

**TRAINING AND EMPLOYEE PERFORMANCE IN MOROTO DISTRICT
LOCAL GOVERNMENT**

BY

AKOL BERNADO

BPA/41572/133/DU

**A RESEARCH PROPOSAL SUBMITTED TO THE COLLEGE OF HUMANITIES AND
SOCIAL SCIENCES FOR THE FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELOR'S DEGREE IN PUBLIC ADMINISTRATION OF
KAMPALA INTERNATIONAL UNIVERSITY**

SEPTEMBER, 2016

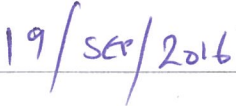
DECLARATION

I, AKOL BERNADO do here by declare to the best of my knowledge that this research report is my original work and that has not been presented to any other university or institutions of higher learning for a ward of any Degree, Diploma and certificate or for any other academic award.

Signature

A handwritten signature in blue ink, appearing to be 'AKOL BERNADO', written over a horizontal line.

Date

A handwritten date '19/SEP/2016' in blue ink, written over a horizontal line.

APPROVAL

This is to certify that this Research report entitled “**TRAINING AND EMPLOYEE PERFORMANCE IN MOROTO DISTRICT LOCAL GOVERNMENT**”, has been prepared under my supervision and submitted to the college of humanities and social sciences for examination with my approval.

Tumwijukye Ruth Komunda

Sign. 

Date. 

DEDICATION

To lovely my father Logono peter who has been there for in everything, God knows if it is not him then who has been supporting me. I can't proceed without mentioning my dear mother Nangiro maria because there is nothing as good as a mother's love.

Sincerely thank the members of the chamber squad family for their support and my fellow students for their care, love, support, advice and encouragement especially when pressure was always on me. Thank you for being there for me, I will remain indebted to you all forever.

ACKNOWLEDGEMENT

First and fore most, I thank the almighty God for seeing me through this course, despite facing a basket of challenges, Glory be to God.

I wish to extend my deépest heartfelt appreciation to my Father for the financial and material support without which I would not have been able to attend this programme and even my mother. May God bless you.

I earnestly thank my lecturers at Kampala International University, more especially kamunda ruth May God bless you.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABSTRACT.....	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Problem statement.....	3
1.3 Purpose of the study.....	3
1.4 Research objectives.....	3
1.5 Research questions.....	4
1.6 The Scope of the Study	4
1.6.1. Geographical scope.....	4
1.6.2 Subject scope	4
1.6.3 Time scope	4
1.7 Significance of the study.....	5
CHAPTER TWO	6
REVIEW OF THE RELATED LITERATURE	6
2.0 Introduction.....	6

2.1 The review of related literature.....	6
2.1.1 Training Approaches.....	6
2.2 Performance Management.....	8
2.3 Training as a Corrective Measure for Improved Performance.....	9
2.4 Effects of training on performance.....	12
2.4.1 Training.....	12
2.4.2 Effect of on-job training and employee performance.....	12
2.4.3 Effect of Off-job training on employee performance.....	14
CHAPTER THREE.....	17
RESEARCH METHODOLOGY.....	17
3.0 Introduction.....	17
3.1 Research design.....	17
3.2 Research population.....	17
3.3 Sample size.....	17
3.4 Sampling Procedure.....	18
3.5 Data collecting methods and Instruments.....	18
3.5.1 Data collecting methods.....	18
3.5.1.2 Survey method.....	18
3.5.1.4 Documentary Review.....	19
3.5.2.1 Data collection instruments.....	19
3.5.2.1.2 Self administered Questionnaire.....	19
Quality control.....	19
3.6 Validity of the instrument.....	19
3.6.1 Reliability of the instruments.....	20

3.7 Data Analysis	20
3.8 Ethical considerations	21
3.9 Limitations of the study	22
CHAPTER FOUR.....	23
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....	23
4.0 Introduction.....	23
4.1 Respondents of the study	23
4.1.1 Age distribution of respondents	23
4.1.2 Gender of respondents	23
4.1.3 Educational background of respondents Figure 4. 1: Educational background.....	24
4.1.4 Job Position of respondents	25
4.1.5 Years of Service in the Organization.....	25
4.3 Employee performance	28
4.4 Objective one; examining how on job training affects employee performance	30
4.5 Objective two; analyzing how workshops and seminars affect employee performance	31
4.6 Objective three; examine how off job training affect employee performance	32
4.7 Objective four; examining the relationship between training and employee performance	33
CHAPTER FIVE	34
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	34
5.0 Introduction.....	34
5.1 Summary.....	34
5.2 Conclusions training and employee performance.....	37
5.3 Recommendation	37
5.4 Areas for further research	38

REFERENCES.....	39
APPENDICES.....	41
APPENDIX 1A:QUESTIONNAIRE FOR EMPLOYEES OF STANBIC BANK (UGANDA) LIMITED	41
APPENDIX IB: QUESTIONNAIRE ON TRAINING	42
APPENDIX IC: QUESTIONNAIRE ON EMPLOYEE PERFORMANCE.	44
APPENDIX: 11: INTERVIEW GUIDE.....	45
APPENDIX III: TIME FRAME OF THE STUDY	46
APPENDIX IV: ITEM: BUDGET FOR THE STUDY	47

LIST OF TABLES

Table 4. 1: Years of Service in the Organization.....	25
Table 4.2: Effect of training.....	26
Table 4.3 Employee performance.....	29
Table 4.4:Pearson correlation between on job training and employee performance.....	31
Table 4.5 :Pearson correlation between workshops and seminars and employee performance ...	31
Table 4.6: Pearson correlation between off job training and employee performance	32
Table 4.7: Pearson correlation between training and employee performance	33

LIST OF FIGURES

Figure 4.1 Educational Background 24

ABSTRACT

The study established the relationship between training and employee performance in Moroto District Local Government. These specific objectives guided this study and these were (i) examining the effect of training on employee performance in Moroto District Local Government; (ii) examining the effect of workshops and seminars on employee performance in Moroto District Local Government, and (iii) examine the relationship between training and employee performance in Moroto District Local Government. the study used a population of 30 and a sample size of 22. questionnaires were used for reaching respondents who were randomly selected to be part of the study and the data collected was organized and analyzed to generate information which came from the research. The findings revealed the following: Data analysis using means showed that training was rated satisfactory on average (mean = 3.06), and employee performance was rated satisfactory (overall mean = 2.93), which implied that the staff members in Moroto District Local Government always perform their duties the way required by their bosses. Training and performance of employees are positive and significantly correlated. the researcher concluded that; effective training increases employee performance in Moroto District Local Government, improved in workshops and seminars also increased employee performance in Moroto District Local Government and training has a significant relationship on employee performance in Moroto District Local Government. The researcher recommended that: the management of Moroto District Local Government should put in place a set of organisation culture to be followed by all workers as a way of behavior apprising in Moroto District Local Government members should give an opportunity to the workers to always have “ a say” during decision making, this can be done by allowing them to contribute during city branch meetings. Moroto District Local Government managers should provide reliable information to both workers and client before passing out any advertisement, and the directors in Moroto District Local Government should always set a timeframe and deadline for their most important projects, hence improving employee performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

1.1 Background to the Study

The study was based on training and employees' performance in Moroto District Local Government.

