that:

*Senior line managers and supervisors are eager to help their juniors develop through on the job*

*training due to man hours lost in it.* This helps improve performance only if management keeps on putting emphasis on the practice. Weedy (2011) noted that formal guidance program is viewed as the structured and coordinated relationship between boss and junior, using standard norms, continuous action plans, time frame, and particular objectives

In corroboration another respondent noted that:

A respondent noted that

*The juniors are counseled at the place of work by management so that the Ministry can have competitive and productive employees.*

According to Raymond (2013), well-trained employees are the foundation for business success, therefore performance is enhanced in the process. It makes common sense that the most productive and successful employees are the ones who have received the best training. It's from this group that the future leaders of the company are born. Responses to the question as to whether they have often been delegated to perform certain duties sixty-eight and nine tenths (68.9%) agreed, eight and two tenths (8.2%) were neutral while twenty-two and nine tenths (22.9%) disagreed. The mean = 3.58 close to the median score, three, that indicated that they have often been delegated to perform certain duties.

As to whether they always left in acting capacity when my supervisor is on leave, the respondents' responses indicated that cumulatively, the larger percentage sixty-seven and two tenths (67.2%) of the respondents agreed and fourteen and eight tenths (14.8%) disagreed. The mean = 4.13 indicated that the respondents agreed that they always left in acting capacity when my supervisor is on leave. Responses to the question as to whether the Ministry allows employees to go for further education fifty-four and one tenths (54.1%) agreed, sixteen and four tenths (16.4%) while twenty-nine and five tenths (29.5%) disagreed. The mean = 3.22 above the

median score, three, that indicated that the Ministry allows employees to go for further education.

An Assistant Commissioner noted *“Ministry allows employees to go for further education and some have been able to secure scholarships from the government. However there are those that do it secretly”*

With respect to whether the Ministry sponsors us in case you want to go for further education, cumulatively the larger percentage of sixty and seven tenths (60.7%) agreed with twenty-one and three tenths (21.3%) disagreeing. The mean = 4.14 which corresponded to agreed indicated that the majority of the respondents noted that the Ministry sponsors us in case you want to go for further education.

An accounts assistant had this to say

*The few people sponsored are those that are going to train in areas of need, Government sponsors those that are taking programmes of special interest. Those who can afford to sponsor themselves dig deep into their pockets.*

The public service training policy (2006) and the ministry of public service human resource manual (2009) also supports this claim. Therefore, it is from the above findings that it can be realized that the MoH conducts career development training in areas of need. Most of the respondents similarly noted and the key informants confirmed this position.

As to whether further education has improved understanding of the job functions, cumulatively the larger percentage of fifty nine (59%) agreed with twenty-one and three tenths (21.3%) disagreed. The mean = 3.99 meant that the respondents the respondents agreed that further education has improved understanding of the job functions.



With respect to whether they have been given enough skills to take up certain roles and responsibilities in the Ministry, cumulatively the larger percentage of fifty nine (59%) agreed with twenty-four and six tenths (24.6%) disagreeing. The mean = 3.81 which corresponded to agreed indicated the majority of the respondents noted that they have been given enough skills to take up certain roles and responsibilities in the Ministry.

As to whether Promotion at the Ministry after long-term observation of employee talents, cumulatively the larger percentage of fifty-five and eight tenths (55.8%) agreed, six and six tenths (6.6%) were neutral with (thirty-two and eight tenths (32.8%) disagreeing. The mean = 3.29 meant that the respondents the respondents agreed that promotion at the Ministry after long-term observation of employee talents.

A For instance, the Uganda Public Service competence dictionary (2007) found in the Ministry of Public Service and MOH indicated that in respect to competence of staff at work in the ministry, they should be given career development training in terms of coaching, organization learning, succession planning, talent development, advanced skill inculcation and so many more. This must be done in the view that these employees are likely to have gotten the job without having these skills.

#### **4.10 Correlation results for career development and performance**

To test if there was a relationship between career development and performance of MOH, a Pearson correlation coefficient was done by the study and the results are shown in Table 9 below. To verify this hypothesis, a hypothesis was derived that “*Career development has a positive effect on performance of Ministry of Health.*”

**Table 4. 10: Correlation Matrix for career development and performance**

		Correlations	
		career development	organizational performance
career development	Pearson Correlation	1	.437**
	Sig. (2-tailed)		.010
	N	61	61
organizational performance	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.010	
	N	61	61

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

**Primary Data (2017)**

**N=61**

The results indicated a correlation coefficient  $r = .437^{**}$ . These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ( $p = .010$ ) is less than the recommended critical significance at 0.05. This implied that career development influence organisational performance at MoH. Therefore according to the results there is a significant positive relationship between career development and organisational performance at MoH. The positive relationship implies that career development enhance the performance of the Ministry; improving on it will lead to a significant improvement on the performance of MoH. The Hypothesis in chapter one that stated that career development has a positive effect on performance of Ministry of Health is upheld.

