

**STAFF DEVELOPMENT AND EMPLOYEE PERFORMANCE: A CASE OF  
INFECTIOUS DISEASES RESEARCH COLLABORATION**

**BY**

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**Declaration**

I, **Hajara Kyokisa** declare that this dissertation is my original piece of work except where stated otherwise and that it has never been submitted to any other institution of higher learning for any award.

Signature.....

Date.....

**Approval**

This dissertation was carried out under our supervision and has been submitted for examination with our approval.

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### **Dedication**

I dedicate this dissertation to my family and friends. A special feeling of gratitude to my loving husband Lubwama Rodney, whose words of encouragement and push for tenacity ring in my ears. My nieces, Aisha, Frida, Sophie, Maria Brother Moses have never left my side and are very special.

I also dedicate this dissertation to my friends who have supported me throughout the process. I will always appreciate all they have done.

I in addition dedicate this work and give special thanks to my Niece Aisha for always being my cheer leader and checking on my progress.

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## **Abbreviations and Acronyms**

**IDRC:** Infectious Diseases Research Collaboration

**NSSF:** National Social Security Fund

**TWA:** Theory of Work Adjustment

### **Abstract**

This work presents study findings on staff development and employee performance, a case of Infectious Diseases Research Collaboration. The study was based on the following objectives; to establish the effect of off job training on employee performance at Infectious Diseases Research Collaboration, to examine the effect of on-the-job training on employee performance at Infectious Diseases Research Collaboration, and to establish the effect of team building on employee performance at Infectious Diseases Research Collaboration. In total, a sample of 177 respondents was selected from 214 employees at Infectious Diseases Research Collaboration. The sample size was obtained using purposive sampling, simple random sampling and census. The study used quantitative and qualitative techniques for data collection and analysis. Study findings revealed that on-the-job training significantly influences employee performance, off the job performance influences employee performance and team building also significantly influences employee performance. The study concluded that on-the-job training, off job training and team building have a significant positive effect on employee performance. The study recommends that management at IDRC provides further training to mentors so that they can subsequently offer appropriate skills to new employees. Relatedly, the study further recommends that management at IDRC organizes regular workshops for staff members in different departments. The study also recommends that management at IDRC organizes team building retreats at departmental level to enable members share and discuss matters that affect performance at the workplace.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This study established the effect of staff development on employees' performance with particular reference to the Infectious Diseases Research Collaboration (IDRC). During the study, staff development was conceived as the independent variable whereas employee performance was considered the dependent variable. Staff development was measured by way of on-the job training, off-the job training and team building. Employee performance measured by way of number of reports written, number of research projects completed on time, accuracy of financial statements and efficiency of the reports written. Chapter one entails study background, problem statement, objectives, research questions, research hypotheses, the conceptual framework, significance, justification as well as the scope of study and operational definition of terms.

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

Staff development is a practice that involves providing employees with opportunities for improving their skills, knowledge and performance in regard to organisational values and goals and in line with the employees' needs and interests (Young, 2008). Harris (2009) contends that staff development encompasses various human resource practices which include induction, selection, assignments, development and evaluation among others. On the other hand, the development of staff can be categorised into advanced preparations and in-service education. In-service team building is any program that is provided with the aim to improve knowledge and skills of employees on their job. Development of staff is a critical factor for performance because it improves employees' efficiency and effectiveness. The

performance of employees depends on elements such off job training, on job training team building.

### **1.1.1 Historical Background**

The notion of staff development is not a new idea across the world. During the early 1950's, General Electric started that Institute of Crotonville Staff Development while the Walt Disney established Disney University for staff training (Gerbman, 2009). This trend was followed by McDonald by establishing the Hamburger University to train managers in early 1960s (Garger, 2008). In the early 1970's, career development and planning efforts focused on employees who seemed to have great potential. It was a method for companies to nurture young workers for senior managerial positions and plan for their future. In 1987, African countries turned into a critical turning point in employee development due to the stock market crash. Nations embarked on a wide ranging program of public sector reforms which encouraged employees to do training with the aid of international institutions. This mainly involved off job training and on job training which have since then become the most popular training methods (Gerbman, 2009).

In Uganda, the training of public servants dates way back to the era of colonialism which started effectively in 1900 whereby public servants were foreigners to Africa , representing colonial countries (Olum, 2011). The public service took over from the regime of colonialists was small and had limited objectives of ensuring good governance, order and law. After independence in 1962, its structure and functions changed to creating the public service that is able to deliver quality, appropriate and timely services, facilitates growth of a wealth creating private sector and supports national development.

At the Infectious Disease Research Collaboration, staff development programs are based on projects and programs undertaken by the organisation. Each time the organisation wins a

contract to implement a new project, staff members are trained in order to acquire more knowledge regarding project implementation. Staff members undertake short course trainings, workshops, seminars and conferences while others are assigned mentors and coaches to acquire knowledge aimed at improving performance (IDRC, 2015).

### **1.1.2 Theoretical Background**

#### **The Theory of Organisational Learning (Senge, 1990)**

The study was guided by the theory of organisational learning developed by Senge (1990). According to Senge (2006), there are 5 elements in the formulation of the theory of organisational learning. They include; ‘personal mastery’ (mechanisms of individual studying and self-development), ‘thinking of systems’ (exploring wholes instead of parts that are individual), ‘team learning (creation of new forms of knowledge and shared studying), ‘management of models that are mental’ (learning and system change of cognitive models) and ‘establishing a vision that is shared’ (creation of a sense of purpose which is common). However, it was the linkage of systematic thinking with studying as another discipline instead of four other disciplines which followed an idea of organisational learning to take over an appeal that was enormous like a theory of organisational transformation and personal change. Senge (1990) further noted that studying is impossible when there is no idea or restating the process whereby change is led by leaders.

Infectious Diseases Research Collaboration has self-development and individual learning programs such as on the job, off the job and team building. These help to improve the skills and competencies of staff members through shared learning and knowledge enhancement. Management at the IDRC acts as agents that lead change and facilitate team building programs to enable staff members improve the efficiency in the work done, effectiveness and good quality workload. This theory is relevant to the study because it highlights key elements

of organisational learning and staff development such as individual leaning, cognitive models of system change as well as team learning which fosters shared learning and knowledge to create personal change and organisational transformation that is manifested through improved employee performance. However, the Theory of Organisational Learning does not clearly elaborate factors which affect the performance of employees. In order to bridge this gap in the theory, the study was further underpinned by the Theory of Work Adjustment as indicated below.

**Theory of Work Adjustment (TWA) (Rene, England & Lofquist, 1964)**

The study also was anchored on the Theory of Work Adjustment (Rene, England & Lofquist, 1964). According to this theory, the more close one's capabilities such as experience, skills, Knowledge attitude and behavior and attitude match organisational requirements, the more chances such a person is to carry out the job in a manner that is satisfactory to the employer. Similarly, when rewards or reinforcers of responsibility match with values which one seeks to have satisfied by working, the higher chances are for such as person to consider the job to be satisfying.

The theory of work adjustment's main principle is that an individual aims to obtain and maintain correspondences with the environment. Therefore, corresponding with the working environment may be explained by way of an individual fulfilling all that is required at the workplace and also the working environment providing what the individual requires. The theory agrees that correspondences between the environment and a person cannot be perfect due to the fact that a person can choose a career that is wrong and the working environment may not be perfect possibly because an individual made a wrong career choice or else employers recruited a candidate that is wrong.

Infectious Diseases Research Collaboration trains staff members to develop and adjust their skills, knowledge, attitude and behaviour for improved performance. Staff development is done through both on the job and off the job, reinforced with team building activities such as retreats, meetings and social gatherings. The team building initiatives offered to staff facilitate a conducive work environment for employees to perform well and fulfill their work requirements. Team building further bridges that gap that may exist between the expectations of the organisation and the abilities of the staff member. The theory helps to inform the study on how staff development activities help both staff members and the organisation to adjust skills and competencies in order for employees to perform well.

### **1.1.3 Conceptual Background**

Staff development is known as the practice of improving existing knowledge, skills, exposure as well as an individual's abilities. Saleem and Mehwish (2011) contend that staff development is a well programmed enhancement of employees' skills to efficiently execute processes and operate in particular situations. According to Laing (2009), staff development indicates knowledge improvement and capabilities of staff members which results into better performance of employees. Khanfar (2011) contends that staff development enables individuals to use their potential capabilities. Healthfield (2012) stated that the appropriate employee team building, education and development given at appropriate gives high payoffs to an organisation in order to enhance knowledge, productivity, contribution and loyalty. Staff development can be enhanced through off job training (workshops, conferences, and lectures), on-the-job training (mentorship, job rotation and coaching) and team building (retreats, staff meetings and social gatherings). Other ways through which staff development can be enforced include promotion and delegation, although this study has not focused at them because they were not in the researcher's interest and scope of study.

Off-the-job training refers to the training which employees receive at a site that is outside their workplace (Saleem & Mehwish, 2011). It is mostly arranged to obtain learning needs of a particular group instead the needs for an individual. Workshops, conferences simulations, lectures and games most common types pf off the job training (Alipour, 2009). On job training is a type of employee training obtained at the workplace for capacity building while carrying out the actual job (Alipour, 2009).. The purpose of such training is to give an employee specific skills as well as knowledge in a particular area of work. Job rotation, apprenticeship and coaching are the most commonly used methods of on the job training

According to Fapohunda (2013), team building is a strong technique to break down impediments as well as solve conflicts between employees. Workshops on team building aid organizations to develop and maintain high performance by way of team building retreats. Activities of team building motivate staff members and improve their skills that have positive effects on profits and performance of the business.

The best asset for every organisation is its personnel and the organization's success depends on people, therefore, team bonding and team building is very important. The activities of team building make a healthy bond amongst tem members and also facilitates easy communication. Team building strengthens work relationships and creates confidence in the team especially for newly recruited members.

According to Azara et al.,( 2013) employee performance is defined as whether a person carries out their responsibilities and duties well. Performance of employees is an important basis related to an organisation which employs knowledge that is meant for effective organisational performance. Employee performance depends on different factors which include management techniques, knowledge acquisition and job satisfaction (Amisano,

2010). This shows that employee performance is vital for performance of an organisation. Improved employee performance is important for the organisation because the success of an organisation depends on employees' productivity, commitment and innovation (Ramlall, 2008). In this study, employee performance meant the number and quality of reports employees produced, number and quality of research projects completed on time, accuracy of financial statements and the applicability of the reports produced.

#### **1.1.4 Contextual Background**

The Infectious Diseases Research Collaboration (IDRC) is an organisation that is not profit making. It was instituted in 2008 by the Ministry of Health-Uganda, San Francisco, University of California and Uganda health scientists-Makerere University College of Health Science. It carries out research on diseases such as HIV, Tuberculosis and malaria. Its objectives are; capacity building through team building, diseases which are infectious for example HIV/AIDS, Tuberculosis and Malaria, disseminate research results, promote an approach to policy making which is evidence based by linking policy makers and researchers, to support efforts of Mulago National Referral Hospital and the Health Ministry and other institutions in Uganda to provide prevention, treatment as well as care in regard to infectious diseases, receive and seek donations, grants and other types of funding from donors.

In line with its first objective, IDRC implements staff development programs through sponsorships, workshops, monthly meetings, conferences and retreats among others. This is done to improve staff skills for improved performance. However, the IDRC audit report (2015) revealed poor employee performance evidenced by delays in opening balances reconciliations on the old Navision Accounting System, poor control on cheques, delayed

completion of tasks and substandard reports. In addition, time sheet system does not reflect the percentage effort of work done per project by staff and project targets are not met.