In this competitive era, organizations both private and public must think and plan strategically to have an edge over their competitors. In order to achieve this, they need to have high quality work force (Human Resource) than other organizations employ and this cannot be satisfied unless they invest in developing skills and competencies. They recognize that actual or potential skill shortage can threaten their future prosperity and growth (Armstrong 1990). This suggests that training is central in Human Resource Management functions if organizations are to survive in the 21st century, since its role is to achieve effective performance and thus, a well-designed and executed training programme should at least significantly improve functional, departmental and individual performance by producing the desired results on the job which must be evident in the work situation by producing certain accepted performance outputs.

The constitution of the Republic of Uganda (1995) and the Local Government's Act 1997 provide legal framework for decentralization and confer wide ranging political and administrative powers and functions to the Local Governments. Prior to decentralization, Local administration in Uganda was a hierarchy of administration, consisting of districts, municipalities, counties and sub counties or divisions. Each level in the hierarchy supervised the lower ones. Their roles were limited to implementation of policies, plans, decisions and directives made by the central government through their line ministries. Initially, training was centrally organized by parent ministries for their staff who were located in districts, municipalities, counties and sub-counties but directly under their respective jurisdictions.

Following the restructuring of ministries in 1998, all training institutions under different ministries were transferred to the ministry of education and sports. However the transfer has

implication that still call for close partnership of all line ministries to ensure that standards of training are complied with especially under the policy of decentralization.

Article 200(1) of the constitution of the republic of Uganda (1995) and sec 56 (1) of the LG Act (1997), clearly, define the functions of the DSCs with mandate to recruit, confirm, promote and exercise disciplinary control over civil servants in the district, The local governments were also empowered to determine their staffing structures appropriate to their needs and demands including creating relevant and abolishing irrelevant posts. This increased responsibility called for new competencies and skills from staff. The need to train Moroto district staff that prompted by the increased workload in service delivery. This first urban Project provided funding for training of trainees in LG that concentrate on sort capacity building courses and districts were as well urged to make budgetary provision for training annually and provide training incentives.

The ministry of local government through the decentralization secretariat solicited considerable sum of donor funds and conducted a number of training for all districts local government, Moroto district inclusive and virtually all project ministries had a training component capacity building in local governments. This was done in fulfillment of their legal obligations under see 97 of the local government Act (1997). Thus the researcher wants to find out the relationship between training and employee performance in Moroto district local government.

Local Authorities like Moroto district local government have a statutory responsibility of providing services to the communities under their jurisdiction in areas such as primary schools, public health, water supply, revenue collection, social and community development. Provision of the above services requires ever increasing skills as the services; the equipment and administrative tools become more sophisticated. At the onset of decentralization, the role responsibilities of Local Governments greatly changed from being exclusively administrative unit to development. Entities with managerial powers and functions for planning, decision making, financial and personnel management. This increased responsibilities and role greatly impacted on Human capacity of both the technocrats and politicians as decentralization led to creation of a separate personnel system by which personnel matters of a given district are handled independently of other municipality as well as the center. This saw the creation of District service commission with responsibility of personnel management functions.

1.2 Problem statement

Has one ever wondered why one local government thrives while others struggle for better employee performance even though operating in the same environment? A glance at newspapers and business journals reveals local government struggling for better employee performance and often failing, leading to low employees performance Luis (2002). In such tough times, knowing how to achieve long-term better employee performance is more critical, but one thing organizations can do to have better employees performance is to foster training among its members to satisfy the ever changing needs of the society they serve, given its associated innumerable benefits such as it leads to improved efficiency and effectiveness in their performance among others. Sen (2001).

Unfortunately, however, local government employee performance in Moroto district has been reported to be low. Windsor (2001) asserts that some local governments are continuously registering failures to improve employee performance in qualitative and quantitative aspects and general lack of skills for application of knowledge acquired through training.

While as asserted by Ouchi (1970), there could be several contributory factors of low employee performance but, training may play a big role; hence a need for the study to establish whether training would be cause employees performance of Moroto district local government.

1.3 Purpose of the study

The study was to analyze the relationship between training and employees performance in Moroto district local government.

1.4 Research objectives

The study will be guided by the following objectives.

1. To examine which training approach does Moroto district local government use
2. To examine the effects of training on performance whether Moroto district local government carries out performance appraisal.
3. To examine whether training is used as a corrective measure for performance to employees in Moroto district local government.

4. To examine how often Moroto district local government conducts training for its employees.

1.5 Research questions

1. What approach of training does the Moroto district local government use?
2. Does Moroto district local government carry out training performance?
3. Does Moroto district local government use training as a corrective action after performance appraisal?
4. How often does Moroto district local government conduct training for its employees?

1.6 The Scope of the Study

1.6.1. Geographical scope

This study was carried out in Moroto district local government which near Napak district It will be chosen because it the home area of the researcher with good transport facilities, Internet facilities and economical to the researcher as well as being able to gather reliable and accurate information since the respondents are highly to be using Karamojong and English that will favor the researcher.

1.6.2 Subject scope

The study covers issues to do with training approaches used in the organization, the performance Appraisal practices and the rate of conducting training for the employees in the organization and whether training has been used as a corrective action alter performance appraisal process. Performance in the study will be based on evaluation of employee productivity towards Moroto local government objectives inputs and outputs goals.

1.6.3 Time scope

The study expects that data will be accomplished in period of two yars for the performance of moroto district local government.

1.7 Significance of the study

The study will in future benefit the employers, administrators, policy makers and the students in the following ways.

The findings and recommendations of the study will help the organization managers and administrators to improve performance of the organization. The recommendation can help the administrators to design suitable approaches dealing with performance related issues in the organization.

The study can also assist employers to understand the views of their workforce regard to general conditions of working environment especially pertaining to the employee's performance and requirements that are needed to improve the performance.

Most importantly, the finding of the research will assist other scholars and students by offering suggestions upon which further studies can be carried out apart from adding on the stock of knowledge that already exists about the effects training on performance.

The study will help policy makers appreciate the need for training as a critical ingredient in improving performance.

To broaden the knowledge on training and human resource development in local government in Uganda.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter present comprehensive review of the related literature line with the question earlier raised to which the study is anchored or based.

2.1 The review of related literature

2.1.1 Training Approaches

According to Gomez (2001, pp264) “Training is a planned effort to provide employee with specific skills to improve their performance.” Effective training can also improve morale and an organization’s potentials. Poor or inappropriate training can be as sour of frustrations for everyone involved.