#### **4.11 Regression results for career development and performance of Ministry of Health**

A regression analysis was further done to determine the strength of the relationship between career development and performance of Ministry of Health. Results are presented in the table 4.10 below.

**Table 4. 11: Regression results for career development and performance of Ministry of Health**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437 <sup>a</sup>	.191	.166	6.77016

a. Predictors: (Constant), career development

**Primary Data (2017)**

**N=61**

Table 4.11 provides the R and R<sup>2</sup> value. The R value is 0.437, which represents the simple correlation and, therefore, indicates a low degree of correlation. The R<sup>2</sup> value of .191 indicates how much of the dependent variable employee performance can be explained by the independent variable career development. In this case, 0.191 can be explained, which is very large. The standard error of the estimate is 6.77016 and the adjusted R square value is 0.166. Therefore the adjusted square value of .166 implied that career development predict employee performance at MoH; in other words employee performance at MoH is dependent on career development by 16.6%.

#### **4.12 Findings on provision of career development in Ministry of Health**

To understand the provision of mentorship to employees in MOH, the respondents were introduced to different items to have their opinion. Finding were presened in the form of descriptives correlation coefficient and regression analysis, later interpretation was done with implications drawn including qualitative information from key informants and documentary infomation reviwed to support the findings.

**Table 4. 12: Frequencies, Percentages and Means on Mentoring**

Items	Disagree	N	Agree	Mean
The Ministry gives high priority to the coaching of staff to enhance their	18.1%(11)	8.2%(5)	65.6%(40)	3.57

performance				
Management encourages internal transfers as an important strategy for staff development	18%(11)	8.2(5)	63.9%(39)	3.76
Staff are regularly rotated or transferred within the organization out of department to enhance their performance	16.4%(10)	14.8%(9)	62.1%(39)	3.71
Staff transfers enables junior cadres staff to gain refreshment and motivation to work in the new station hence improving their performance	14.8%(9)	11.5%(7)	63.9%(39)	3.83
Mentoring has been one of the key approaches commonly used to develop staff capacity in the Ministry	18.1%(15)	8.2(5)	67.2%(41)	3.75
The staffs are regularly mentored by supervisors or mentors to enhance their performance.	19.7%(13)	8.2%(5)	64%(39)	3.71
Mentoring effectively addresses specific performance gaps of the individual and the organization	22.6%(15)	8.2%(5)	59%(36)	4.17
Coaching is done every time employee makes a mistake at work	13.2%(8)	9.8(6)	67.2%(41)	3.83
The Ministry gives high priority to the coaching of staff to enhance their performance	27.9%(17)	9.8%(6)	52.5%(32)	3.34

Source Primary Data (2017)

N=61

With respect to whether the Ministry gives high priority to the coaching of staff to enhance their performance of sixty-five and six tenths (65.6%) agreed, eight and two tenths (8.2%) were

neutral with eighteen and one tenths (18.1%) disagreeing. The mean = 3.57 which corresponded to agreed indicated the majority of the respondents agreed that the Ministry gives high priority to the coaching of staff to enhance their performance.

A respondent "*mentors are not committed to their work in the MoH*" Complaints have been raised on the support of administration towards the mentor mentee relationship. Perhaps the most valuable quality a mentor-mentee can offer is the mentor's time. Questions have been raised on the initiation of contact with mentors which sometimes seems impossible. Mentors and mentees typically enter their relationships with assumed expectations of each other but this has not been clear becoming a subject of debate.

Responses to the question as to whether management encourages internal transfers as an important strategy for staff development sixty-three and nine tenths (63.9%) agreed. Eight and two tenths (8.2%) were neutral while eighteen percent (18%) disagreed. The mean = 3.76 above the median score, three, that indicated that management encourages internal transfers as an important strategy for staff development. As to whether staff are regularly rotated or transferred within the organization out of department to enhance their performance, the respondents' responses indicated that cumulatively, the larger percentage of sixty-two and one tenths (62.1%) of the respondents agreed, fourteen and eight tenths (14.8%) were neutral and sixteen and four tenths (16.4%) disagreed. The mean = 3.38 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that staff are regularly rotated or transferred within the organization out of department to enhance their performance.