### **1.3 Statement of the Problem**

Staff development programs present a major opportunity to increase all employees' knowledge base. They allow staff members to enhance the skills which every employee requires to improve (Shelley, 2007). IDRC has a favorable working environment with clear administration procedures such as planning and execution of plans. In addition, staff members are exposed to different kinds of off-the-job training such as workshops, conferences and sponsorships to attend lectures on grants management and budgeting in order to reduce on the errors on assigning activity codes to the different budgets and also ensuring that employees use work plans to ensure that expenditure is within the budget limits. In addition, hired staff members are offered on-the-job training through mentorship programs, they are coached on new assignments, rotated on the job and oriented on departmental aspects of performance management, procurement procedures, accounting procedures among others. In order to improve effectiveness and efficiency of quality workload, Navision 2015 was introduced and staffs were trained to ensure that NSSF reports, project trial balances are produced in time so that reimbursements are done on time.

However, the Internal Audit Report (2015) indicated that despite the staff development programs undertaken, employee performance has not been up to the expected standards. The report further revealed that there was inadequate controls on physical cash custody, bank reconciliations were prepared late, some expenditure reports were not captured in the Navision system, figures in the NSSF report were varying and errors in trial balances which are also not submitted in time while some research projects were not completed within the expected period. In addition, IDRC experiences challenges related to delays in completion of

research projects due to turnover of staff with high level skills which creates a gap in performance hence further delays in project implementation. If this situation does not change, the organisation will lose its credibility and donors may stop funding projects which will lead to the closure of the organisation. It is therefore important to examine the effect which staff development has on the performance of employees at IDRC.

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

The general purpose of this study was to examine the effect of staff development on employee performance a case of infectious diseases research collaboration.

#### **1.5 Study Objectives**

Specific objectives of the study were the following:

- i. To establish the effect of on job training on employee performance at Infectious Diseases Research Collaboration.
- ii. To examine the effect of off –the job training on employees’ performance at Infectious Diseases Research Collaboration.
- iii. To examine the effect of team building on employee performance at Infectious Diseases Research Collaboration.

#### **1.6 Research questions**

The study was guided by the following research questions:

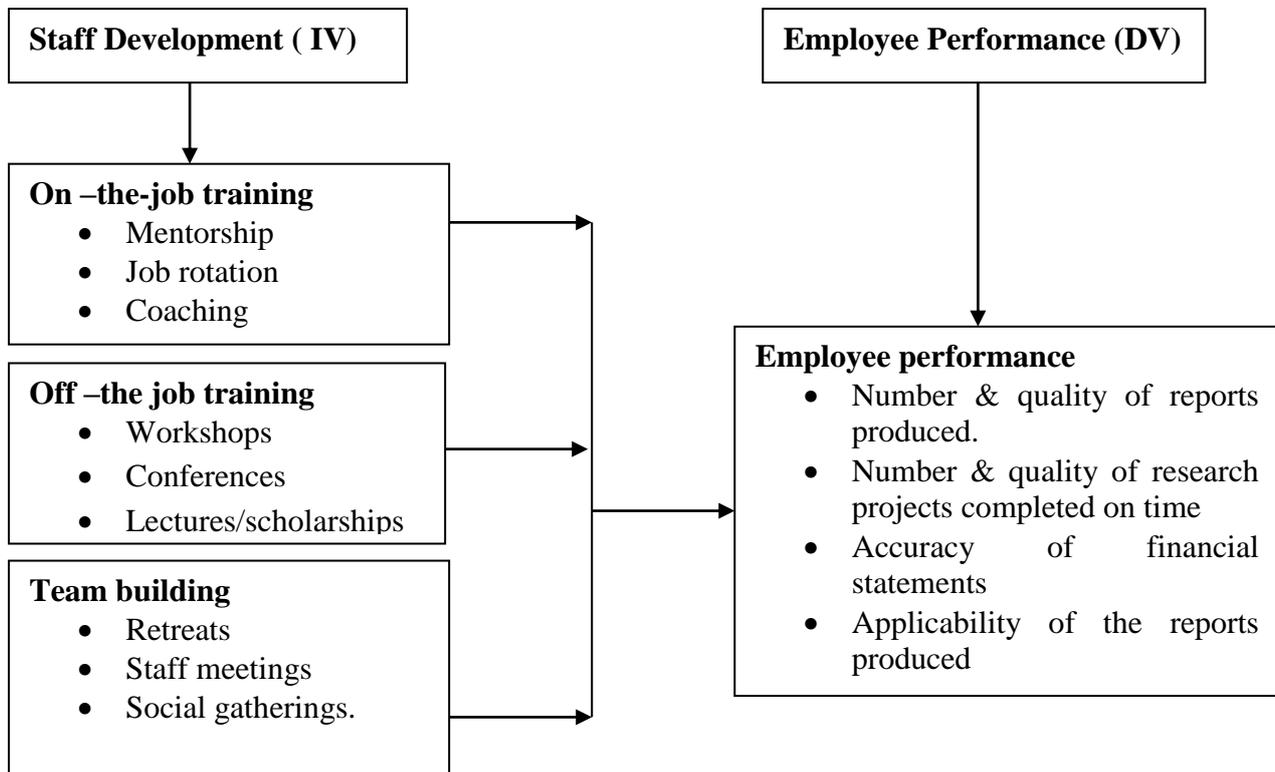
- i. What is the effect of on job training on employee performance at Infectious Diseases Research Collaboration?
- ii. What is the effect of off job training on employee performance at Infectious Diseases Research Collaboration?
- iii. What is the effect of team building on employee performance at Infectious Diseases Research Collaboration?

## 1.7 Research hypotheses

The study tested the following research hypotheses:

- i. On –the job training has a significant positive effect on employee performance at Infectious Diseases Research Collaboration.
- ii. Off –the job training has a significant positive effect on employee performance at Infectious Diseases Research Collaboration.
- iii. Team building has a positive significant effect on employee performance at Infectious Diseases Research Collaboration.

### 1.7.1 Conceptual framework



**Source:** Adopted from Young (2008) and modified by the researcher.

**Figure 1.1** showing the relationship between staff development and employee performance

From the conceptual framework, it is conceptualized that on-the-job training (mentorship, job rotation, coaching), off-the-job training (workshops, conferences, scholarships) and team building (retreats, staff meetings and social gatherings) can affect employee performance in

terms of number of reports written, number of research projects completed on time, accuracy of financial statements and efficiency of the reports written with minimum errors.

### **1.8 Significance of the study**

The research may add on the knowledge base of studies conducted on staff development and employee performance. The findings may help Infectious Diseases Research Collaboration and other agencies to design strategies that improve the effect of staff development and employee performance in order to ensure efficient and effective employee performance. The findings may be documented in the National Documentation Centre to provide future reference for further studies on the same subject. The results of this study may be a good source of information to improve employee performance especially at the Infectious Diseases Research Collaboration's areas of operation.

### **1.9 Justification**

It is important for organizations to provide employees with staff development programs to achieve the organisational goals in an improved manner (Heras, 2006). In this regard, staff development is expected to improve employee performance in both private and public institutions given the reasonable attention to on job training, off job training and team building.

Although several studies have been conducted on staff development and employee performance (Niazi, 2011; Raja, Ghafoor, Furqan, Khan & Islam, 2011; Gerbman, 2009; Bhatia, 2006), little attempt has been made to link staff development with performance in terms of number and quality of reports produced, research projects completed on time and applicability of reports written. Therefore, there is need to conduct a study and establish how

staff development is carried out and the effect it has on employee performance in terms of the dimensions identified above.

## **1.9 Scope of the Study**

### **Geographical Scope**

This study was carried out at the Infectious Diseases Research Corroboration head office in Kampala because it is where staff development programs are designed from. The study was also be conducted at Mbarara and Mbale centres since it is where the programs are implemented and besides, they have a high population for the study.

### **Time Scope**

This study covered the period between 2012 to 2015 because employees received much training yet their performance remained low as revealed in the Annual/audit report 2015

### **Content scope**

The study was confined to staff development in terms on job training, off job training, team building and the effect they have on employee performance.

## **1.10 Operational Definitions**

**Staff development:** This refers to a process of giving employees an opportunity enhance skills, and performance as per the values and goals of an organisation in line with employees' needs and interests.

**On job training** refers to the training which is carried out at the employees' workplace or when the employees are actually working.

**Off job training** refers to the type of training that is conducted outside one's workplace. It takes place away from the actual work environment.

**Team building:** This refers to activities undertaken by an organisation to promote the spirit of team work and togetherness among employees in order to improve overall performance of the organisation.

**Employee performance** is the measurement of a worker's efficiency whereby resources or inputs are used to make outputs.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Chapter two contains review of the Theory of Organisational Learning, the Theory of Work Adjustment and literature review. During the review, the researcher looks at what other scholars and authors have written in line with staff development and employee performance. The review is done according to study objectives.

#### **2.1 Theoretical review**

##### **2.1.1 The Theory of Organisational Learning**

The theory of organisational learning states that there are five essential disciplines which improve learning within an organisation (Senge, 1990). The disciplines include training of personnel while outside the work place or at the workplace, personal mastery, team learning, mental models and shared vision that were considered as major factors which enhance and promote performance. Argyris (2009) is further commended for disseminating views on how learning can successfully enhance organisational performance. The reinvention of Senge's organisation development tradition as a model of learning in an organisation was not just a shift from the outmoded instruments of development in an organisation and the minor status as a secondary small function of an organisation. Instead, it was way of repositioning how to learn as a high order of strategic activities in dispatch of the leaders.

It fairly illustrates a massive call for learning in organisations and the compatibility it has with the leadership discourse. According to Senge (2007), to learn does not imply a processes of empowerment or a practice of learning that is participative rather sense of learning and vision that is shared that takes place in a system that is normative of meaning and defined by the leaders. However, emphasis on the virtues of autonomy and humanistic

values, did not clarify the way employees get empowered in order to use freedom and choice at a work place. In addition, it was never clear on how personal and organisational development were reinforcing mutually. However, the idealised vision of distributed leadership and organisational learning was often inconsistent as the change agenda within an organisation. Although the theory of organisational learning explains how training contributes to employee performance, the theory does not clearly elucidate how employees' abilities and the working environment determine the employees' ability to perform well. In order to understand this, this study further employed the Theory of Work Adjustment as discussion below.

### **2.1.2 The Theory of Work Adjustment**

According to this Theory, the more someone's abilities correspond with the requirements of an organization, the more they are likely to perform well at their job. The theory asserts that an individual seeks to attain and sustain correspondences with the environment. In line with the work, correspondences can be explained by way of individuals' fulfilling requirements of the environment as well as the working environment being able to fulfill the individual's necessities.

The theory recognizes the fact that correspondences between the environment and a person cannot be perfect because since a person may chose a career that is not appropriate or the employer chose a candidate that is not suitable. In addition, a correspondence that is good can change over a period of time. The skills of a person may develop such that they out grow his or her role. Their priorities can also alter because of commitments not related to the work. The type of rewards which the employer offers or the type of the job can also change. The environment or flexibility of a person determines the degree to which both the individual and employer may tolerate the lack of correspondences between requirements and abilities, or values and reinforces.