There are general two broad approaches to training. These are on-the-job training and Off-the-job training. According to Ivancevichh (2001), “On-the-job training when the employee is placed into real work situation and shown the tricks of trade by experienced employee or supervisor”. On-the-job training therefore means that as the employee works, training goes on in form of job instruction training. It is estimated that more than 60 percent of training occurs On-the-job (Ivancevichh, 2001). The student therefore comes to identify whether on-the-job training is being practiced in order equip the employees with the necessary skills that will lead to delivery of services to the community.

Prasad (2001) emphasized that On-the-job training is “To learn by doing itself. This means that On-the-Job training is achieved through mentoring, demonstration apprenticeship and coaching” and Schermerborn (1993) went on to say that” on-the- job training is done in the work setting while some one is doing a job, some of the approaches include job rotation, formal and informal coaching, apprenticeship and modeling.” Apprenticeship involves a work assignment where someone serves as understudy or assistant to a person who already has the desired job skills. “Through the relationship an apprenticeship learns the job over a time and eventually becomes fully qualified to perform it” argued Schermerborn (1993). This is due to transfer skills.

Apprenticeship, Leslie and Lloyd (2000) defined it as a system in which the employee is given instructions and experience both on and off the job in all the practice and theoretical aspects of the work requirements in a skilled occupation, craft and trade.

This means that the experienced employee, supervisor imparts the knowledge to the inexperienced employee the trainee.

According to Schermerborn (1993) modeling is the process through which a person demonstrates through personal behaviors what is expected of others. Job rotation according to Schermerborn (1993) is the process, which allows people to spend time working in different jobs and thus expands the range of their job capabilities.

Coaching occurs when an experienced person gives specific technical advice to someone else. This can be done on formal planned bases by supervisor or co-worker. It can also occur more informally as a help spontaneously offered when the need arises. Cochir Leslie and Lloyd (2000) defined it as an activity that is carried out by the experienced manger emphasizing the responsibility of all the managers for development employees.

All the above techniques are concerned with transfer of knowledge, skills and experience from one person to another with the aim of improving performance. Sloman (1999) argues that On-the-job training can be defined as an activity under taken at work plan which is designed to improve an individual's skill and knowledge. On-the-job training a well-established and well-used intervention designed to enhance individual skills and capabilities whose characteristics include.

- The training being delivered on one to one bases and taking place at the trained work place.
- Require time to take place including potential periods when there is little or useful output product or service.
- Being specified planned and structured

The merits of this type of training include immediate feedback from the trainee, the trainee has an opportunity to practice immediately and training can be delivered optimum time. This study

now helps to identify' and emphasize the use of the above On-the-job techniques that will help the employees to deliver the services to the communities as a result of the trainings since necessary skills are acquired by the employees.

Off- the-job training is often used by the organization with big training program Ivancevich (2001) advances that Off-the-job training techniques are used for specific purposes or objectives. According to Prasad (2001) Off-the-job training is “method of training here the trainee is separated from the work situation and the attention is focused on learning the material related to his future performance.” This means that the trainee is not distracted by the job performance and can put the concentration on learning and is done through lecture methods, discussion and programmed instructions.

Schermerborn (1993) argues that Off-the-job training is accomplished through outside the job settings. It may also be done within the organization at a separated training room for facility or at office site location. The study now emphasizes the use of the On-the-job training in order to impart required skills to the employees. Off-the-job training techniques provide a different atmosphere from the job environment which may lead the concentration of the employees.

2.2 Performance Management

According to Armstrong, (2010), performance management is defined as the process by which executives, managers and supervisors work to align employee performance with the firm's goals.

Performance management can also be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements.

According to (2008), performance management may be understood as a process that enables an organization to evaluate and facilitate continuous improvement of individuals, subsidiary units, and corporate performance, against clearly-defined pre-set goals and targets.

An effective performance management process has a precise definition of excellent performance, and provides feedback to the employees about their performance. Thus, it defines, measures, monitors and gives feedback.

Processes exist for establishing shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it will be achieved in the short and long-term, (Armstrong, 2010). It focuses people on doing the right things by clarifying their goals. It is owned and driven by line management. Performance evaluation is a crucial part of a firm's performance management process.

Objectives of Performance Management

According to Armstrong, (2010), the overall objective/aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership.

Specifically, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values.

The following are the specific aims/objectives of performance management as expressed by a variety of organizations, (source IRS 2003), as cited from Armstrong, (2010):

Empowering, motivating and rewarding employees to do their best. Armstrong world industries.

Focusing employee's tasks on the right things and doing them right. Aligning every one's individual goals to the goals of the organization, (Eli Lilly and Company).

Proactively managing and resourcing performance against agreed accountabilities and objectives, (ICI Paints).

It aims at providing the process and behaviors by which managers manage the performance of their people to deliver a high achieving organization, (Standard Chartered Bank).

Maximizing the potential of individuals and teams to benefit themselves and the organization, focusing on achievement of their objectives.

2.3 Training as a Corrective Measure for Improved Performance

Training is widely accepted as a problem-solving device. "Indeed on nation superiority, in manpower productivity can be attributed in no small measure to accompanied by a tendency in

many quarter to regard training as a panacea, it is almost tradition in America to believe that if someone is good, more of the things is even bet hence, we take more vitamin pills to solve personal health problem and more training solve or manpower problems, over and under emphasis stems largely from inadequate cognition and termination of training needs and objectives. They also stem lack professional nature, professional techniques of modern industry training.” Rudara (2001) that, “Training primarily focuses on teaching organization members on how to perform their current jobs and helping them to acquire knowledge and skills they need to be effective performers.” This means that the skills will reinforce the effective delivery of services to the community by the organization.

Training, according to Gary (2000), “Is the process of teaching new employees with basic skills they use to perform their job.” It is through training that new employees get acquainted with what they are supposed to do or perform, reducing errors and mistakes which they would make and which would be a cost to correct, therefore, additional advantage to effective performance. The study would therefore want to establish whether training has been used by the organization to improve performance, avoid operation mistakes by employees during the process of performing their duties or delivering services to the community.

Morale is a mental condition of an individual or group which determines the willingness to cooperate. High morale is evidenced by a willingness to cooperate, enthusiasm voluntary confirmation with regulations and willingness to cooperate with others achieve the objectives. Training increases employee morale by relating their skills with job requirements. Possessions of skills are necessary to perform the job well and often tend to meet such a human need as security and satisfaction. Trained employees can do the job in more meaningful way because they are able to relate to their skins.

Memoria and Granker (2001) reflected Theory of Haimann arguing that “it is a state mind that earns from affecting the attitude and willingness to work which in turn affecting individual and organizational objectives.” And Meer however holds the view that “Go employee morale is the mental attitude of the individuals, or of the group which enables an employee to realize that the maximum satisfaction of his desires, coincides with the fulfillment of the objectives with those of the company and subordinates own desires those of the company.” This means that the

employee should get internal satisfaction from the job in order to provide his services to the expectation of the organization. The study is interested to find out the use of training by the organization to impart skills to the employees in order to improve their morale to see the job meaningfully and to provide services to the community.