Responses to the question as to whether staff transfers enables junior cadres staff to gain refreshment and motivation to work in the new station hence improving their performance sixty-

three and nine tenths (63.9%) agreed, eleven and five tenths (11.5%) were neutral while fourteen and eight tenths (14.8%) disagreed. The mean = 3.83 above the median score, three, that indicated that staff transfers enables junior cadres staff to gain refreshment and motivation to work in the new station hence improving their performance

With respect to whether mentoring has been one of the key approaches commonly used to develop staff capacity in the Ministry, cumulatively the larger percentage of eighteen and one tenths (18.1%) disagreed, eight and two tenths (8.2%) were neutral with sixty-seven and two tenths (67.2%) agreeing. The mean = 3.75 which corresponded to agreed indicated the majority of the respondents agreed that mentoring has been one of the key approaches commonly used to develop staff capacity in the Ministry.

One of them was quoted saying,

*“The challenge here is that there are criteria we follow, it is very difficult to work in your supervisor’s office when he is on leave, at least, the chair remains free other than entrusting you with that responsibility. The executive department always has another person to fix there...”*

In a more elaborate verbatim, another key informant was quoted saying:

*Mentoring is most done as a form of on-job training activity in MOH and it is done in a number of ways...in fact for your information, mentoring is done both directly and indirectly because we have had a number of arrangements here...We who are in management, we are couched by their seniors or consultants...we have also been able to engage employees in workshops involving skilling in new technology, presentation, keeping records, financial management, mobilization skills etc...*

The documents in the ministry and government libraries continued to indicate that mentoring was part of the on-the job training that must be done at any kind of work in the ministry. For instance, the Uganda Public Service competence dictionary (2007) found in the Ministry of Public Service indicated that with respect to competence of staffs at work in the ministry, they must be given mentoring in terms of coaching, organization learning, succession planning, talent development, advanced skill inculcation and so many more. This must be done in the view that these employees are likely to have gotten the job without having these skills. The public service training policy (2006) and the Ministry Of Public Service Human Resource Manual (2009) also supports this claim. Therefore, it is from the above findings that it can be realized that the MOH conducts mentoring since most of the responses were agreed on, and the key informants went ahead to confirm this position and the documents reviewed within and outside the MOH.

As to whether the staffs are regularly mentored by supervisors or mentors to enhance their performance, cumulatively the larger percentage of nineteen and seven tenths (19.7%) disagreed, eight and two tenths (8.2%) were neutral with sixty four percent (64%) agreed. The mean = 3.71 meant that the respondents the respondents agreed that the staffs are regularly mentored by supervisors or mentors to enhance their performance.

It was observed that *the juniors don't have caring mentors*. Stone (2007) mentors and mentees typically enter their relationships with assumed expectations of each other but this has not been clear. It was established that senior staffs have many opportunities to mentor volunteers and other community partners. The keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems

With respect to whether mentoring effectively addresses specific performance gaps of the individual and the organization fifty nine percent (59%) agreed, eight and two tenths (8.2%) were neutral with twenty-two and six tenths (22.6%) disagreeing. The mean = 4.17 which corresponded to agreed indicating that the majority of the respondents agreed that mentoring effectively addresses specific performance gaps of the individual and the organization

Responses to the question as to whether coaching is done every time employee makes a mistake at work fifty-eight and one tenths (58.1%) agreed, nine and eight percent (9.8%) were neutral while thirteen and two tenths (13.2%) disagreed. The mean = 3.83 indicated that coaching is done every time employee makes a mistake at work.

As to whether the Ministry gives high priority to the coaching of staff to enhance their performance, the respondents' responses indicated that cumulatively, the larger percentage of fifty-two and five tenths (52.5%) of the respondents agree, (nine and eight tenths) 9.8% were neutral and (twenty-seven and nine tenths (27.9%) disagreed. The mean = 3.34 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that the Ministry gives high priority to the coaching of staff to enhance their performance.

#### **4.13 Correlation results on Mentoring and Performance of Ministry of Health**

To test if mentoring has an effect on performance of MoH, a Pearson correlation coefficient was done by the study and the results are shown in Table 12 below. To verify this hypothesis, a hypothesis was derived that "Mentoring has a positive effect on performance of Ministry of Health.