## **2.2 Related Literature**

### **2.2.1. On-the-Job Training and Employee Performance**

On-the-job training encompasses various training techniques whereby employees acquire knowledge and skills on the site or at the work place. On the job training takes different forms such as job rotation, coaching and mentorship among others. Job rotation enables employees to comprehend various stages of product creation, how their efforts affect efficiency and the quality of production and customer service as well as how individual team members contribute to the process (Monappa & Saiyadian, 2008). Therefore, job rotation allows individual employees to acquire experience in numerous business avenues to broaden their perspectives. In addition, job rotation can decrease the amount of monotony and boredom which employees experience when they work in a similar position for longer periods of time. Healthfield (2012) stated that job rotation allows qualified staff members to gain further insights into a company's processes, as well as reduce boredom and increase job satisfaction in terms of variation. In the same way, Erikson and Ortega (2006) noted that job rotation is of great benefit to staff members who get involved in terms of minimizing fatigue, and this definitely increases employees' motivation and satisfaction levels.

Hsieh (2004) further contends that job rotation is associated with some attributes that are negative. There are some positions in a company which are not suitable for job rotation. Other positions in a company can be specialized because of technology or require workers that are highly skilled. Such positions cannot be suitable for job rotation due to the involved costs while training workers. According to Niazi (2011), the other problem experienced by companies is paying workers the incentives for cooperating with implementation of job rotation that may lead to wage inequality. . However, authors do not mention how job rotation contributes to organisational performance, an aspect which this study looked at.

McCracken and Heaton (2012) observed a necessity to coach in firms and employees, considering the mechanism as crucial for development of employees' career. Many businesses employ coaching because it responds to the demands and needs of the work place and is equally effective in different ways, for example correcting as well as improving poor employee performance (Moen, Allgood, 2009).

According to Dessler (2011), the major mechanism to equip employees with knowledge and skills to carry out particular activities effectively as well as efficiently is to train individual employees who are allocated a specific duty. Mentoring together with coaching help increase employee performance and productivity leading to increased delivery of quality services and organisational performance (Bhatia, 2006). Whereas scholars present the importance of coaching in an organisation, they fall short of explaining the contribution it has on organisational performance, which was studied under objective one of this study.

Armstrong (2009) contends that mentoring is an important way of training employees which is done "outside the traditional top-down manager-employee relationship." In a study which "was carried out by the Association for Talent Staff Development" (2012), it was noted that mentoring provides various benefits to both the mentee and mentor. It broadens staff insights into business and strengthens relationships. Mentoring adds on employees' success by enhancing performance as well as addressing weaknesses and strengths. Healthfield (2012) stated that mentoring programs enable employees to know how much the company values staff members as well as with interest in their development which leads to high productivity.

A mentoring program which is formal succeeds only if a senior leader makes the program part and parcel of the culture. It is better to identify the champion of the program to play a role in recruiting mentors and market the program. In case senior leaders participate and

become mentors, it indicates a true commitment to the program. United States Office of Personnel Management, 2008). Although different scholars indicate that on the job training influences employee performance, they do not reveal the effect it has on performance in terms of number of reports written, research projects completion on time, accuracy of financial statements and efficiency of the reports written, an aspect which objective one of this study will look into.

### **2.2.2 Off the Job Training and Employee Performance.**

This is a method of training undertaken on a site outside the actual workplace for a specific period of time. The main reason why training is carried out at another place other than the workplace is to provide an environment that is free of stress where employees can concentrate only on learning (Viadero, 2012). According to Turyasingura (2011), workshop environments which comprise of small groups of 10 to 30 employees enable facilitators to give a theoretic component and at the same time allow delegates in other groups of six members each to participate in exercises that are practical. Close interactions from delegates from different companies allow employees to participate actively in sharing powerful information. Such kind of learning process can be effective is used for shorter periods of time because they create effective learning opportunities for employees who effectively learn from direct interactions

Workshops, seminars and conferences have an important place at the workplace. They enable organizations to have updated information on major issues with which organizations are concerned. Muzaffar, Salamat and Ali (2012) stated that the advantage of workshops is improvement of knowledge. During workshops, participants share ideas with different group members and learn from other group presentations. Participants have various ideas, experiences, backgrounds and knowledge. After participating in workshops, participants

apply the knowledge and skills learnt to their jobs. Another advantage of workshops is brainstorming. During workshops, group members are required to identify challenges and solutions. Participants discuss challenges, ideas and solutions. They raise issues, share ideas and provide possible solutions to reach an agreement (Gavin, 2011). Whereas the scholars advance the advantages of workshops and how they improve employees' skills, it remained unclear how they (workshops) contribute towards organisational performance at IDRC, an aspect that was established under objective two of this study.

On the contrary, Selen (2009) suggested that a conference should be carried out according to an organized plan whereby members try to develop knowledge. It is a training device which is effective for persons in positions of conference leader and conference members. During conferences, a person is able to learn from other members by comparing opinions with other members. In practice, a conference means sharing information with a large audience. Shufag (2008) established that using conferences as a training method is a good mechanism to solve problems. A group considers a specific issue or problem and work together in order to achieve a desired solution. A trainer must chose the method which best suites trainees. During the study, the researcher will establish the effect of conferences on organisational performance in order to suggest solutions to the challenges faced by the organisation.

Another method of training staff can be through lectures a technique most associated with secondary and college education. It is regarded as the least effective approach to use for adults. Under this method, the trainer does all the talking. The trainer can use visual aids, handouts, or posters in order to support lectures.

During the study, the researcher established the effect of the job training on employee performance in terms of number of reports written, number of research projects completed on time, accuracy of financial statements and efficiency of the reports written.

### **2.2.3 Team Building and Employee Performance**

Companies are increasingly paying much attention to team building retreats to improve the performance of their teams. Gathering of employees outside their workplace is cost effective for companies and allows professionals to discuss critical issues in an informal setting. For some employees, taking about business issues in office can be daunting. Therefore, organisations prefer to take their employees out to an isolated place to enhance their participation.

Retreats are one of the effective team building programs and they act as a booster to increase professionals' skills. Using team building retreats, employees' professional and personal qualities are taken not of, and the host encourages each member to talk about problems they face at the place of work. Facilitators who are professional arrange team building programs by planning, executing as well as following up of events. According to Selen (2009), effective planning is vital for management retreats to be successful. Team building retreats provide an important chance to make team members clearly understand overall policies, regulations and rules of a company.

A team building retreat works as a stress buster. In addition, a person can develop a strong team through retreat sessions. A newly recruited staff member may be properly groomed and educated to qualify becoming a future leader. People who have leadership traits may also be trained to understand the dynamics of a team and work towards enhancing their interpersonal communications skills and performance (Kelsey, 2014).

According to Kelly (2016), team meetings aid to solve staff members' problems. During meetings, managers are able to remove barriers that impede implementation of strategy, and determine why targets or goals are not achieved as well as determine how to handle key

business challenges. Effective and efficient team meetings help staff members to fully engage in the team and increase effectiveness of decision making, productivity and minimize problems which require attention.

The type of relationships amongst co-workers has a critical bearing on the productivity of employees, reputation and overall organisational performance. Good relationships among employees lead to improved teamwork which aids the development of collaborative work environment as well as encouraging sharing of new ideas, tacit knowledge, enhances productivity of both individuals and organizations. According to Shufang (2008), social gatherings promote good relationships among workmates and creates a sense of motive, belongingness, improves morale and leads to job satisfaction. Although it has been revealed that staff meetings provide a conducive atmosphere to promote friendly relationship among employees, the scholars do not show how meetings contribute towards employee performance an area which was ventured into under the third objective of this study.

Therefore, it is always necessary for organisations to provide employees with social gatherings such as parties at the end of the year in order to build quality relationships amongst co-workers. The relationships which are built in informal settings such as family galas, dinners, picnics, and sports competitions among others are deeper and long lasting. (Turyasingura, 2011).

Celebrations provide employees with recognition for milestones and accomplishments in both their personal and business lives. By having celebrations for individual events such as weddings, birthdays, the organisation shows that it takes interest in staff members.

Whereas the reviewed literature shows that team building contributes to improved employee performance, there is no indication on the effect it has on performance in terms of number of

reports written, number of research projects completed on time, accuracy of financial statements and efficiency of the reports written, an aspect that will be studied under objective three of this study.

### **2.3 Summary**

The reviewed literature reveals that staff development is necessary for employee performance. In line with Alipour(2009), on the job training provides employees with knowledge and skills at their workplace. In addition, “off-the job training is designed to achieve the learning needs of a group” which are shared instead of the needs of an individual. “Computer based training, games, lectures and simulations are the most familiar forms of off job training technique”. Similarly, retreats are one of the effective team building programs and they act as a booster to increase professionals’ skills. Using team building retreats, employees’ professional and personal qualities are taken not of, and the host encourages each member to talk about problems they face at the place of work. Whereas the literature provides the above information, the scholars do not show the effect which each of the staff development programs have on employee performance, areas which this study looked into.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

Chapter three entails the methods of research which were employed during the study. The heart of any research is its methodology that is based on evidence gathered by data collection methods, testing theory and practice thus the rationale for the study.

#### **3.1 Research Design**

This study employed the cross-sectional study design. This is because the design collects data from a large number of cases at a particular point in time (Sekarani, 2003). The design was further adopted because the study covered a cross section of employees from different departments of IDRC. In addition, quantitative and qualitative techniques of collecting and analysing data were applied. Quantitative techniques were used to solicit information expressed in numerical format while the qualitative techniques complemented the quantitative approach by soliciting more detailed information expressed in textual format (Mugedga & Mugenda, 1999).

#### **3.2 Population of the Study**

Population of the study consisted 214 employees of IDRC including the administration, Heads of Departments, IT, human resource, finance, grants, procurement and field staff (IDRC Human Resource Manual, 2014). The above population was used because different staff members from the above departments are involved in staff development process in order to improve performance.

### 3.3 Sample size and selection

#### 3.1.1 Sample size

The sample size of 182 participants was selected from the target population of 214 composed from IDRC staff members (IDRC, Staff List, 2016). Sample size was determined with the aid of Krejcie and Morgan (1970s) table for determining sample size as shown in Table 1 below.

**Table 1: Sample size and selection**

| Category              | Total population | Sample size | Sampling technique |
|-----------------------|------------------|-------------|--------------------|
| Administration        | 3                | 3           | Census/Purposive   |
| Heads of departments  | 6                | 6           | Census/Purposive   |
| Finance               | 9                | 9           | Census/Purposive   |
| Procurement           | 4                | 4           | Census/Purposive   |
| Data                  | 19               | 19          | Census/Purposive   |
| Laboratory            | 32               | 28          | Simple random      |
| Field staff (Mbarara) | 93               | 73          | Simple random      |
| Field staff (Mbale)   | 48               | 40          | Simple random      |
| Total                 | 214              | 182         |                    |

**Source:** Modified based on Morgan and Krejcie (1970), Table guide for sample Determination.

### 3.4 Sampling Techniques and Procedures

The researcher used simple random and purposive sampling techniques to select respondents. This is because valid and reliable information were obtained from specific persons in the accessible population in specific time basing on knowledge ability of the study ( Amin, 2005).

#### 3.4.1 Purposive Sampling

Purposive sampling was used to select key informants who included administration, Heads of departments, IT, Human resource, Finance, grants and procurement. This is because they held positions with specialized knowledge (Amin, 2005) and are more knowledgeable about staff development and employee performance at IDRC. Purposive sampling means the selection of respondents specifically for the information they have about the study area.

### **3.4.2 Simple Random Sampling**

During the study, the researcher used simple random sampling techniques to select respondents from field staff of Mbarara and Mbale sites. The researcher wrote each sample on a piece of paper, mix the pieces of paper to draw a lottery and randomly select the participants. This was premised on the fact that the simple random technique gives respondents equal chances of participating in the study, giving reliable data, as Sarantako (2005) emphasises.