Training helps to improve the quality of the services, when proper services are provided they increase the performance of an organization. Memoria and Granker (2001) suggest, "Better informed workers are less likely to make operational mistakes. Quality increase may be in relationship to accompany product or service or in reference to the tangible organizational employment atmosphere" and Robbins (1997) argues that "managers seek to control the behavior of employees in an organization. One of the approaches is by providing training." Most organization encourages or even requires employees to undergo training in order to keep their skills current. These formal training programmes teach employees desired work practice and in so doing act to shape the employees on the job behavior.

Schermerborn (1993) argues that "training is a set of activities that provide learning opportunities to acquire and improve job related skills. This applies both to the initial training of an employee and to upgrading or improving some skills to a changing job requirement. Scholar and Stuart (1986) argued that employee performance in part is determined by the ability as well as motivation, training can improve it and that in order to provide the appropriate training it is important to know that employees current level of performance and what aspects of it are unacceptable. This means there is need to identify the areas of problem to the employee and have then ironed through training hence calling for the training needs assessment. The study then looks at how training needs assessments are carried out in order to provide the employee with the required skills to improve their performance when delivering services to the community.

Leslie and Lloyd (2000) defined training needs assessment as the systems analysis of the specific training activities required by the business or organization achieves its objectives. The same process is demonstrated in the training process from beginning with the assessment of the training needs, setting objectives, develop training programs, planning for the evaluation, conducting the training, according to Michael (1997) training is providing the right skills at the right time so that organization can achieve its strategic objectives. In this way it supports the line

management as they endeavor to reach the specific objectives and targets the organization set them.

The specific objectives and targets now leave us with identifying exactly what the training needs in order to improve performance. Michael (1997) defined training needs analysis as the systematic and thorough investigation of a problem with purpose identifying exactly the dimension of that problem and that whether or not the training can solve it. The study therefore comes to establish the whether training needs assessment done in the organization as a means of solving employee performance related problems.

2.4 Effects of training on performance

2.4.1 Training

According to Berman (2005), training and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee. The training systems increase the fairness and transparency of the evaluation process and guide individuals and supervisors wards targeted improvement strategies. They also protect both the employee and the situation from potential bias and ensure that employees receive fair and accurate feedback.

However these should be tailored to suit the necessary employee aspirations as noted by the department or organization at large something hardly existed in the above reviewed literature thus more investigations were needed in this arena, the staff training process offers employees opportunity to receive structured, constructively framed feedback about their work and growth potential (Berman, 2005).

2.4.2 Effect of on-job training and employee performance.

Luis (2001) considered on-job trainings as a training tool that asks the managers to asses a worker's on-job training .The rater asked to assess whether the employees exhibit certain on trainings like laziness, corporation and loyalty. Brandit (2000) described the force influencing and understanding human on-job trainings at work on-job trainings with review of forces that affect employees regardless of the size of the organization which are Work group influence, organization culture, Worker on-job trainings, family influence, job influence personal

characteristics. Brandit also added that on-job training refers to performance assessment of people based on what they do instead of what they produce. It employs on-job observation scales as opposed to practices that focus on results only, such as management by objectives (Luis, 2001).

Ribon (1998) noted that it is difficult to identify the specifications that can be directly attributed to employee actions. This is particularly true for a person in a staff position and an individual whose work assignments are intrinsically part of group effort. The group performance may be readily evaluated, but the contribution of each group member is difficult or impossible to identify, in such an instance it is not unusual for the management of the employees' on-job training.

Langdon (2000) describes on-job training as the act of doing things and it is also deemed the first layer of performance. Individuals behave or should behave in a certain way to accomplish their duties. They are expected to produce quality work, use resources effectively, and follow guidelines and processes to achieve desired results. All on-job training must rise to certain standards. The work produced can also be measured according to a certain amount, completed within a given time frame and according to a specified level of staff satisfaction (Langdon, 2000).

Langdon (2000) describes on-job training of employees in an organization has a direct impact on its service standards. For example, employees who lack drive, passion and commitment to their work may lack initiative, fail to meet target dates and show very little regard for the importance of value contribution in whatever they do. Thus, the connection between the first two layers is clear.

The researcher firmly supports the view by Langdon (2000) that the next layer is the support provided by business. He maintains that without adequate support, desired on-job training and standards are difficult, if not impossible, to achieve. Every kind of performance needs support.

Amongst the few examples used by Langdon (2000) is that processes need adequate and timely resources, and that business units need methods to keep on top of changing demographics, technologies, and shifting marketplaces. Bearing in mind the three layers of performance indicated above, the final layer which has a high impact on performance is training. In his

assertion, Langdon (2000) argues that executives, managers, and co-workers can affect performance on-job training by their attitudes, temperament, and prejudices. They may keep desired on-job training from occurring, prevent standards from being reached, and circumvent the support that is in place. From the above, the researcher's position is that it takes more than just conforming to daily or routine instructions and carrying out operational activities to guarantee the achievement of the strategic objectives of an organization, on-job training, standards, support and trainings are essentially as important as having a well-documented strategic plan.

2.4.3 Effect of Off-job training on employee performance

Off-job training is an activity that allows staff to make direct contact with an Organization to give comments on products and their use (Brassington and Pettitt 2000). The two authors' note that off-job training is a staff service that seeks to acquire new skills, provides superior staff satisfaction, and builds staff loyalty. Further, they add that off-job training has to do with good staff relations so that their expectations on services will produce the benefits and standard promised. It is widely believed that staff prefer speed, ease of access, personal attention, convenience, or simply the lack of hassle that they perceive to be available in the private sector (Brassington and Pettitt 2000).

According to Clair (1993) any organization that is not committed to providing expectations of staffs point of view will not survive. He further points out that, Important issues to be considered when taking care of staff include; giving Staff accurate and reliable information; offer high quality service that is easily accessible and easily approachable service provider's periodical user requirements analysis (interviews and questionnaires) in order to best understand users' needs and to put in place mechanisms to frequently evaluate the level of user satisfaction to keep the quality of the service provided in line with user expectations. The two authors reiterate that the information obtained by these surveys can be used to develop a performance. It can also reveal a considerable degree of dissatisfaction with information products and services offered.

Pawling (200) opines that all organizations need a deeper understanding of interest and preferences of staff in order to provide relevant information. He argues that Organizations have made huge mistakes in estimating the information products and services

habits of staff. For example, academics might be comfortable with e-mail interactions, but might not like self-service options, such as searching a company Web- site. He further warns that determining staff needs can be challenging, therefore the best way to do it is to talk to staff. For example “tell us what to do and work with us and tell us if we are doing right”. This can be done through focus groups, e-mail, face to face situation and online surveys (Pawling, 2001).