**Table 4. 13: Correlation Matrix for Mentoring and Performance of Ministry of Health**

Correlations			
		Mentoring	organizational performance
Mentoring	Pearson Correlation	1	.400*
	Sig. (2-tailed)		.043
	N	61	61
Organizational performance	Pearson Correlation	.400*	1
	Sig. (2-tailed)	.043	
	N	61	61

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

**Primary Data (2017)**

**N=61**

The results indicated a correlation coefficient  $r = .400^*$ . These findings were subjected to a test of significance ( $p$ ) and it is shown that the significance of the correlation ( $p = .043$ ) is less than the recommended critical significance at 0.05. This implied that mentoring influence organisational performance at MoH. Therefore according to the results there is a significant positive relationship between mentoring and organisational performance at MoH. The positive relationship implies that mentoring enhance the performance of the Ministry; improving on it will lead to a significant improvement on the performance of MoH. The Hypothesis in chapter one that stated that mentoring has a positive effect on performance of Ministry of Health is upheld.

#### **4.13.1 Regression results on mentoring and performance of Ministry of Health**

A regression analysis was further done to determine the strength of the relationship between mentoring and performance of Ministry of Health. Results are presented in the table 4.13 below.

**Table 4. 14: Regression results on mentoring and performance of Ministry of Health**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400 <sup>a</sup>	.160	.125	6.55841

a. Predictors: (Constant), Mentoring

**Primary Data (2017)**

**N=61**

Table 4.14 provides the R and R<sup>2</sup> value. The R value is 0.400, which represents the simple correlation and, therefore, indicates a low degree of correlation. The R<sup>2</sup> value of .160 indicates how much of the dependent variable employee performance can be explained by the independent variable mentoring. In this case, 0.160 can be explained, which is very large. The standard error of the estimate is 6.55841 and the adjusted R square value is 0.125. Therefore the adjusted square value of .125 implied that mentoring predict employee performance at MoH; in other words employee performance at MoH is dependent on mentoring by 12.5%.

This Chapter focused on presenting the findings, interpretation and analysis, the next chapter focuses on the summary of findings, discussion of the findings, conclusions, recommendations and areas for further research. The researcher now turns to chapter five to present the summary of findings, discussion of the findings, conclusions and recommendations.

## CHAPTER FIVE

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summaries of the findings, discussions of objectives set for the study, conclusions derived from the findings, and the recommendations that will help in improving the performance of Ministry of Health based on the findings of the study. Limitations, contributions of the study and areas of further study are also suggested.

#### 5.2 Summary of the findings

Below are the findings as summarized as per each objective

##### 5.2.1 Refresher Courses and Organizational Performance

Findings revealed a positive correlation  $r = .173$  between refresher courses and organizational performance. These findings were subjected to a test of significance ( $p$ ) and it is shown that the significance of the correlation ( $p = .036$ ) is less than the recommended critical significance at 0.05. Thus, the relationship was significant. Because of this, the hypothesis “*refresher courses has a positive effect on performance of Ministry of Health*” was accepted. The positive relationship implies that refresher courses enhance the performance of the Ministry; putting emphasis on refresher courses will lead to a significant improvement on the performance of MoH. The regression analysis showed a strong linear relationship (Adjusted R square = .005) demonstrating the relationship between refresher courses and organizational performance. This therefore implies that refresher courses enhance the performance of the Ministry; improving on it will lead to a significant improvement on the performance of MoH. The Hypothesis in chapter

one that stated that refresher courses has a positive effect on performance of Ministry of Health is upheld.

### **5.2.2 Career development and Organizational Performance**

Findings revealed a positive correlation ( $r = .437^{**}$ ) between career development and organizational performance. These findings were subjected to a test of significance ( $p$ ) and it is shown that the significance of the correlation ( $p = .010$ ) is less than the recommended critical significance at 0.05. Thus, the relationship was significant. Because of this, the hypothesis “*career development has a positive significant effect on performance of Ministry of Health*” was accepted. The positive relationship implies that career development enhance the performance of the Ministry; putting emphasis on career development will lead to a significant improvement on the performance of MoH. The regression analysis showed a strong linear relationship (Adjusted R square = .166) demonstrating the relationship between career development and organizational performance. This therefore implies that career development enhance the performance of the Ministry; improving on it will lead to a significant improvement on the performance of MoH. The Hypothesis in chapter one that stated that career development has a positive effect on performance of Ministry of Health is upheld.