### **3.4.3 Census**

Census was employed in line with Sekaran (2003) who contend that census may be adopted in situations where the population under study is not large. During the study, the researcher employed census while selecting respondents from administration, Heads of Departments, IT, Human Resource, Finance, Grants and procurement in which all staff members were considered for the study. This is because the sections had few staff members who were considered to have vital data for the study.

## **3.5 Data Collection Methods**

During the study, the researcher utilized questionnaire survey method, face to face interview, focus group discussions, document reviews and observation.

### **3.5.1 Interview Method**

Interviews were used to obtain data from key informants such as Heads of Departments who were purposively selected because of the information they held. The interviews were unstructured comprising a set of issues on off job training, on job training, team building and employee performance. Interviews give a chance for probing, flexible, provide opportunity to seek clarification where necessary to get in depth understanding and assume reliability of data (Sincaro 2012). Amin (2005) adds that it allows on spot explanation, adjustments and

variation during data collection process, use of facial and body expression, tone of voice , gestures, feeling and attitude.

### **3.5.3 Questionnaire Survey Method**

It was important in collection of primary data directly using structured interview with youths and local leaders. Structured questions were formulated and put on paper containing open ended questions that were posed to the participants on face to face interviews. It is also reliable and dependable for a large sample, gives respondents adequate time free from interview bias and cheap on the other hand (Mugenda & Mugenda (1999). It was considered because it increases chances of getting valid information and can be filled at one's own convenience. Further all questions contained both IV and DV of the study to address specific objective, research questions or hypothesis of the study.

### **3.5.4 Document Review Method**

It was used to collect secondary data involving a review of existing documents relevant to the study including reports, minutes and evaluation reports (Creswell, 2003). A checklist with topics containing relevant documents to the study was made in order for easy reference which helped get internal view and their strategic objectives using already available sources for reference and this enables highlighting on key elements in the research to generate necessary information or the study.

## **3.6 Data Collection Instruments**

### **3.6.1 Interview Guide**

The researcher used in-depth interviews with open-ended questions and responses noted down in order to get data through probing and clarifying the questions which shall help researcher get relevant responses and meet study objectives (Mugenda & Mugenda, 2003).

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

Precise and short semi structured interviews with simple language easily understood by the respondents were used in collecting data from respondents in different departments. This was because it reduced subjectivity that results from close contact with the respondents and gives wider coverage of the respondents. It collects necessary information over a short time period and less expensive. The questionnaire is attached here to as Appendix I.

### **3.6.5 Documentary Review Guide**

A document review checklist is an instrument bearing a list of documents to be reviewed during the study. The researcher carried out a document review of existing documents and records in form of reports, policies and guidelines to get more information on staff development and employee performance of IDRC.

### **3.7 Quality Control of Research Instruments (validity and reliability)**

These are two important concepts for research purposes (Amin, 2005). He argued that validity refers to appropriateness of the instrument while reliability refers to consistence in measuring whatever it intends to measure.

#### **3.7.1 Validity of Instrument**

Validity refers to the appropriateness of a research collection instrument. According to Amin (2005), a research instrument is considered valid when it is able to measure what it is intended to measure. Validity was ensured by pre testing research instruments after which content validity was employed to ascertain the extent to which the content of the instrument corresponds to the concept designed to measure. The researcher used expert judgment to pre test each selected items using the formula below;

$$\text{CVI} = \frac{\text{Number of instruments rate relevant}}{\text{Total number of instruments in the questionnaire}}$$

The results of above 0.7 revealed that the instrument as supported by Kathuri and Palls (1994) who argued that for any instrument to be considered valid, the CVI should be 0.7 greater. If the CVI of research instrument is below 0.7, given results the instrument is considered not valid.

**Table 3.2 Results from CVI tests**

| <b>Variable</b>      | <b>CVI</b> | <b>Number of items</b> |
|----------------------|------------|------------------------|
| Employee performance | 0.812      | 8                      |
| On the job training  | 0.875      | 8                      |
| Off the job training | 0.75       | 10                     |
| Team building        | 0.889      | 9                      |

**Source:** Primary data

Results in Table 3.2 above indicate that employee performance had 0.812, contract on the job training, 0.875, off the job training 0.75 while team building had 0.889. The CVI for all the variables was above 0.7 which shows that the data collection instruments were valid.

### **3.7.2 Reliability**

According to Amin (2005), reliability refers to the ability of a research instrument to collect similar and reliable data in a consistent manner after repeated tests or trials. The study adopted the test-retest method as propounded by Charles (1995) cited in Amin, (2005). Questionnaires were given to ten respondents who did not participate in the final study, after which their responses were analysed for reliability T using SPSS software to establish the Cronbach’s alpha. The reliabilities found to be 0.7 and above, as recommended by (Amin, 2005) meant the instrument was reliable.

**Table 3.3 Results from Reliability tests**

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .907                          | 35         |

**Source:** Primary data

The results of reliability statistics show that Cronbach's Alpha was 0.907 which is above 0.70 as recommended by Amin (2005). This indicates that the instruments were reliable.

### **3.8 Procedures of Data Collection**

After defense, an introductory letter was sought for permission to conduct field work activities at the district. This enabled data collection with ease in the field. In addition, the exercise took one and half months and was conducted with support of research assistants where research instruments were tested and improved upon and each questionnaire was attached with UMI cover letter. The researcher as part of the introduction explained to respondents the purpose of the study and adapt to suitable language where necessary.

### **3.9 Data Analysis**

Quantitative and qualitative analysis approaches were applied using SPSS to clean, sort and analyze data depending on the questions from the instrument applied for easy interpretation and report presentation of information for easy utilization of research findings.

#### **3.9.1 Qualitative Data Analysis**

According to Creswell (2003), collected data was prepared for analysis after interview, document review and observation. It was read through to get sense out of it and coded to identify merging issues to develop code. Then themes were developed to advance relationships between themes and how they influence each other and finally interpret the results.

### **3.9.2 Quantitative Data Analysis**

Descriptive and inferential statistical measures were applied. Descriptive statistics involved inputting data collected from the field, code, enter, clean and edit to ensure free errors. This was supported using SPSS version 19. It was further presented in form of percentages, mean and standard deviation and reflected in tabular format.

Inferential statistics like Pearson's correlation coefficient were used to illustrate the relationship between the independent and dependent variables while regression analysis was used to explain how the independent variables predict the dependent variable. Inferential statistics results were used to answer the hypothesis statement.

### **3.10 Measurement of Variables**

Study variables were measured using a five likert scale ranging from one to five, where one represents strongly disagree and five represents strongly agree. That is; 1=Strongly Disagree; 2=Disagree; 3=Not Sure; 4=Agree, 5=Strongly Agree. The respondents selected the responses that best described their opinion reading the statement or question.

### **3.11 Ethical Consideration**

The researcher emphasized confidentiality of all her research findings and used research assistants where she anticipated bias during data collection. The researcher ensured that information obtained from respondents remained confidential. The researcher sought consent of the respondents before administering the questionnaires. This aimed at ensuring that respondents participate in the study basing on their own free will. In addition, the researcher proved the authenticity of the research being conducted and acknowledged all sources where information was got to ensure that there was no plagiarism. The respondents' names were withheld to ensure anonymity and confidentiality in terms of future prospects.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the response rate, background characteristics of the respondents according to age, gender, level of education, department and length of service at IDRC. The chapter further presents study findings, analysis and interpretation of study findings basing on objectives of the study.

#### 4.1 Response Rate

During the study, the researcher prepared questionnaires which were distributed to respondents in order for them to give their opinions on the extent to which they agreed or disagreed with the statements. In addition, the researcher prepared interview guides in order to collect data from key informants through face to face interviews. Table 4.1 below presents the number of questionnaires and interview guides that were distributed/targeted and the actual number of questionnaires received back as well as the interviews actually carried out.

**Table 4.1 Response Rate**

| <b>Research instrument</b> | <b>Targeted number</b> | <b>Actually conducted</b> | <b>Percentage</b> |
|----------------------------|------------------------|---------------------------|-------------------|
| Questionnaires             | 173                    | 116                       | 67%               |
| Interviews                 | 9                      | 8                         | 89%               |
| Total                      | 182                    | 124                       | 68%               |

**Source:** Primary data

Table 4.1 above shows that out of the 173 questionnaires distributed, 116 filled questionnaires were returned giving a percentage response rate of 67%. In addition, out of the nine planned interviews, eight were conducted giving a percentage response rate of 89%. The overall response rate was 68%. This response rate was above the recommended two-thirds

(67%) response rate (Amin, 2005; Mugenda&Mugenda, 1999). This indicates that researcher was able to obtain enough data for a comprehensive report.

#### **4.2 Background Characteristics of Respondents**

This background information captures data on the response by age group, gender, respondents according to departments, level of education and the number of years worked at IDRC for staff members who responded to questionnaires. Background information was important to determine the respondents' ability to participate in the study and provide valid and reliable data.

##### **4.2.1 Age of Respondents**

The study established the age group of the respondents. This was because the researcher wanted to understand the age of the staff at IDRC and unsure that those who participate in the study are mature enough to understand the questions asked and provide relevant data. Results are presented in Table 4.2 below;

**Table 4.2 Age of staff members**

| <b>Age</b>   | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------|------------------|-----------------------|
| 18-27        | 43               | 37                    |
| 28-37        | 61               | 53                    |
| 38-47        | 11               | 9                     |
| 48 and above | 1                | 1                     |
| Total        | 116              | 100                   |

**Source: Primary data**

Table 4.2 above indicates that majority of the respondents (53%) were aged between 28-37 years. These were followed by 18-27 (37%), 38-47 (9%) and lastly those above 48 constituted 1%. The above statistics indicate that all respondents were mature and able to provide reliable data for the study.

##### **4.2.2 Gender of Respondents**

The study established the gender of respondents. The researcher wanted to ensure that responses were gender balanced

**Table 4.3 Gender of staff members**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------|------------------|-----------------------|
| Female        | 61               | 53                    |
| Male          | 55               | 47                    |
| Total         | 116              | 100                   |

**Source:** Primary data

Table 4.3 above indicates that majority 53% of the respondents were females compared to 47% males. This indicates that study results were obtained from a gender balanced respondents without bias, therefore reliable.

#### **4.2.3 Education Level of staff members**

During the study, the researcher sought to establish the respondents' level of education. The researcher wanted to know the education qualifications of the respondents since one's education level determines the ability to read, and understand the questions asked in order to give reliable information. The education level of respondents who participated in the study ranged from Secondary education to Masters degree. Results are presented in Table 4.4 below:

**Table 4.4 Education Level of staff members**

| <b>Education level</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------------|------------------|-----------------------|
| Secondary              | 11               | 9                     |
| Diploma                | 37               | 32                    |
| Bachelors Degree       | 62               | 53                    |
| Masters Degree         | 6                | 5                     |
| Total                  | 116              | 100                   |

**Source:** Primary data

Table 4.4 above shows that majority 53% of the respondents had bachelor's degree. Those with diploma constituted 32%, Secondary level education, 9% while 5% of the respondents obtained masters degrees. This indicates that all the respondents were educated enough and able to understand and interpret research questions to provide reliable data.

#### 4.2.4 Staff members According to Departments

This section presents respondents according to departments. During the study, the researcher wanted to establish the departments in which respondents worked. This would help know the extent to which respondents from different departments benefit from staff development and how it influences their performance. Results on managerial level are presented in Table 4.5 below;

**Table 4.5 Staff members according to departments**

| <b>Department</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|-------------------|------------------|-----------------------|
| Finance           | 8                | 7                     |
| Procurement       | 1                | 1                     |
| Field staff       | 66               | 57                    |
| Data              | 16               | 14                    |
| Laboratory        | 25               | 22                    |
| <b>Total</b>      | <b>116</b>       | <b>100</b>            |

Source: Primary data

Results in Table 4.5 above indicate that majority (57%) of the respondents were field staff, laboratory (22%), Data, 14%, finance, 7% and Procurement (1%). The above statistics indicate that researcher obtained data from reliable departments which are involved in the staff development. This enabled her to get enough data for a comprehensive report.