According to Sarunya (2001) organizations in the same market sector are compelled to assess the quality of the services that they provide in order to attract and retain their staff. Apparently, many business men conceptualize staff training as an individual’s feeling of pleasure (or disappointment) resulting from comparing the perceived performance or outcome in relation to the expectation. There are two general conceptualizations of satisfaction here, namely, the transaction-specific satisfaction and the cumulative satisfaction (Suda, 2001). Transaction specific satisfaction is the staffs very own valuation of his or her experience and reaction towards a particular service encounter (Taylor, 2001). This reaction is expressed by the staff who experiences a product or service for the first time. Meanwhile, cumulative satisfaction refers to the staffs overall evaluation of the consumption experience to date (Johnson, 2004); an own accumulation of contacts with services provided to them from day-to-day. It is from this accumulation that staff establish a personal standard which is used to gauge service quality. However, in general, it is agreed that staff training measurement is a post-consumption assessment by the user, about the products or services gained (Suda & Sarunya., 2001).

Whittaker (2001) indicates that organizations start with analyzing staff needs as part of an internal value chain analysis. This will ensure that they are able to develop new products, services and solutions aimed at satisfying those needs identified. The focus now shifts to internal operating processes that will maximize delivery of products and services in line with staff or clients’ needs. Internal business objectives must focus on those processes critical towards achieving organizational success in the staffs eye. This is the basis for deriving financial objectives and measures that must be used to drive an organization’s operations effectively and efficiently, such as getting rid of assets that provide inadequate returns (Whittaker, 2001).

Hussey (1993) indicates that the end product should be measured against four elements, namely: quantity, quality, cost or risk factors and time. For example, a product or service delivered only to

meet a deadline but which is of poor quality will leave clients not getting value for money. This view is supported by staff expectations continue to rise, requiring more attention to service and quality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents on the methods and techniques that the researcher used to collect data for the study. It considered study design, procedures, subject selection, data collection instruments, data analysis, limitations and delimitation.

3.1 Research design

Descriptive study design was used in the study. The descriptive research design will help the researcher to describe and explain the way controls will be implemented in the organization. Quantitative research approaches will be used to obtain the data that can be measured in numerical figures.

3.2 Research population

The study was interested in the Moroto district local government, and target both the top managers as well as the support staff from different departments in the district offices. The main target samples will be employees as a whole a number totaling to 150.

3.3 Sample size

In view of the nature of the target population where the number for top management and support staff from each category. Table below shows the respondents of the study were the employees because all these involved since whatever policy was made on training would in turn affect them, target population and sample size. The Slovene's formula was used to determine the minimum sample size for each category.

Slovene's formula

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

Where n=sample size

N= population

E= level of significance (0.05)

$$n = \frac{150}{1 + 150(0.05)^2}$$

So, the sample size of this study was 109.

Table 1: Respondents of the study

Respondents	Target Population	Sample size
Top Management	30	22
Support staff	120	87
Grand Total	150	109

3.4 Sampling Procedure

The purposive sampling will be utilized to select the respondents based on these criteria:

1. Male or female respondents in Moroto district local government.
2. Top management and support staff with experience ranging from one year and above.
The systematic random sampling will be used to finally select the respondents with consideration to the computed minimum sample size.

On the other hand in this study stratified sampling technique will be used. In stratified sampling the population will be divided in to sub populations such that elements within each sub-population are homogenous.

3.5 Data collecting methods and Instruments

The study will use both qualitative and quantitative data collection methods and instruments. Qualitative data will be gathered by the use of interview hence interview guide an observation method and checklist and also documentary review. Quantitative data on the other hand will be collected using survey method hence self administered questionnaire in support of qualitative data.

3.5.1 Data collecting methods

3.5.1.2 Survey method

The researcher will also use questionnaire method to collect primary data where by the questionnaires was distributed to various respondents within the targeted population so as to get reliable and various views of the respondents.

3.5.1.4 Documentary Review

This method involved reading documents related to training and management. It is advantageous because it will enable the researcher to get the first hand information through critical examination of recorded information. It will also be used to cross check information received from the researcher procedures.

3.5.2.1 Data collection instruments

3.5.2.1.2 Self administered Questionnaire

Questionnaires by definition mean a set of printed questions addressed by the researcher to the respondent for him or her to answer and after answering return the questionnaires to the researcher. The questionnaires will be administered personally by the researcher to the respondents and collected after time interval. The questionnaires will comprise closed ended questions that will require the respondents to answer all the questions to the best of their knowledge.

Quality control

3.6 Validity of the instrument

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. The study will test three types of validity, face validity, content validity and construct validity. Face validity will be achieved with the guidance of experts in the field of management. The researcher will work hand in hand with her research supervisors to adjust the instruments accordingly. It will measure the content validity of the instruments. In order to test this content validity of the instruments, the researcher will avail the questionnaire to two experts to check each item for language, clarity, relevance, and comprehensiveness of the content.

For the instrument to be valid, the CVI should be within the accepted statistical range of 0.5 to 1, specifically, the instrument which has the necessary content validity, it should have a CVI of 0.7 and above.

At least 30 questionnaires will be issued on the original nominal, ordinal, interval scales (eg likert scales). Convergent Validity is achieved when communality loadings of initial solution table (Communality Table) are 0.5 and above and determinant is greater than 0.000.

Discriminant validity is achieved when the items or questions in rotated component matrix are distinctively loaded (0.3 or more) to separate components (table component columns) and KMO is 0.7 OR more, Cumulative % variance of at least 50%. At this stage one is able to determine the constructs or indicators and Items or questions that should be retained on the questionnaire and conceptual framework.

3.6.1 Reliability of the instruments

Reliability is a measure of the degree to which research instruments yield consistent results or data after repeated trials.

The test-retest technique will be used to assess the reliability (accuracy) of the instruments. The researcher will devise the instruments to twenty one qualified respondents, ten from employees from production department, ten from casual laborers and only one from management. These respondents will not be included in the actual study. In this test- retest technique, the questionnaires will be administered twice to the same subjects after the appropriate group of the subject are selected, then the initial conditions will be kept constant, the scores will then be correlated from both testing periods to get the coefficient of reliability or stability. The tests and the trait measured if they are stable, will indicate consistent and essentially the same results in both times (Treece and Treece, 1973).

3.7 Data Analysis

The statistical package which was for analyzing data in this study was SPSS version 16.0. Different statistical tools were used namely. Data on profile of respondents was analyzed using frequencies and percentage distributions, whereas data on objectives 1,2,3 and 4 were analyzed using means P.L.C.C.

The following mean ranges were used on the level of training.

Mean Range	Response Range	Interpretation
3.26-4.00	Strongly Agree	Very Satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Unsatisfactory
1.00-1.75	Strongly Disagree	Very Unsatisfactory

The following mean ranges were used for employee performance

Mean Range	Response Range	Interpretation
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

The Pearson's liner correlation coefficient (PLCC) was used to determine the relationship between training and employee performance.

3.8 Ethical considerations

The research process was guided by sound ethical principles which included the followings:-

Objectivity: The researcher ensured objectivity when carrying out the research and any attempt to bias results were considered unethical and could therefore be avoided.

Respect: The researcher ensured that respect for the respondents is applied. Respect was encompassed respecting the opinion of the respondents including the opinion to terminate the interview whenever they would feel uncomfortable to continue, questioning style especially for very personal and sensitive questions.