### **5.2.3 Mentoring and Organizational Performance**

Findings revealed a positive correlation ( $r = .400^*$ ) between mentoring and organizational performance. These findings were subjected to a test of significance ( $p$ ) and it is shown that the significance of the correlation ( $p = .043$ ) is less than the recommended critical significance at 0.05. Thus, the relationship was significant. Because of this, the hypothesis “*mentoring has a positive significant effect on performance of Ministry of Health*” was accepted. The positive relationship implies that mentoring enhance the performance of the Ministry; putting emphasis

on mentoring will lead to a significant improvement on the performance of MoH. The regression analysis showed a strong linear relationship (Adjusted R square = .125) demonstrating the relationship between mentoring and organizational performance. This therefore implies that mentoring enhance the performance of the Ministry; improving on it will lead to a significant improvement on the performance of MoH. The Hypothesis in chapter one that stated that mentoring has a positive effect on performance of Ministry of Health is upheld.

### **5.3 Discussion of findings**

The discussion of the study findings were made on each objective

#### **5.3.1 Refresher Courses and Organizational Performance**

The research findings indicated that refresher courses had a significant effect on performance of Ministry of Health. Study findings revealed that the major issue is no longer lack of hospitals but drugs, this indicates the extent to which government has improved health service delivery in the country. The MoH Report (2016) noted that since the year 2000, the overarching intent of the complete set of millennium development goals (MDGs) and later, the Sustainable Development Goals (SDGs) has been to improve the life circumstances of the people and the MoH has tirelessly worked to achieve the target. Unfortunately, the health-specific MDGs obscured this focus by monitoring national changes in health status rather than the differential changes for the poorest (Ostroff, 2002).

Generally, findings from key informants imply that there are still flaws in the performance of the ministry but such flaws seems to be blamed on factors beyond their control, however, utmost

part, it is clear that there are enough indicators of good performance of the ministry. This position seemed congruent with the documents reviewed. For instance, when you review the MOH Annual Report (2016), it is clear that the ministry performs below the targets set. On seven targets that had been set by the Ministry, only three were achieved. Others were not achieved. Secondly, the health service delivery especially in public health has continued to deteriorate. UNFPA Annual Report (2015) shows that about nineteen percent (19%) of mothers die every day in maternity wards because of lack of facilities. These findings are supported by Stone (2007) who had earlier asserted that non-formal approaches such as workshops and seminars can offer flexible and affordable way to address organization's needs. He further says that seminars and workshops offer effective low cost methods for raising the performance of a wide variety of employees within an organization. But he cautions that workshops alone may not bring about the direct behaviors. workshops may also have the shortfall of not adequately achieving objectives because it has become a common practice that same people only turn up when they know that the facilitator will be competent enough to facility the workshop.

Kumar (2009) further says that papers presented are critiqued and corrections suggested. Still in agreement with the study findings, Stone (2007) asserts that non-formal approaches such as workshops and seminars can offer flexible and affordable way to address organization's needs. He further says that seminars and workshops offer effective low cost methods for raising the performance of a wide variety of employees within an organization. But he cautions that workshops alone may not bring about the direct behaviors. workshops may also have the shortfall of not adequately achieving objectives because it has become a common practice that some people only turn up when they know that the facilitator will be competent enough to

facilitate the workshop. The findings also concur with Raymond (2013) observation that refresher courses like workshops allow more opportunity for flexibility in content and through the smaller groups discussions and plenary of the participants is attained hence the attainment of the objective of the training and skill development. This was supported by respondent twenty five percent (25%), agreeing to the question of acquisition of skill out of refresher courses.

### **5.3.2 Career Development and Organizational Performance**

The study findings indicated that there is a positive significant effect of career development on performance of MOH. Findings revealed that senior line managers and supervisors are eager to help their juniors develop through on the job training due to man hours lost in it. This helps improve performance only if management keeps on putting emphasis on the practice. Weedy (2011) noted that formal guidance program is viewed as the structured and coordinated relationship between boss and junior, using standard norms, continuous action plans, time frame, and particular objectives

It was established that the juniors are counseled at the place of work by management so that the Ministry can have competitive and productive employees. Relatedly, according to Raymond (2013), well-trained employees are the foundation for business success, therefore performance is enhanced in the process. It makes common sense that the most productive and successful employees are the ones who have received the best training. It is from this group that the future leaders of the company are born

It was observed that few people sponsored for further studies by the Ministry, the lucky ones are those that are going to train in areas of need. Government sponsors those that are taking programmes of special interest. Those who can afford to sponsor themselves dig deep into their

pockets. The public service training policy (2006) and the Ministry of Public service human resource manual (2009) also supports this claim. Therefore, it is from the above findings that it can be realized that the MOH conducts career development training in areas of need. Most of the respondents similarly noted and the key informants confirmed this position.