#### 2.2.5 Duration of service at IDRC

This sub section presents results on the duration employees worked at IDRC. The researcher wanted to establish employees' longevity at the organisation. The number of years at the organisation indicated that how much knowledge on staff development and employee performance at IDRC.

**Table 4.6 Duration of service at IDRC**

| <b>Duration</b>   | <b>Frequency</b> | <b>Percentage(%)</b> |
|-------------------|------------------|----------------------|
| Less than 1 year  | 21               | 18                   |
| 1-5 years         | 61               | 53                   |
| More than 5 years | 43               | 29                   |
| <b>Total</b>      | <b>116</b>       | <b>100</b>           |

Source: Primary data

Results in Table 4.6 above indicate that majority (53%) of the respondents had worked at IDRC for at least 1- year. Those who had worked for more than 5 years constituted 29% while

those for less than one year were 18%. The above statistics indicate that most respondents had worked at IDRC for a long period and were more knowledgeable about staff development and employee performance. Therefore, they were in position to provide reliable data for the study.

### 4.3 Empirical Findings

#### 4.3.1 Employee Performance

During the study, employee performance was the dependent variable. The indicators of employee performance were number of reports written, number of research projects completed on time, accuracy of financial statements, efficiency of the reports written. Below are the responses obtained from the respondents;

**Table 4.7 Responses on Employee Performance**

| Statement  | SA  | A   | NS | D   | SD  | Mean | Std. Dev. |
|--|-----|-----|----|-----|-----|------|-----------|
| I produce my work (reports) when it is error free                        | 42% | 36% | 1% | 17% | 4%  | 4.40 | .558      |
| I produce work of good quality   | 57% | 18% | 0% | 12% | 3%  | 4.60 | .492      |
| The work I produce meets the required standards                          | 55% | 29% | 0% | 10% | 6%  | 4.65 | .480      |
| I usually complete targets set for me to achieve                         | 63% | 35% | 2% | 0%  | 0%  | 4.61 | .524      |
| The work that I do is in line with procedures                            | 62% | 37% | 0% | 0%  | 0%  | 4.62 | .487      |
| I complete my work on time   | 42% | 32% | 0% | 20% | 6%  | 4.61 | .507      |
| I produce work with the right amount as required of me                   | 53% | 45% | 1% | 1%  | 0%  | 4.49 | .639      |
| My efficiency and effectiveness are affected because I lack some skills. | 10% | 18% | 3% | 32% | 37% | 4.57 | .547      |

**Source:** Primary data

Results in Table 4.7 show that 78% of the respondents agreed that they produce work (reports) when it is error free. However, 21% disagreed while 1% was not sure. The findings were further verified with a mean value of 4.40 which is way above the average of 3.0 and the standard deviation of .558 which represents the number of respondents with varying responses. Since the mean value obtained was above average, it shows that the majority staff members at IDRC produce work when it is error free. When employees were asked whether they produce work of good quality, 75% agreed while 15% disagreed. The corresponding mean value obtained was 4.60 which is above average while the standard deviation was .492, implying that there were slight variations in the responses obtained. The fact that the mean value obtained was above the average of 3.0 shows that the majority staff members at IDRC produce work of good quality. In addition, 84% of the respondents agreed that the work they produce meets the required standards. However, 16% of the respondents disagreed with the statement. The above findings were further verified with a mean value of 4.65 which is way above the average of 3.0 and the standard deviation of .480 which represents the number of respondents with varying responses. Since the mean value obtained was above average, it shows that the majority respondents held the opinion that the work they produce meets the required standards. In support of the above findings, one of the respondents had this to say;

*“The work I produce meets the required standards because my supervisor cannot receive substandard work from me. Therefore, I have to ensure that I produce work of good quality which meets the expected standards to meet the organisational goals and objectives.”*

The above findings imply that the majority staff members produce work which meets the required standards because management puts strong emphasis on quality work. During the study, 98% of the respondents reported that they usually complete targets set for them to achieve. Only 2% of the respondents were not sure. The mean value for the statement

obtained was 4.61 which was above average while the standard deviation was .524, representing the number of respondents with varying responses. During the study, 100% of the respondents agreed that the work they do is in line with procedures. The above findings were further verified with a mean value of 4.62 and the standard deviation of .487. The fact that the mean value was way above the average of 3.0, it shows that the work staff members do is in line with procedures. In addition, 74% reported that they complete their work on time while 26% of the respondents disagreed with the statement. This was further verified with a mean value of 4.61 and the standard deviation of .507 which shows that there were slight variations in the responses obtained. The above findings were further confirmed by a key informant as quoted below;

*“Our projects always have timelines within which we must complete the required activities. Therefore, I always endeavour to complete my work on time so that I do not delay the completion of the project since this will pause financial challenges on the entire organisation because of the fixed budget.”*

The above findings imply that staff members adhere to project timelines so as to complete assignments within the stipulated period of time. When respondents were asked whether they produce work with the right amount as required of them, 98% agreed, 1% disagreed while 1% was not sure. The corresponding mean value for the statement was 4.49 which was above the average of 3.0 while the standard deviation obtained was .639, indicating that there were slight variations in the responses obtained. Since the mean value obtained was above average, it shows that the majority staff members at IDRC produce work with the right amount as expected of them. On staff members' efficiency and effectiveness are affected because they lack some skills, 28% of the respondents agreed while 69% disagreed and 3% was not sure. The corresponding mean value for the statement was 4.57 which was way above the average

of 3.0 while the standard deviation was .547, which shows that there were slight variations in the responses obtained.

#### 4.3.2 On-the-Job Training

During the study, eight statements were presented to respondents who were asked to give their opinions on the extent to which on the job training affects employee performance.

Below are the responses obtained.

**Table 4.8 Responses on-on the Job Training**

| <b>On the job training</b>   | <b>SA</b> | <b>A</b> | <b>NS</b> | <b>D</b> | <b>SD</b> | <b>Mean</b> | <b>Std. Devn</b> |
|--|-----------|----------|-----------|----------|-----------|-------------|------------------|
| IDRC has a staff mentorship program  | 31%       | 44%      | 11%       | 10%      | 4%        | 3.88        | 1.089            |
| The knowledge and skills presented during mentorship are directly related to my job requirements     | 35%       | 45%      | 11%       | 5%       | 3%        | 4.03        | .995             |
| Mentoring increases my confidence at the work place  | 40%       | 45%      | 8%        | 4%       | 3%        | 4.13        | .974             |
| Mentoring is part of the learning culture at our organisation.                                       | 39%       | 38%      | 14%       | 7%       | 2%        | 4.07        | .984             |
| Job rotation helps me to understand the different steps that contribute to improved performance      | 40%       | 47%      | 10%       | 3%       | 2%        | 4.20        | .847             |
| Job rotation enables me to gain experience in various departments of the organisation.               | 41%       | 46%      | 6%        | 5%       | 2%        | 4.20        | .897             |
| Job rotation decreases the amount of boredom and monotony experienced I experience at the workplace. | 28%       | 45%      | 8%        | 12%      | 7%        | 3.93        | 1.061            |
| Coaching enhances my performance at IDRC   | 31%       | 49%      | 8%        | 8%       | 4%        | 3.95        | 1.045            |

**Source:** Primary data

Results in Table 4.8 show that IDRC has a staff mentorship program. This was supported by majority 75% of the respondents who agreed with the statement. Only 14% disagreed with the statement while 11% were not sure. The corresponding mean value for the statement was 3.88 which is above average while the standard deviation was 1.089 which shows that there were variations in the responses obtained. The fact that the mean value obtained was above the average of 3.0 implies that the majority respondents held the opinion that IDRC has a staff mentorship program. The above findings were supported by one of the key informants who had this to say;

*“IDRC has a mentorship program which helps employees to learn more practical work. It gives employees a stronger awareness of the culture and objectives of the organisation.”*

The above revelation implies that the mentorship program at IDRC equips employees with practical skills necessary to improve performance. In addition, 80% of the respondents agreed that the knowledge and skills presented during mentorship are directly related to their job requirements. Only 8% of the respondents disagreed while 11% were not sure. The above findings were further verified with a mean value of 4.03 which was above average and the standard deviation of .995 which shows that there were slight variations in the responses obtained. The fact that the mean value obtained was above average indicates that the knowledge and skills presented during mentorship are directly related to staff members' job requirements. In support of the above findings, one of the key informants had this to say;

*“Mentorship helps new staff members to acquire new skills from senior staff members. In addition, through mentorship, new employees are able to open up about the challenges they face at the workplace and are able to be helped to ensure improved performance.”*

The above revelation implies that mentoring new employees enables them to learn new skills which they apply while working, hence improved employee performance. Similarly, study findings further revealed that mentoring increases their confidence at the work place. This was reported by 85% of the respondents which implied that they were in support of the statement. On the other hand, 7% disagreed while 8% were not sure. The corresponding mean value for the statement was 4.13 which was above average while the standard deviation was .974, implying that there were slight variations in the obtained responses. In support of the above findings, during face to face interviews, one of the respondents had this to say;

*“Mentorship builds mentor-employee work relationships which enhances employees’ confidence. It enables employees to identify their weaknesses and strengths which helps them to improve performance.”*

The implication of the above findings is that mentorship program enhances employee performance at IDRC. It was further established that mentoring is part of the learning culture at IDRC. This was supported by 77% of the respondents who agreed with the statement. Only 9% disagreed while 14% were not sure. The mean value obtained for the statement was 4.07 which was above average and the standard deviation of .984. This shows that there were slight variations in the obtained responses. The above findings were further supported by a key informant during face to face interviews as quoted below;

*“At IDRC, mentoring is part and parcel of the learning culture because new employees are allocated supervisors or senior staff members who are required to train them in their respective departments. This helps new employees to be properly introduced to the working systems of the organisation as well as acquire skills necessary for better performance.”*

The above findings imply that mentoring enables new employees to get familiar with the culture at IDRC which eventually facilitates them to improve performance. According to

study findings, 87% of the respondents agreed that job rotation helps them to understand the different steps that contribute to performance. Only 5% of the respondents disagreed while 10% were not sure. The findings were further verified with a mean value of 4.20 and the standard deviation of .847. Since the mean value obtained was above the average of 3.0, it shows that the majority staff members at IDRC held the opinion that job rotation helps them to understand the different steps that contribute to improved performance. On whether rotation enables employees to gain experience in various departments of the organisation, 87% agreed compared to 7% who disagreed and 6% that were not sure. The corresponding mean value for the statement was 4.20 while the standard deviation was .897, which shows that there were slight variations in the responses obtained. The fact the mean value obtained was above average shows that the majority staff members agreed with the statement. The above findings were further confirmed by a key informant who had this to say;

*“Job rotation enables employees to acquire experience and skills from different departments, hence better manpower. In case one is on leave, it is easy to get an employee to take over the responsibilities; hence no performance gap is created.”*

The above findings imply that job rotation facilitates employees to acquire the required skills from several departments at IDRC which enhances their performance at the workplace. During the study, it was established that job rotation decreases the amount of boredom and monotony experienced at the workplace. This was revealed by 73% of the respondents who agreed with the statement compared with 19% of the respondents who disagreed and 8% that were not sure. The above findings were further verified with a mean value of 3.93 and the standard deviation of 1.061 representing the number of respondents with varying responses. Relatedly, 80% of the respondents revealed that coaching enhances their performance at IDRC although 12% disagreed with the statement while 8% were not sure. The above findings were further verified with a mean value of 3.95 and the standard deviation of 1.045 which

shows that some respondents gave varying responses. The fact that the mean value obtained was above the average of 3.0 shows that coaching enhances staff members' performance at IDRC. The above findings were supported by a respondent during face to face interviews when she said;

*“Through coaching, staff members acquire a deeper understanding of what they are expected to do and hence learn as much as possible, which improves their performance.”*

Similarly, another employee had this to say;

*“Coaching helps employees to build various skills; leadership, communication and interpersonal skills among others. It creates a sense of ownership for employees and they feel supported to manage various tasks at the workplace.”*

The above findings imply that coaching helps staff members to learn more skills which enables them to improve their performance.