Also the researcher promised the respondents that their identity was not to be disclosed as there was no writing of names on the questionnaires and that everything is to be confidential. The researcher gave the respondents the true facts about the research in order to make informed decisions about participating or not.

3.9 Limitations of the study.

- i. Lack of enough secondary data. The researcher may lack enough secondary data from Moroto district local government thus the researcher will utilize the available literature.
- ii. Some respondents may refuse to give detailed information due to fear that they may lose their jobs thus the researcher will assure the respondents information to be kept confidential.
- iii. The researcher may be denied to access information for completion of the research from Moroto district local government thus the researcher will seek permission from the university as well as authorization from Moroto district so that information related to her topic be availed to her.
- iv. Testing: Differences in conditions and time when the data obtained from respondents by different persons on different days at different hours. This can be minimized by orienting and briefing the research assistants on the sampling techniques and data gathering procedures.
- v. Mortality: The calculated number of respondents cannot be reached considering the fact that some questionnaires may not returned due to circumstances within the respondents and beyond the control of the researcher. The researcher will endeavor to attain the appropriate number of respondents for reasons of representativeness.
- vi. Other conditions where the researcher may have no control over the extraneous variables such as honesty of the respondents; personal biases and descriptive nature of the design and the researcher may solve it by assuring confidentiality of the information availed to him.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This section presented the findings from the survey, using the statistical tools and methods chosen for data analyses with summarized analysis on the results. Problems such as secrecy and indifference on the part of respondents were limitations in the collection of data. 8 respondents failed to answer the questionnaire. Reasons given included lack of time due to heavy workload at work or the questionnaires not getting to them on time. Even though the sample size chosen was rather small, when taking into consideration the number of Moroto District Local Government employees, it had to be used to ensure that at least some data could be collected on time to ensure the timely presentation of the paper. Thus, a further reduction of respondents due to the eight unanswered questionnaires reduces further the quality of data collected. The district did not provide any information on the annual headcount of the organization and explained it was confidential and they could not disclose any information on that.

4.1 Respondents of the study

4.1.1 Age distribution of respondents

The ages of the respondents ranged between 26 and 55 years. It reveals that none of the 22 respondents fell within the age range of 18-25 and 56-59. There were 13 respondents between 26-35 years representing 59.1%. 5 of the respondents were between the ages of 36-45 representing 22.72%. The final 4 respondents were between 46-55 years representing 18.18% of the total respondents. The non representation of respondents between 18-25 and

56-59 does not mean the Moroto district local government does not have employees within the range, it only means the employees within the age range were not available to respond to the questionnaire.

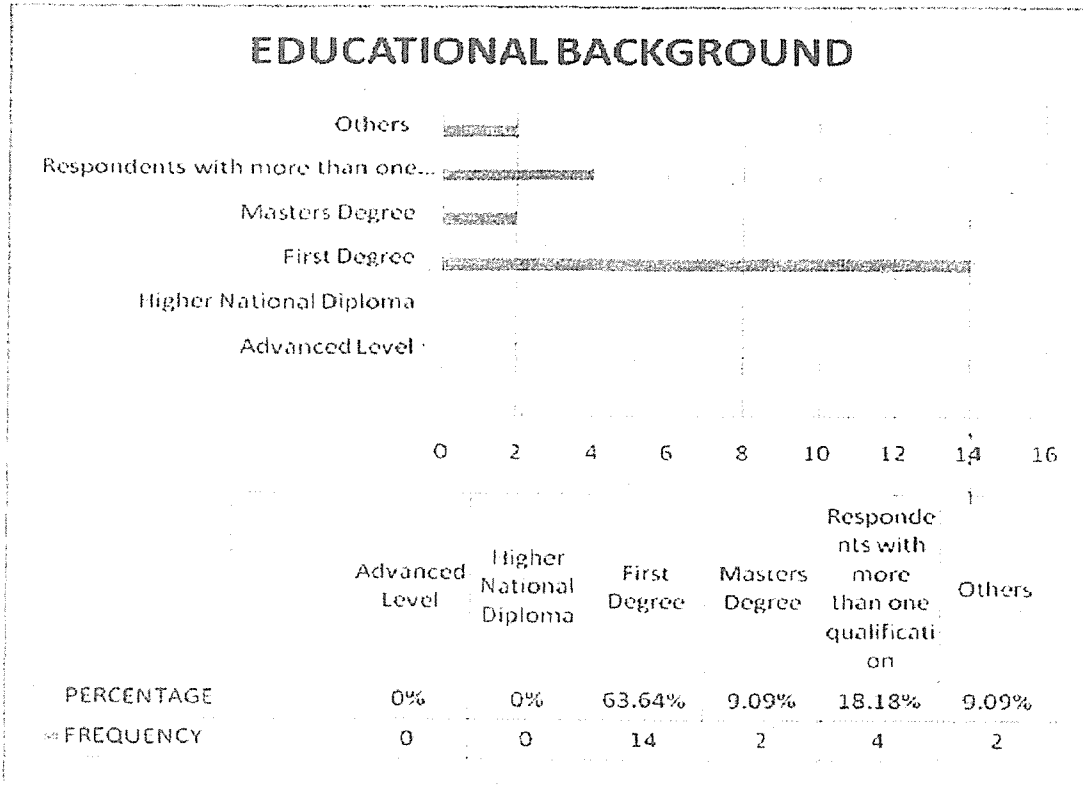
4.1.2 Gender of respondents

Out of the 22 respondents 13 were males representing 59.1% and 9 were females representing 40.9 %. This shows that the male respondents formed the majority. In contacting a few of the employees I discovered that the statistics above corresponds to the current situation in the bank.

Currently, there are more male employees in the bank than females.

4.1.3 Educational background of respondents Figure 4. 1: Educational background

Figure 4.1 EDUCATIONAL BACKGROUND



Source: Field data July 2016

The x-axis represents the frequency and the y-axis respondents

From the table above, it can be observed that about a fourth (63.64%) of the respondents have a first degree, 2 representing 9.09% have a masters degree, 4 representing 18.18% have multiple degrees, whilst 2 representing 9.09% have other forms of qualification besides a first degree or masters. It can therefore be concluded that to be employed in a middle or upper level position in the organization one has to have no less than a first degree.

4.1.4 Job Position of respondents

The study covered only upper and middle level management of the district including the Human Resource and Finance managers. The middle level management respondents were 16 representing 72.73% while the upper level management were 6 and also represented 27.27%.

The analysis shows that a larger proportion of the respondents were found to be from middle level management. Moroto District Local Government can therefore be described as comprising workers of varied positions all working towards the attainment of the organizational goals.

4.1.5 Years of Service in the Organization

Table 4. 1: Years of Service in the Organization

Years of service	Frequency	Percentage
1-3	5	22.73%
4-5	10	45.45%
6-9	7	31.82%
10-12	0	0%
Total	22	100%

Source: Field data July 2016

From the table above, the respondents have served in Moroto District Local Government from 1 to 9 years. It can be seen that respondents who have served for 4-5 years representing 45.45% formed the majority whilst respondents who have served for 6-9 years followed with a frequency of 7 representing 31.82%. The remaining respondents who have served for 5 years make up 22.73%. However none of the respondents fell within the range of 10-12 years of service in the district.