These findings are supported by Okanya (2008) who had earlier indicated that formal training has a positive relationship with performance of MOH. This is further tallies with what Armstrong (2006) had ascertained that it is thus important that the organisation invests in knowing the dreams of each and every employee and these can be incorporated in the strategic human resource development plan or career development plan established for each and every employee. The development of employee career development plan needs to be developed by the employee and be submitted to the Human resource department and these will review it and see how it can be incorporated into organisational plans. If this career development plan is well implemented for each and every employee, the goals and dreams of an employee will be achieved in totality and this will ably enhance them to work towards achievement of the organisational goals. This is vital if the organisational performance is to be improved (Cole, 2010).

Weddy (2009) agreed with the views of Armstrong (2006) and Cole (2010) while indicating that accomplishing individual career paths becomes easy if the promotions in an organisation is based on merit. If the promotions are not based on merit, it becomes hard and hard for the organisations to ensure that the employee career path is achieved and this finally affect the organisational performance in long run since it will be training and developing employees only to be taken by other organised organisations that have employee career development plans and programs. Gazda (2009) in the same line of argument indicates delegation has remained a very important tool used in career development but few public organisations prefer using this technique because



it tends to threaten the job of some employees including top level management jobs. Delegation refers to an on-the-job training approach where a manager assigns a task to an employee who might not be the best suited for the task but who is nonetheless up to the challenge (Gazda, 2009). Gazda (2009) argues that delegation can be very important in frustrating the performance of employees who seems to think that they are the only ones that can do certain activities in an organisation and at the end of the day, this can be important in improving the performance of an organisation.

### **5.3.3. Mentoring and Organizational Performance**

The study findings indicated that there is a positive significant effect of mentoring on performance of MOH. Findings revealed that mentors are not committed to their work in the MoH. Complaints have been raised on the support of administration towards the mentor mentee relationship. Perhaps the most valuable quality a mentor-mentee can offer is the mentor's time. Questions have been raised on the initiation of contact with mentors which sometimes seems impossible. Mentors and mentees typically enter their relationships with assumed expectations of each other but this has not been clear becoming a subject of debate.

The documents in the ministry and government libraries continued to indicate that mentoring was part of the on-the job training that must be done at any kind of work in the ministry. For instance, the Uganda Public Service competence dictionary (2007) found in the Ministry of Public Service indicated that with respect to competence of staffs at work in the ministry, they must be given mentoring in terms of coaching, organization learning, succession planning, talent development, advanced skill inculcation and so many more. This must be done in the view that these employees are likely to have gotten the job without having these skills. The public service training policy (2006) and the Ministry Of Public Service Human Resource Manual (2009) also

supports this claim. Therefore, it is from the above findings that it can be realized that the MOH conducts mentoring since most of the responses were agreed on, and the key informants went ahead to confirm this position and the documents reviewed within and outside the MOH.

The juniors don't have caring mentor within the Ministry. Stone (2007) mentors and mentees typically enter their relationships with assumed expectations of each other but this has not been clear. It was established that senior staffs have many opportunities to mentor volunteers and other community partners. The keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems.

These findings are supported by DeLong (2004) who had earlier argued that transferring knowledge and skill to an employee can seem and look difficult if they are supported by consistent forces that follows the work being done periodically and this can effectively be done through mentoring. In addition, Ostroff(2002) further looks at the advantages of sharing knowledge at work place and realized that where this program was being enforced, the performance of employees and organizations was improving. However, he indicated that this should be done in consistent and intentional manner or formally because organizations which do not do it formally, they have not achieved much results out of it. However, these researchers have not emphasized on the impact that mentoring has on knowledge transfer which is obviously important for the performance of any organization.

According to Kesse(2011)workplace relationships such as mentoring should be fostered to promote transfer of tacit knowledge. Wright, (2003), stresses the importance of human resource development to organization success. This researcher does not emphasize on the factors that

would have a positive impact on the HR development. Mentorship is such a factor in that it promotes guidance on career development and role modeling which both contribute greatly to employee's development.