#### **4.3.2.1 Testing first hypothesis**

The first hypothesis stated, *“on-the-job training has a significant positive effect on employee performance at IDRC”*. Spearman rank order correlation coefficient (*rho*) was employed to establish the strength of the relationship between on-the-job training and employee performance, after which the significance of the coefficient (*p*) was employed to test the hypothesis through comparison with the significance level of 0.05. Results are indicated in Table 4.9

**Table 4.9 : Correlation between on-the-job training and its effects on employee performance**

|                      | On-the-job training  |
|----------------------|--|
| Academic performance | $\rho = .470^{**}$<br>$\rho^2 = .316$<br>$p = .000$<br>$n = 116$ |

**Source:** Primary data

Findings show that there was a positive moderate correlation ( $\rho = .470^{**}$ ) between on-the-job training and employee performance. The coefficient of determination ( $\rho^2 = .316$ ) was calculated and expressed percentages to establish the effect of on-the-job training on employee performance. Thus, it is shown that on-the-job training accounted for 31.6% variance in employee performance. The findings were further subjected to a significance test as it is indicated that the significance of the correlation ( $p=.001$ ) is below the recommended significance level of 0.05. Therefore, the relationship between the two variables was significant. From all the results obtained, the hypothesis that “*On-the-job training has a significant positive effect on employee performance at IDCR*” was accepted.

The moderate correlation between the two variables means that a change in off-the-job training was related to a moderate change in employee performance at IDCR. The positive nature of the correlation means that the change in on-the-job training and employee performance moved in a similar direction whereby improvement in on-the-job training was related to improvement in employee performance and vice versa.

### 4.3.3 Off the job training

During the study, ten statements were presented to respondents who were asked to give their opinions on the extent to which off the job training affects employee performance. Below are the responses obtained.

**Table 4.10 Responses on off the Job Training**

| Off the job training   | SA  | A   | NS  | D   | SD | Mean | Std. Devn |
|--|-----|-----|-----|-----|----|------|-----------|
| Workshops allow me to actively participate in sharing powerful information at IDRC           | 24% | 54% | 10% | 8%  | 3% | 3.88 | .979      |
| Workshops create for me an effective learning opportunity.                                   | 29% | 56% | 2%  | 12% | 9% | 4.01 | .937      |
| The knowledge and skills I acquire from workshops are relevant to my job.                    | 31% | 58% | 4%  | 7%  | 0% | 4.13 | .786      |
| Seminars provide me with practical strategies I can implement for improved performance       | 32% | 52% | 7%  | 8%  | 2% | 4.04 | .927      |
| Seminars allow me to get updated information on key issues on IDRC                           | 33% | 48% | 7%  | 10% | 2% | 4.02 | .969      |
| Seminars encourage me to work in a team at IDRC  | 30% | 53% | 6%  | 9%  | 2% | 4.00 | .951      |
| Through conferences, I am able to learn different approaches to improve performance.         | 26% | 58% | 6%  | 7%  | 3% | 3.97 | .932      |
| IDRC offers me an opportunity to attend lectures and acquire training for better performance | 23% | 48% | 9%  | 15% | 5% | 3.70 | 1.141     |
| Lectures help to improve my competencies and carry out work effectively.                     | 26% | 52% | 8%  | 11% | 3% | 3.87 | 1.009     |
| At IDRC lectures are tailored towards enhancing performance                                  | 35% | 52% | 9%  | 1%  | 3% | 3.84 | 1.027     |

**Source:** Primary data

According to study findings in Table 4.10 workshops allow employees to actively participate in sharing powerful information at IDRC. This was reported by 78% of the respondents who agreed with the statement compared to 11% disagreed and 10% of the respondents who were not sure. The above findings were further verified with a mean value of 3.88 and the standard deviation of .979. Since the mean value obtained was above average, it shows that the

majority respondents were in agreement with the statement. The above findings were confirmed by a key informant during face to face interviews as quoted;

*“Workshops allow employees to actively participate in sharing powerful information because they encourage teamwork through which members interact with fellow staff members from other fields. This enables staff members to acquire new skills and knowledge which leads to improved employee performance.”*

The above findings imply that workshops at IDRC enable employees to interact, share information as well as acquire skills that critical for improved performance.

In addition, 85% of the respondents reported that workshops create for them an effective learning opportunity. On the other hand, 21% of the respondents disagreed with the statement while 2% were not sure. The corresponding mean value for the statement was 4.01 while the standard deviation was .937 which shows that there were slight variations in the obtained responses. The fact that the mean value obtained was above the average of 3.0 shows that there were slight variations in the obtained responses. The knowledge and skills employees acquire from workshops are relevant to my job. This was supported by 89% of the respondents who agreed with the statement although 7% disagreed and 4% were not sure. The above findings were further verified with a mean value of 4.13 and the standard deviation of .786 which indicates that there were slight variations in the obtained responses.

In support of the above findings, one of the key informants had this to say;

*“The knowledge and skills we acquire from the workshops are relevant to our jobs because workshops are organized according to the needs of different departments. During staff appraisals, staff members are asked areas where they need capacity building. Therefore the results from appraisal inform the kind of workshops to organize aimed at enhancing employees’ skills and performance.”*

From the above findings, it can be noted that workshops support employees to gain more skills based on different departments in which they work. This eventually enhances their performance. During the study, it was further established that seminars provide employees with practical strategies which they can implement for improved performance. This was supported by 84% of the respondents who agreed with the statement compared with 10% who disagreed and 7% that were not sure. The corresponding mean value for the statement was 4.04 while the standard deviation was .927. Since the mean value obtained was above the average of 3.0, it shows that the majority staff members held the view that seminars provide them with practical strategies. In addition, it was established that seminars allow employees to get updated information on key issues on IDRC as reported by 81% of the respondents although 12% disagreed with the statement while 7% were not sure. The above findings were further verified with a mean value of 4.02 and the standard deviation of .969 which shows that there were slight variations in the responses obtained. This was further supported by a key informant who had this to say;

*“Seminars allow employees to learn new ideas and techniques by interacting with more knowledgeable people and can be used to advance their career or improve their working methods. In addition, seminars allow employees to get inspiration from presenters who motivate them to improve their performance.”*

The above findings imply that seminars help staff members to acquire new knowledge and ideas on IDRC which contributes to improved performance. According to the study, 83% of the respondents agreed that seminars encourage staff members at IDRC to work in a team. Only 11% of the respondents disagreed while 6% were not sure. The corresponding mean value for the statement was 4.00 while the standard deviation was .951 which indicates that there were slight variations in the responses obtained. It was further established that through conferences, staff members are able to learn different approaches to improve performance.

This was revealed by 84% of the respondents although 10% disagreed while 6% were not sure. The above findings were verified with a mean value of 3.97 and the standard deviation of .932 which shows that some respondents gave varying responses. According to study findings, 71% of the respondents agreed that IDRC offers them an opportunity to attend lectures and acquire training for better performance. However, 20% of the respondents disagreed while 9% were not sure. The corresponding mean value for the statement was 3.70 while the standard deviation was 1.141, representing the number of respondents with varying responses. Since the mean value obtained was above the average of 3.0, it shows that the majority respondents held the opinion that IDRC offers them an opportunity to acquire training for better performance. In support of the above findings, one of the key informants had this to say;

*“IDRC gives sponsors staff members for trainings through which they acquire more knowledge that can be used to advance their careers or improve their working methods. Through training, employees obtain new or additional knowledge related to their fields of operations which leads to improved performance.”*

The above revelation explains why 78% of the respondents agreed that lectures help to improve my competencies and carry out work effectively. The corresponding mean value for the statement was 3.87 which was above average and the standard deviation of 1.009 which shows that there were slight variations in the responses obtained. In addition, 87% of the respondents agreed that at IDRC lectures are tailored towards enhancing performance. Only 4% of the respondents disagreed while 8% were not sure. The findings were further verified with a mean value of 3.84 and the standard deviation of 1.027 which show that there were slight variations in the responses obtained. Since most respondents were in agreement with

the statement, it implies that the lecturers are tailored towards enhancing performance at IDRC.

#### 4.3.3.1 Testing second hypothesis

The first hypothesis stated, “*off-the-job training has a significant positive effect on employee performance at IDRC*”. Spearman rank order correlation coefficient (*rho*) was employed to established the strength of the relationship between off-the-job training and employee performance, after which the significance of the coefficient (p) was employed to test the hypothesis through comparison with the significance level of 0.05. Results are indicated in Table 4.11

**Table 4.11: Correlation between off-the-job training and its effects on employee performance**

|                      | Off-the-job training   |
|----------------------|--|
| Academic performance | $\rho = .502^{**}$<br>$\rho^2 = .354$<br>$p = .000$<br>$n = 116$ |

**Source:** Primary data

Findings show that there was a positive strong correlation ( $\rho = .502^{**}$ ) between off-the-job training and employee performance. The coefficient of determination ( $\rho^2 = .354$ ) was calculated and expressed percentages to establish the effect of off-the-job training on employee performance. Thus, it is shown that off-the-job training accounted for 35.4% variance in employee performance. The findings were further subjected to a significance test as it is indicated that the significance of the correlation ( $p=.001$ ) is below the recommended significance level of 0.05. Therefore, the relationship between the two variables was

significant. From all the results obtained, the hypothesis that “*Off-the-job training has a significant positive effect on employee performance at IDCR*” was accepted.

The strong correlation between the two variables means that a change in off-the-job training was related to a big change in employee performance at IDCR. The positive nature of the correlation means that the change in off-the-job training and employee performance moved in a similar direction whereby improvement in off-the-job training was related to improvement in employee performance and vice versa.

#### 4.3.4 Team Building and Employee Performance

During the study, nine statements were presented to respondents who were asked to give their opinions on the extent to which team building affects employee performance. Below are the responses obtained.