4.2 Effect of training

The independent variable in this study was training which was broken into three constructs and these were; on job training (measured with five questions), off job training (with five questions) and workshops and seminars (with five questions in the questionnaire). These questions were based on a four point Likert scale, in which respondents were asked to rate the influence of training by indicating whether they strongly agree, agree, disagree and strongly disagree with each question in the questionnaire. The SPSS software was used to analyze their responses using means and ranks as indicated in table 4.2. To interpret the means in table 4.2, the following mean ranges and their descriptions were used;

Key of interpretation of means

Mean Range	Response Range	Interpretation
3.26-4.00	Strongly Agree	Very Satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Unsatisfactory
1.00-1.75	Strongly Disagree	Very Unsatisfactory

Table 4.2: Effect of training

Statement	Mean	Interpretation	Rank
Job training			
Attending training about effective communication helped me to understand different types of communication	3.45	very satisfactory	1
Training on effective communication improved staff relationship between managers and subordinates	3.37	very satisfactory	2
After attending effective communication training, team work improved among employees	3.10	satisfactory	3
Effective communication workshops helped the organization to work out organizational conflicts between the employees.	2.95	satisfactory	4
Effective communication reduced the rate of labour turnover with the organization	2.47	unsatisfactory	5
Overall mean	3.07	satisfactory	
Job training			
Acquired problem solving skills from the training labour conflict resolution in the organization	3.33	very satisfactory	1
Living conflicts within the organization became effective after attending several training about conflict resolution	3.26	Very satisfactory	2
Organization offers basic computer training to all staff	3.19	satisfactory	3
Computer training offered helped us to enrich our IT skills	2.87	satisfactory	4
Organization is prepared for new and future technical challenges by sponsoring for professional training	2.46	unsatisfactory	5

average mean	3.02	satisfactory	
workshops and seminars			
Employees are given day release to attend their training	3.62	Very satisfactory	1
Workshops and seminars are organized as a form of training to employees in the organization	3.31	Very satisfactory	2
A distance learning programme is allowed for training purposes	3.20	satisfactory	3
Workshops and modeling are the main methods of training in the organization	2.95	satisfactory	4
Employees are involved in the decision making process because of effective communication trainings	2.51	unsatisfactory	5
average mean	3.10	satisfactory	
overall mean	3.06	satisfactory	

Results in table 4.2 indicated that training in Moroto District Local Government was rated satisfactory and this was indicated by the overall mean of 3.06, implying that training is always practiced in Moroto District Local Government. Results further indicated that training differs on different perspectives; for example, regarding on job training, the respondents rated this construct as satisfactory (average mean=3.07), implying that attending training about effective communication has helped employees to understand different types of communication skills. However, this construct (on job training) was rated unsatisfactory on only one item and this was on the fact that improved communication has not necessarily reduced the rate of labour turnover within the organization (mean=2.47).

With respect to off job training, this variable was rated satisfactory and this was indicated by the average mean of 3.02, hence implying that the employees in Moroto District Local Government have gained problem solving skills from the training about conflict resolution in the organization.

Concerning workshops and seminars, five items were used to measure this construct and was rated satisfactory and this was indicated by the average mean of 3.10, two items were rated as very satisfactory (mean 3.62 & 3.31 respectively), this implied that workshops and seminars are organized as a form of training to employees in Moroto District Local Government.

4.3 Employee performance

The dependent variable in this study was employee performance, this variable was broken into three parts and these are; work efficiency (with 5 questions in the questionnaire), goal accomplishment (with five items) and service delivery (with four questions in the questionnaire). Most of these questions were based on a four point Likert scale and respondents were asked to rate the extent to which employee performance is satisfactory by indicating the extent to which they strongly agree, agree disagree; and strongly disagree with each question or item. Their responses were analyzed using SPSS and summarized using means and ranks as indicated in table 4.3 below;

Table 4.3 Employee performance

Variables	Mean	Interpretation	Rank
Work efficiency			
You always eliminate your personal distractions by staying focused on your work	3.51	Very satisfactory	1
You always create a "to do" list by beginning with the highest priorities of the day	3.29	Very satisfactory	2
You always keep a clean and orderly workspace in order to achieve expected productivity from you	2.89	Satisfactory	3
You always make sure that you have the supplies and all the tools needed to do your job	2.58	Satisfactory	4
You always set a timeframe and deadline for your most important projects	1.93	Unsatisfactory	
Average mean	2.84	Satisfactory	
Goal accomplishment			
You always vet the organizational goals thoroughly through spending much of your time internalizing such goals	3.42	Very satisfactory	1
You always let your inner circle / fellow employees know what you're trying to accomplish and they correct you to the right track	3.27	Very satisfactory	2
You always do some of the work from home as a way of accomplishing certain organizational goals	3.08	Satisfactory	3
You always explore the strengths and resources required for success and compare them to the current weaknesses	2.88	Satisfactory	4
You always write down and share with your friends the organizational goals to be accomplished	2.55	Satisfactory	
Average mean	3.04	Satisfactory	
Service delivery			
Increasing of inputs has lead to improved service delivery and enhanced access to services	3.26	Very satisfactory	1
Ensuring availability and access to government services is one of the main functions in your administration	3.19	Very satisfactory	2
Service affordability in your department always depend on the clients' ability	2.96	Satisfactory	3
Dimensions of access to services are always a pre-condition for quality in your organization	2.26	Unsatisfactory	4
Average mean	2.92	Satisfactory	
Overall mean	2.93	Satisfactory	

Source: Primary Data, 2016

Results in table 4.3 indicated that employee performance was rated satisfactory and this was indicated by the overall mean of 2.93, which implies that the staff members in Moroto District Local Government, always perform their duties the ways required by their bosses.

Work efficiency as the first construct on the dependent variable was measured using four items and this was rated satisfactory (mean=2.84), this implied that the workers in Moroto District Local Government always eliminate their personal distractions by staying focused on their work and they always create a 'to do' list by beginning with the highest priorities of the day.

With respect to goal accomplishment, results indicated that this was also rated satisfactory and this was indicated by the average mean of 3.04, hence implying that the workers in Moroto District Local Government always vet the organizational goals thoroughly through spending much of their time internalizing the organizational goals, also they always let fellow employees know what they are trying to accomplish and they are corrected to the right track.

Concerning service delivery; this construct was rated satisfactory and this was indicated by the average mean of 2.92, this implies that one of the' main functions in the administration of Moroto District Local Government is ensuring the availability and access to government services, it also implies that increasing of inputs has led to improved service delivery and enhanced access to government services in Moroto District Local Government.