## **5.4 Conclusions**

The study conclusions below were made as per each objective;

### **5.4.1 Refresher Courses and Organizational Performance**

Basing on the study findings, it can be concluded that the major issue is no longer lack of hospitals but competent human resource, this indicates the extent to which government has improved health service delivery in the country. There are still flaws in the performance of the Ministry but such flaws seem to be blamed on factors beyond the Ministry's control. It is thus imperative to say that it is essential that organizations compulsorily institute refresher courses for each and every employee since it has been depicted to have a significant effect on performance of an organization.

### **5.4.2 Career Development and Organizational Performance**

Basing on the study findings, it can be concluded that senior line managers and supervisors are eager to help their juniors develop through on the job training due to man hours lost in it. It was observed that very few people are sponsored for further education. It is thus imperative to say that it is essential that organizations compulsorily institute career development programs for each and every employee since it has been depicted to have a significant effect on performance of an organization.

### **5.4.3 Mentoring and Organizational Performance**

Basing on the study findings, it can be concluded that mentors are not committed to their work in the MoH. The juniors do not have caring mentor within the Ministry. It is thus imperative to say that it is essential that organizations to have in place mentorship programs for each and every employee since it has been depicted to have a significant effect on performance of an organization.

## **5.5 Recommendations**

Arising from above discussions, and the general analysis of the results, the following recommendations are presented to address the shortfalls of training function in central government departments.

### **5.5.1 Refresher Courses and Organizational Performance**

Since the study found out that refresher course has a positive relationship with the organization performance. This means that by undertaking refresher training by the Ministry to its employees, the performance is improved. A company that hopes to develop a strong training culture will try to provide the opportunities and training needed to strengthen performance at the levels. Whenever trainings are organized the management should support and facilitate them.

### **5.5.2 Career Development and Organizational Performance**

The study recommends that there is need for MOH to give an opportunity to its employees to further their studies training for example attending short-term courses and long term courses. Additionally, such courses need to be chosen in the way that they are relevant to employee's work duties and responsibilities and they should be of the best quality to allow them understand

their job functions. This is a basis of improving performance of employees as they acquire new techniques from abroad that are very essential for timely service delivery

### **5.5.3 Mentoring and Organizational Performance**

Employers should ensure that their staff feels comfortable and safe with mentorship, both physically and emotionally. The management should be aware of any employee special needs, and meet these needs as best as possible to improve mentorship. Support employees in their mentorship roles as parents or caretakers, and explore family-friendly workplace initiatives such as scheduling flexibility, and telecommuting. The organization should state clear, challenging and achievable mentorship goals which are directed by employees themselves because goals set by other people without involving junior workers are less motivating to the trainees.

### **5.6 Limitations to the Study**

There were a number of limitations associated with decisions made regarding the methodology. They relate to the choice of participants, the type of data collected and the analytic process.

The limitation in the study was related to omission of certain key components in variables. Limitations in the study that are common were that the researcher used one single questionnaire to measure all constructs. The use of findings from the questionnaire which was close ended also could have missed important information which could have been obtained through other qualitative methodologies. These recognized limitations inspired researchers to define the future research agenda.

Another limitation was the time frame in which data was collected.

The study used a small sample and so it was not easy to generalize results. Adopting a mixed methodological approach required a lot of skills and reading about the two approaches which was not easy.

For the key informants, given their busy schedules, some interviews were rescheduled to fit their timetables, but these also sometimes failed. The research took slightly long to conduct particular interviews which delayed the study. There was also a problem of absenteeism by some of the respondents at the designated place of carrying out the interviews. Therefore collecting data from them through the questionnaires proved to be a big challenge. In some instances, respondents wanted pay prior to providing information.

### **5.7 Areas for further study**

These include:

- The study was limited to two variables; employee training and organization performance. There is therefore a need for further study to take into consideration of considering more than one variable that may be affecting performance of MOH because it may not only be training
- The study was also limited to few dimensions and indicators of employee training and organization performance. There is a need for future research to replicate the findings employing multidisciplinary measures of training and wider coverage of organization performance because it is likely that employees in the MOH fair badly against such dimensions and indicators of organizational performance.
- This study was limited to MoH. This makes the study limited to MoH and not in other government departments in Uganda. There is need also for a further study to be replicated in other government departments and local governments to ascertain the similarity and differences in the findings.