**Table 4.12 Responses on Team Building and Employee Performance**

| <b>Team Building</b>  | <b>SA</b> | <b>A</b> | <b>NS</b> | <b>D</b> | <b>SD</b> | <b>Mean</b> | <b>Std. Devn</b> |
|---|-----------|----------|-----------|----------|-----------|-------------|------------------|
| IDRC organizes trainings to enhance employee performance  | 56%       | 38%      | 3%        | 3%       | 0%        | 4.48        | .679             |
| Retreats help me to overcome fears, and stimulate me to work toward a shared goal at IDRC                   | 22%       | 41%      | 22%       | 12%      | 3%        | 3.69        | 1.033            |
| Team building retreats enable me to understand better the organisational policies for improved performance. | 25%       | 46%      | 17%       | 10%      | 2%        | 3.82        | .983             |
| Staff meetings provide a good avenue for me to talk about issues that improve my performance.               | 43%       | 50%      | 3%        | 4%       | 0%        | 4.35        | .663             |
| Team meetings help to solve problems among staff members at IDRC  | 34%       | 51%      | 2%        | 8%       | 4%        | 4.32        | .776             |
| Team meetings boost my productivity at IDRC.  | 40%       | 52%      | 5%        | 2%       | 1%        | 4.28        | .720             |
| The organisation prepares end of year party for staff members   | 35%       | 40%      | 13%       | 7%       | 5%        | 3.93        | 1.109            |
| The organisation celebrates success as a team   | 31%       | 41%      | 15%       | 10%      | 3%        | 3.88        | 1.048            |
| Celebrations held at IDRC promote team work   | 38%       | 42%      | 12%       | 7%       | 1%        | 4.09        | .923             |

**Source:** Primary data

Results in Table 4.12 show that IDRC organizes trainings to enhance employee performance. This was revealed by 94% of the respondents. Only 3% disagreed while 3% were not sure. The above findings were verified with a mean value of 4.48 which was above the average of 3.0 and the standard deviation of .679 which shows that there were slight variations in the responses obtained. During the study, 63% of the respondents revealed that retreats help them to overcome fears, and stimulate them to work toward a shared goal at IDRC. However, 22% disagreed with the statement while 15% were not sure. The corresponding mean value for the statement was 3.69 while the standard deviation was 1.033 representing the number of respondents with varying responses. Since the mean value obtained was above average, it shows that the majority staff members held the opinion that retreats help them overcome fears. In addition, study findings revealed that team building retreats enable employees to understand better the organisational policies for improved performance. This was supported by 71% of the respondents who agreed with the statement compared with 12% who disagreed and 17% that were not sure. The above findings were further verified with a mean value of 3.82 and the standard deviation of .983 which shows that there were slight variations in the responses obtained. In support of the above findings, one of the key informants had this to say;

*“Through team building retreats, staff members are able to discuss the challenges they experience at the workplace and how such challenges can be overcome. In addition, during retreats, management explains to staff members the policies, norms and core values of IDRC. This helps staff members to get more clarifications on their expected performance standards.”*

The above revelation implies that that team building retreats organized by IDRC contribute to improved organisational performance. When respondents were asked whether staff meetings provide a good avenue for employees to talk about issues that improve my performance, 93%

agreed while 4% disagreed and 3% were not sure. The corresponding mean value for the statement was 4.35 which was above average and the standard deviation of .663 which shows that there were slight variations in the responses obtained. In addition, 85% of the respondents revealed that team meetings help to solve problems among staff members at IDRC. Only 12% disagreed while 2% were not sure. The corresponding mean value for the statement was 4.32 which was above the average of 3.0 and the standard deviation of .776 which shows that some respondents gave varying responses. The above findings were further confirmed during face to face interviews when one of the respondents had this to say;

*“During staff meetings, both management and staff members discuss issues that affect performance. Staff members raise the problems they face while carrying out their duties and management points out the shortcomings of some staff members which are discussed and possible solutions suggested to improve both employee and organisational performance.”*

From the above findings, it can be noted that team meetings provide an avenue for employees to solve problems which would otherwise hinder their performance. When staff members' issues are properly addressed, they are able to register improved performance. The study further established that team meetings boost employees' productivity at IDRC. This was confirmed by 92% of the respondents compared to 3% who disagreed and 5% that were not sure. The above findings were verified with a mean value of 4.28 and standard deviation of .720 which shows that there were slight variations in the responses obtained. On whether the organisation prepares end of year party for staff members, 75% agreed while 12% disagreed and 13% were not sure. The corresponding mean value for the statement was 3.93 which is above the average of 3.0 and the standard deviation of 1.109 which represents the number of respondents with varying responses. The study revealed that the organisation celebrates success as a team as supported by 72% of the respondents who agreed with the statement.

Only 13% disagreed while 15% were not sure. The corresponding mean value for the statement was 3.88 which was above average while the standard deviation was 1.048 representing the number of respondents with varying responses. It was further established that celebrations held at IDRC promote team work as reported by 80% of the respondents who were in agreement with the statement compared to 8% who disagreed and 12% that were not sure. The above findings were verified with a mean value of 4.09 which is way above the average of 3.0 and the standard deviation of .923 which shows that there were slight variations in the responses obtained. In support of the above findings, one of the key informants had this to say;

*“IDRC holds celebrations which promote team work. For example, IDRC Mbale site engaged in corporate sports which are team building activities.”*

This indicates that the organisation is involved in several activities that promote team building among staff members, a factor that leads to improved performance.

#### **4.3.4.1 Testing third hypothesis**

The first hypothesis stated, *“team building has a significant positive effect on employee performance at IDRC”*. Spearman rank order correlation coefficient (*rho*) was employed to establish the strength of the relationship between team building and employee performance, after which the significance of the coefficient (*p*) was employed to test the hypothesis through comparison with the significance level of 0.05. Results are indicated in Table 4.13

**Table 4.13: Correlation between team building and its effects on employee performance**

|                      | Team building  |
|----------------------|--|
| Academic performance | $\rho = .698^{**}$<br>$\rho^2 = .516$<br>$p = .000$<br>$n = 116$ |

**Source:** Primary data

Findings show that there was a positive strong correlation ( $\rho = .698^{**}$ ) between team building and employee performance. The coefficient of determination ( $\rho^2 = .516$ ) was calculated and expressed percentages to establish the effect of off-the-job training on employee performance. Thus, it is shown that off-the-job training accounted for 51.6% variance in employee performance. The findings were further subjected to a significance test as it is indicated that the significance of the correlation ( $p=.001$ ) is below the recommended significance level of 0.05. Therefore, the relationship between the two variables was significant. From all the results obtained, the hypothesis that “*team building has a significant positive effect on employee performance at IDCR*” was accepted.

The strong correlation between the two variables means that a change in team building was related to a big change in employee performance at IDCR. The positive nature of the correlation means that the change in team building and employee performance moved in a similar direction whereby improvement in team building was related to improvement in employee performance and vice versa.

## CHAPTER FIVE

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary, discussion, conclusions and recommendations of the study based on objectives.

#### 5.1 Summary of Major Findings

Findings indicated that off the job training, on the job training and team building have a positive significant effect on employee performance. This implied that they all influence employee performance at IDRC.

##### 5.1.1 The Effect of on the Job Training and Employee Performance at IDRC

Spearman rank order correlation coefficient ( $\rho$ ) for on job training and employee performance was 0.470\*\*with probability value ( $p=0.000$ ) that is less than 0.05 level of significance showing a strong relationship between on job training and employee performance. The coefficient of determination ( $\rho^2 = .31.6$ ) was calculated and expressed percentages to establish the effect of on-the-job training on employee performance. Thus, it is shown that on-the-job training accounted for 31.6% variance in employee performance.

##### 5.1.2 The Effect of off the Job Training and Employee Performance at IDRC

Spearman rank order correlation coefficient ( $\rho$ ) for off the job training and employee performance was 0.502\*\*with probability value ( $p=0.000$ ) that “is less than 0.05 level of significance showing a strong relationship between off the job training and employee performance.” The coefficient of determination ( $\rho^2 = .354$ ) was calculated and expressed percentages to establish the “effect of off-the-job training on employee performance.” Thus, it is shown that “off-the-job training” accounted for 35.4% variance in employee performance.

### **5.1.3 The Effect of Team Building and Employee Performance at IDRC**

Spearman rank order correlation coefficient ( $\rho$ ) for off the job training and employee performance was 0.698 \*\*with probability value ( $p=0.000$ ) that “is less than 0.05 level of significance” showing a strong relationship between team building and employee performance. The coefficient of determination ( $\rho^2 = .516$ ) was calculated and expressed percentages to establish the “effect of off-the-job training on employee performance.” Thus, it is shown that off-the-job training accounted for 51.6% variance in employee performance.

## **5.2 Discussion**

### **5.2.1 On-the Job Training and Employee Performance**

During the study, it was established that IDRC has a staff mentorship program which helps employees to learn more practical work. It gives employees a stronger awareness of the culture and objectives of the organisation. This is supported by Association for Talent Development staff, (2012) which revealed that “mentoring offers numerous benefits to both mentor and mentee. It serves to broaden staff insight into the business and build stronger relationships.” In addition, the study revealed that “the knowledge and skills presented during mentorship are directly related to their job requirements.” Mentorship helps new staff members to acquire new skills from senior staff members. Through mentorship, new employees are able to open up about the challenges they face at the workplace and are able to be helped to ensure improved performance. This is supported by Heathfield, (2012) who contends that “mentoring, as part of an overall training and development strategy can improve performance and boost the success of your organisation.” Findings further revealed that mentoring increases employees’ confidence at the work place and builds mentor-employee work relationships which enhances employees’ confidence.

Study findings further established that job rotation helps employees to understand the different steps that contribute to improved employee performance. In addition, it enables them to gain experience in various departments of the organisation. “Job rotation enables employees to acquire experience” and skills from different departments, hence better manpower. This is corroborated by Monappa & Saiyadain (2008) who asserted that “job rotation helps workers to understand the different steps that go into creating a product and/or service delivery, how their own effort affects the quality and efficiency of production and customer service, and how each member of the team contributes to the process.” The study further revealed that job rotation decreases the amount of boredom and monotony experienced at the workplace. This is in agreement with Ivancevich (2010) who contends that “job rotation has the ability to decrease the amount of boredom and monotony experienced by employees who work in the same position for extended periods of time”

According to study findings, coaching enhances employees’ performance at IDRC. Through coaching, staff members acquire a deeper understanding of what they are expected to do and hence learn as much as they possibly can, which improves their performance. This is supported by Moen and Allgood (2009) who stated that organisations use coaching because “the practice responds to the needs and demands of the workplace and is also effective in other ways, such as correcting and improving employee performance”. This is further in line with findings from this study which revealed that coaching helps employees to build various skills; leadership, communication and interpersonal skills among others. Similarly, Bhatia (2016) contends that “coaching and mentoring helps to enhance productivity and performance of the associated employees which leads to increase quality of service and ultimately enhance financial performance of the organisation.”

### **5.2.2 Off-the Job Training and Employee Performance**

During the study, it was established that workshops allow employees to actively participate in sharing powerful information at IDRC. They allow employees to actively participate in sharing powerful information because they encourage teamwork through which members interact with fellow staff members from other fields and acquire new skills and knowledge which leads to improved employee performance. This is supported by Khmer, (2010) who contends that workshops have a very important place in the workplace because “they allow organizations to get updated information on key issues that their organizations are concerned with which contributes to improved performance.”

The study revealed that workshops create for them an effective learning opportunity. This is in agreement with Gavin (2011) who contends that “while doing workshops, participants share ideas with other members in their group and learn from other groups’ presentations.” After the workshops, they apply the skills and knowledge they have learned to their current jobs. In the same vein, the study established that the knowledge and skills employees acquire from workshops are relevant to employees’ job because workshops are organized according to the needs of different departments. During staff appraisals, staff members are asked areas where they need capacity building. The results from appraisal inform the kind of workshops to organize aimed at enhancing employees’ skills and performance. This is corroborated by Muzaffar, Salamat, & Ali (2012) who asserted that the first advantage of workshops is knowledge improvement which leads to improved employee performance.