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**SECTION B: INDEPENDENT VARIABLE – EMPLOYEE TRAINING**

**i) Refresher Courses**

**In this section please tick in the box that corresponds to your opinion/view according to a scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree**

No	Statement	1	2	3	4	5
1	I attend seminars organized within the Ministry					
2	I attend seminars outside the Ministry					
3	Training workshops are periodically provided by the Ministry					
4	The Ministry organizes at least two seminars a year					
5	I attend international seminars sponsored by the Ministry					
6	I have attended to a number of refresher courses since I joined this Ministry					
7	The Ministry has a number of refresher training programs for employees					
8	Staff have enhanced new skills as result of capacity building trainings offered by the Ministry					
9	Capacity building training is given to employees in the Ministry					

**11-Career Development Program**

**In this section please tick in the box that corresponds to your opinion/view according to a scale of 1=Strongly Disagree, 2=Disagree, 3 =Not Sure, 4 =Agree, 5 =Strongly Agree**

No.	Statement	1	2	3	4	5
1	I receive guidance from my supervisor					
2	I have often been delegated to perform certain duties					
3	I am always left in acting capacity when my supervisor is on leave					
4	The Ministry allows us to go for further education					
5	The Ministry sponsors us in case you want to go for					

<b>No.</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	further education					
6	Further education has improved understanding of my job functions					
7	I have been given enough skills to take up certain roles and responsibilities in the Ministry					
8	Promotion at the Ministry after long-term observation of employee talents					
9	I have attained an addition qualification since I joined this Ministry					
10	I have always been trained to take up certain positions in Ministry					

### iii) Mentoring

In this section please tick in the box that corresponds to your opinion/view according to a scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree

No.	Statement	1	2	3	4	5
1	The Ministry gives high priority to the coaching of staff to enhance their performance					
2	Management encourages internal transfers as an important strategy for staff development					
3	Staff are regularly rotated or transferred within the organization out of department to enhance their performance					
4	Staff transfers enables junior cadres staff to gain refreshment and motivation to work in the new station hence improving their performance					
5	Mentoring has been one of the key approaches commonly used to develop staff capacity in the Ministry					
6	The staffs are regularly mentored by supervisors or mentors to enhance their performance.					
7	Mentoring effectively addresses specific performance gaps of the individual and the organization					
8	Coaching is done every time employee makes a mistake at work					
9	I have gained a lot of skills through coaching					



### **SECTION C: DEPENDENT VARIABLE ORGANISATIONAL PERFORMANCE**

In this section please tick in the box that corresponds to your opinion/view according to a scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree

<b>No.</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The quality of work done has increased in the Ministry					
2	There is compliance with work standards by the MOH					
3	Complaints resulting from poor performance of employees have reduced					
4	Client's complaints are carefully handled					
5	The ministry meets all targets set					
6	Delays in service delivery in the MOH has completely reduced					
7	Value for money can be realized in Ministry of Health					
8	Ministry work is delivered in time					

--END--

**THANK YOU FOR YOUR PARTICIPATION!**

**APPENDIX II:**  
**INTERVIEW SCHEDULE FOR FEW SELECTED RESPONDENTS FROM THE**  
**MINISTRY OF HEALTH**

1. Position in the Ministry.....

2. Department /Section.....

Does the Ministry have refresher courses for its employees?

a)  Yes                      b)  No

If yes, what are some of them?

If so, in what ways does refresher courses improve the performance of organization?

Does the Ministry have career development programs for its employees?

a)  Yes                      b)  No

If yes, what are some of them?

If so, in what ways does career development programs improved the performance of organization?

Does the Ministry undertake mentoring of its employees?

a)  Yes                      b)  No

If yes, what are some of them?

If so, in what ways does mentoring improve the performance of organization?

8. How would you describe the general organization performance in your department or section?

**--END--**

**THANK YOU SO MUCH.**

### APPENDIX III:

#### DOCUMENTARY REVIEW CHECKLIST

<b>Information expected/objectives</b>	<b>Documents to be reviewed</b>
Refresher courses	The Public Service standing orders The Uganda Public Service competence dictionary National Policy on Public Sector Monitoring and Evaluation
Career development programs	Minutes of the local government capacity development/training committee Data bank of employees who attended/participated in training since 2012 capacity building plan
Mentoring	Employee performance appraisal forms assessment reports
Organizational performance	Newspapers Annual assessment report Ministry Annual report Ministry performance report

**APPENDIX IV:  
TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie & Morgan (1970, as cited by Amin, 2005)

Note.—*N* is population size.

*S* is sample size.