During the study, it was further established that seminars provide employees with practical strategies which they can implement for improved performance. Seminars allow employees to learn new ideas and techniques by interacting with more knowledgeable people and can be used to advance their career or improve their working methods. In addition, through

conferences, staff members are able to learn different approaches to improve performance. This is supported by Selen (2009) who stated that a conference helps members to develop knowledge and understanding of how to perform better at their workplaces. Similarly, Shufang (2008) opines that the conference training method is a good problem-solving approach which enables members to learn different ways of performing tasks, thereby leading to improved employee performance. It was further established that IDRC offers employees an opportunity to attend lectures and acquire training for better performance because they help to improve their competencies and ability to carry out work effectively.

### **5.2.3 Team Building and Employee Performance**

During the study, it was established that IDRC organizes trainings to enhance employee performance. In addition, findings revealed that retreats help staff members to overcome fears, and stimulate them to work toward a shared goal at IDRC. This is supported by Kelsey (2014) who contends that retreats help staff members “overcome their fears, galvanizes employees to work toward a shared goal, exposes coworkers’ hidden talents and creates a stronger knit team.” Team building retreats enable staff members to understand better the organisational policies for improved performance. Through team building retreats, staff members are able to discuss the challenges they experience at the workplace and how such challenges can be overcome. This is in agreement with Selen (2009) who contends that team building retreats offer a golden opportunity to make the team members better understand about the overall company policies, rules, and regulations.

Study findings established that staff meetings provide a good avenue for staff members to talk about issues that improve their performance and that team meetings help to solve problems among staff members at IDRC. This is in agreement with Kelly (2016) who asserted that team meetings help to solve problems among staff members. Through meetings,

managers remove “barriers to strategy implementation, determining why goals or targets are not being achieved and determining how to handle a major change in business.” The study revealed that during staff meetings, both management and staff members discuss issues that affect performance. Staff members raise the problems they face while carrying out their duties and management points out the shortcomings of some staff members which are discussed and possible solutions suggested improving both employee and organisational performance. This is corroborated by Waheed (2011) who stated that the nature of relationship among co-workers has an important bearing on employee productivity as well as overall performance. Therefore, meetings are important for ensuring good working relationship among employees which leads to improved employee performance.

During the study, it was established that the organisation prepares end of year party for staff members and that the organisation celebrates success as a team. This is in agreement with Turyasingura (2011) who asserted that It is always important for an organization to provide employees with social gatherings such as end of year parties to build quality relationships with their co-workers. In addition, findings from the study revealed that celebrations held at IDRC promote team work. IDRC holds celebrations which promote team work. This is supported by Kelsey (2014) who opines “that a workplace celebration brings the staff members together for one purpose. The celebration helps create a sense of team unity for the staff members, particularly if you are celebrating a team accomplishment.”

## **5.3 Conclusions**

### **5.3.1 On-the Job Training and Employee Performance**

It was concluded that on job training has a significant positive effect on employee performance ( $\rho = .470^{**}$ ; ( $p = .000$ ). Therefore, if the organisation conducts effective

workshops, conferences and sponsors staff members to attend further studies, employee performance will also improve.

### **5.3.2 Off-the Job Training and Employee Performance**

It was concluded that off the job training has a significant positive effect on employee performance ( $\rho = .502^{**}$ ;  $p = 0.000$ ). Therefore, improvement in mentorship programs, effectiveness of job rotation and coaching techniques improve employee performance.

### **5.3.3 Team Building and Employee Performance**

It was also concluded that team building has a significant positive effect on employee performance ( $\rho = .698^{**}$ ;  $p = 0.001$ ). Therefore carrying out retreats, staff meetings and social gatherings contribute towards improved employee performance.

## **5.4 Recommendations**

### **5.4.1 On-job Training and Employee Performance**

The study recommends that management at IDRC provides further training to mentors so that they can subsequently offer appropriate skills to new employees on how to write quality research reports. This is because some of the mentors require more capacity building for them to impart adequate skills for the mentees. This will ensure that new recruits acquire knowledge and skills that boost their performance.

### **5.4.2 Off-the Job Training and Employee Performance**

The study further recommends that management at IDRC organizes regular workshops for staff members in different departments to train them on research methods and how to write quality reports. This is because, most workshops have previously focused at other areas of implementation yet there is need to enhance methods in carrying research and writing quality reports. These will allow members to actively participate in sharing information as well as acquire more skills relevant to their jobs for improved performance.

#### **5.4.3 Team Building and Employee Performance**

The study recommends that management at IDRC organizes team building retreats at departmental level to enable members share and discuss matters such as communication skills at the workplace. This is because, retreats have previously been organized for the entire organisation without paying specific attention to departments. This will help to solve problems among staff members and enhance their performance.

#### **5.5 Area for further Study**

Further study may be conducted on the effect of rewards on performance of IDRC to establish how contribute to improved organisational performance.

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**Appendix i: Questionnaire for staff members of Infectious Diseases Research Collaboration**

I am Hajara Kyokisa, a Masters Student at Uganda Management Institute Kampala, currently carrying out a research study in partial fulfillment of the requirement for the award of Master’s Degree in Management Studies (Human Resource Management) of the Uganda Management Institute. My research study is focusing on the *Staff development and employee performance a case of Infectious Disease Research Collaboration*.

You have been scientifically identified as one of the core and resourceful informants on this study. Accordingly, I am kindly requesting you to spare your precious time and participate in this exercise by attending to this questionnaire.

The information given will be kept and treated with utmost confidentiality and will be used for academic purposes in addition to adding to the body of knowledge on staff development and employee performance.

**Please, tick the most relevant box**

**Section A: Background Information:**

**1. Age (Years)**

- 1) 18-27
- 2) 28-37
- 3) 38-47
- 4) 48 and above

**2. Gender**

- 1) Female
- 2) Male

**3. Highest Level of Education attained**

- 1) Secondary
- 2) Diploma
- 3) Degree
- 4) Masters and others

**4. Department of the Respondent**

.....

**5. Length of Service at IDRC**

- i. Less than 1 year
- ii. 1-5 years
- iii. More than 5 Years

In the next section, please indicate your level of agreement or disagreement by selecting the most suitable response to the following statements that cover on-the-job training, off-the-job training, team building and employee performance.

|                     |           |               |              |                        |
|---------------------|-----------|---------------|--------------|------------------------|
| 5                   | 4         | 3             | 2            | 1                      |
| Strongly Agree (SA) | Agree (A) | Not Sure (NS) | Disagree (D) | Strongly Disagree (SD) |

**Section B: On the job training**

| SL | On the job training  | SA | A | NS | D | SD |
|----|--|----|---|----|---|----|
| 1  | IDRC has a staff mentorship program  | 5  | 4 | 3  | 2 | 1  |
| 2  | The knowledge and skills presented during mentorship are directly related to my job requirements | 5  | 4 | 3  | 2 | 1  |
| 3  | Mentoring increases my confidence at the work place  | 5  | 4 | 3  | 2 | 1  |
| 4  | Mentoring is part of the learning culture at our organisation.                                   | 5  | 4 | 3  | 2 | 1  |
| 5  | Job rotation helps me to understand the different steps that go into service delivery.           | 5  | 4 | 3  | 2 | 1  |

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 6 | Job rotation enables me to gain experience in various departments of the organisation.               | 5 | 4 | 3 | 2 | 1 |
| 7 | Job rotation decreases the amount of boredom and monotony experienced I experience at the workplace. | 5 | 4 | 3 | 2 | 1 |
| 8 | Coaching enhances my performance at IDRC   | 5 | 4 | 3 | 2 | 1 |

### Section C: Off the job training

| SL | Off the job training   | SA | A | NS | D | SD |
|----|--|----|---|----|---|----|
| 1  | Workshops allow me to actively participate in sharing powerful information at IDRC           | 5  | 4 | 3  | 2 | 1  |
| 2  | Workshops create for me an effective learning opportunity.                                   | 5  | 4 | 3  | 2 | 1  |
| 3  | The knowledge and skills I acquire from workshops are relevant to my job.                    | 5  | 4 | 3  | 2 | 1  |
| 4  | Seminars provide me with practical strategies In can implement for improved performance      | 5  | 4 | 3  | 2 | 1  |
| 5  | Seminars allow me to get updated information on key issues on IDRC                           | 5  | 4 | 3  | 2 | 1  |
| 6  | Seminars encourage me to work in a team at IDRC  | 5  | 4 | 3  | 2 | 1  |
| 7  | Through conferences, I am able to learn different approaches to improve performance.         | 5  | 4 | 3  | 2 | 1  |
| 8  | IDRC offers me an opportunity to attend lectures and acquire training for better performance | 5  | 4 | 3  | 2 | 1  |
| 9  | Lectures help to improve my competencies and carry out work effectively.                     | 5  | 4 | 3  | 2 | 1  |
| 10 | At IDRC lectures are tailored towards enhancing performance                                  | 5  | 4 | 3  | 2 | 1  |

### Section D: Team Building

| SL | Team Building   | SA | A | NS | D | SD |
|----|---|----|---|----|---|----|
| 1  | IDRC organizes trainings to enhance employee performance  | 5  | 4 | 3  | 2 | 1  |
| 2  | Retreats help me to overcome fears, and stimulate me to work toward a shared goal at IDRC                   | 5  | 4 | 3  | 2 | 1  |
| 3  | Team building retreats enable me to understand better the organisational policies for improved performance. | 5  | 4 | 3  | 2 | 1  |
| 4  | Staff meetings provide a good avenue for me to talk about issues that improve my performance.               | 5  | 4 | 3  | 2 | 1  |
| 5  | Team meetings help to solve problems among staff members at IDRC  | 5  | 4 | 3  | 2 | 1  |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 6 | Team meetings boost my productivity at IDRC.                  | 5 | 4 | 3 | 2 | 1 |
| 7 | The organisation prepares end of year party for staff members | 5 | 4 | 3 | 2 | 1 |
| 8 | The organisation celebrates success as a team                 | 5 | 4 | 3 | 2 | 1 |
| 9 | Celebrations held at IDRC promote team work                   | 5 | 4 | 3 | 2 | 1 |

### Section E: Performance

| SL | Performance  | SA | A | NS | D | SD |
|----|--|----|---|----|---|----|
| 1  | I produce my work (reports) when it is error free                        | 5  | 4 | 3  | 2 | 1  |
| 2  | I produce work of good quality   | 5  | 4 | 3  | 2 | 1  |
| 3  | The work I produce meets the required standards                          | 5  | 4 | 3  | 2 | 1  |
| 4  | I usually complete targets set for me to achieve                         | 5  | 4 | 3  | 2 | 1  |
| 5  | The work that I do is in line with procedures                            | 5  | 4 | 3  | 2 | 1  |
| 6  | I complete my work on time   | 5  | 4 | 3  | 2 | 1  |
| 7  | I produce work with the right amount as required of me                   | 5  | 4 | 3  | 2 | 1  |
| 8  | My efficiency and effectiveness are affected because I lack some skills. |    |   |    |   |    |

## **Appendix ii: Interview guide for Administration and Heads of Departments**

1. In what ways does mentoring contribute to employee performance at IDRC?
2. How does mentoring help employees to gain experience in the work they do?
3. Explain how job rotation contributes to employee performance at IDRC.
4. What is the importance of coaching to employee performance at IDRC?
5. What are the advantages of workshops to an employee in relation to his/her performance?
6. How do seminars help to improve performance of employees at IDRC?
7. What are the advantages of lectures as a form of employee training?
8. What team building techniques are used at IDRC?
9. How does team building contribute to employee performance?
10. How can staff development be improved at IDCR?

**Appendix iii: Documentary review guide**

IDRC Human resource training manual

IDRC Annual performance reports

Minutes from meetings held

**Appendix iv: Table for determining sample size from a given population**

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

Note: “N” is population size

“S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970.