4.4 Objective one; examining how on job training affects employee performance

The first objective in this study was to examine how on job training affects employee performance in Moroto District Local Government, here the researcher had to establish whether there is a relationship between on job training and employee performance in Moroto District Local Government. To test this null hypothesis, the researcher correlated the mean indices on on job training and those on employee performance using the Pearson's Linear correlation Coefficient (PLCC) and results are indicated in table 4.4 below;

Table 4.4: Pearson correlation between on job training and employee performance

Variable correlated	r-value	Sig	Interpretation	Decision on Ho
On job training Vs Employee performance	.724	.000	Significant correlation	Rejected

Source: Primary Data, 2016

The Pearson's Linear correlation Coefficient (PLCC) results in table 4.4 indicated that on job training has a relationship on employee performance in Moroto District Local Government, since the sig. value (0.000) was far less than 0.05, which is the maximum level of significance required to declare a significant relationship in social sciences. Therefore this implies that on job training significantly affects employee performance in Moroto District Local Government. Basing on these results the stated null hypothesis was rejected and confirming that satisfying on job training increases employee performance in Moroto District Local Government.

4.5 Objective two; analyzing how workshops and seminars affect employee performance

The second objective in this study was to find out how workshops and seminars affects employee performance in Moroto District Local Government. Therefore to achieve this objective and to test this null hypothesis, the researcher correlated the means on both variables by using the Pearson's Linear Correlation Coefficient as indicated in table 4.5;

Table 4.5 : Pearson correlation between workshops and seminars and employee performance

Variable correlated	r-value	Sig	Interpretation	Decision on Ho
Workshop and seminars Vs Employee performance	.357	.000	Significant correlation	Rejected

Source: Primary Data, 2016

Results in table 4.5 indicated how workshops and seminars affects employee performance in Moroto District Local Government, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a significant relationship in social sciences, here the stated null hypothesis was rejected basing on these results and hence implying that improvement in workshops and seminars increases employee performance in Moroto District Local Government.

4.6 Objective three; examine how off job training affect employee performance

The third objective in this study was to examine how off job training affects employee performance in Moroto District Local Government. The researcher correlated the means on both variables by using the Pearson’s Linear Correlation Coefficient as a way of achieving this objective and to test this null hypothesis and this was indicated in table 4.6;

Table 4.6: Pearson correlation between off job training and employee performance

Variable correlated	r-value	Sig	Interpretation	Decision on Ho
Off job training Vs Employee performance	.514	.000	Significant correlation	Rejected

Source: Primary Data, 2016

The Pearson’s Linear correlation Coefficient (PLCC) results in table 8 indicated the effect of off job training on employee performance in Moroto District Local Government, since the sig. value (0.000) was far less than 0.05 and r-value (0.514) which is the maximum level of significance required to declare a significant relationship in social sciences. Therefore this implies that effective off job training partly improves employee performance in Moroto District Local Government and ineffective off job training reduces it.

4.7 Objective four; examining the relationship between training and employee performance

The fourth objective in this study was to examine the relationship between training and employee performance in Moroto District Local Government. Therefore to achieve this objective and to test this null hypothesis, the researcher correlated the means on both variables by using the Pearson's Linear Correlation Coefficient as indicated in table 4.7;

Table 4.7: Pearson correlation between training and employee performance

Variable correlated	r-value	Sig	Interpretation	Decision on Ho
Training Vs Employee performance	.617	.000	Significant correlation	Rejected

Source: Primary Data, 2016

The Pearson's Linear correlation Coefficient (PLCC) results in table 4.7 indicated a significant correlation between training and employee performance in Moroto District Local Government, since the sig. value (0.000) was far less than 0.05 and r-value (0.6 17) which is the maximum level of significance required to declare a significant relationship in social sciences. Therefore this implies that effective training increases employee performance in Moroto District Local Government and ineffective training reduces it.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the findings, conclusions, recommendations based on the conclusions of this study and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Summary.

How training affects employee performance

The findings indicated that on job training significantly affects employee performance in Moroto District Local Government. Therefore this implies that effective on job training increases employee performance in Moroto District Local Government.

Langdon (2000) describes behavior of employees in an organization has a direct impact on its service standards. For example, employees who lack drive, passion and commitment to their work may lack initiative, fail to meet target dates and show very little regard for the importance of value contribution in whatever they do. Thus, the connection between the first two layers is clear. The researcher firmly supports the view by Langdon (2000) that the next layer is the support provided by business. He maintains that without adequate support, desired behavior and standards are difficult, if not impossible, to achieve. Every kind of performance needs support.

How practical workshops and seminars affect employee performance

The second objective in this study was to analyze how practical workshops and seminars affect employee performance in Moroto District Local Government. The findings indicated that workshops and seminars has a significant effect on employee performance in Moroto District Local Government, hence implying that improvement in care appraisal can also increase employee performance in Moroto District Local Government.

Examining the relationship between training and employee performance

The third objective in this study was to examine the relationship between training and employee performance in Moroto District Local Government. The findings indicated a significant correlation between training and employee performance in Moroto District Local Government, this implies that effective training increases employee performance in Moroto District Local Government and ineffective training reduces employee performance.

Data analysis using means indicated that training was rated satisfactory, hence meaning that training is always practiced in Moroto District Local Government.

On job training was rated satisfactory, hence confirming that attending training about effective communication has helped employees to understand different types of communication skills.

Off job training was rated satisfactory (mean=3.02), hence confirming that the employees in Moroto District Local Government have gained problem solving skills from the training about conflict resolution in the organization.

The findings still indicated that workshops and seminars was rated satisfactory, hence implying that workshops and seminars are organized as a form of training to employees in Moroto District Local Government.

Employee performance was rated satisfactory (overall mean=2.93), this implies that the staff members in Moroto District Local Government, always perform their duties the ways required by their bosses, this finding is in line with Smeltzer (1993) who argued that employee performance includes job related activities expected of a worker and how well those activities are executed. He added that many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement. In addition, employee performance is meant to the overall performance in terms of efficiency, effectiveness and efficacy in the organization.

Work efficiency was rated satisfactory (mean=2.84), implying that the workers in Moroto District Local Government always eliminate their personal distractions by staying focused on their work and they always create a "to do" list by beginning with the highest priorities of the

day, this finding is also in line with McTague (2002) who noted that employee performance can be found in a number of areas across an organization. Sometimes this involves changing what an employee does, at other times the way they do it. But in order to maximize efficiencies, it is important to have a complete understanding of the roles played by individuals and teams within organization whereby doing performance.

With respect to goal accomplishment, this was rated satisfactory (mean=3 .04), hence implying that the workers in Moroto District Local Government always vet the organizational goals thoroughly

through spending much of their time internalizing the organizational goals, also they always let fellow employees know what they are trying to accomplish and they are corrected to the right track, this finding agrees with Tim (1994) who noted that the greatest sense of goal accomplishment comes from surpassing goals that challenge the mind, body and spirit. If the goal is audacious, it will require information beyond what's currently in the worker's brain. He also added that business goals are mostly fulfilled due to realistic assumptions combined with diligence. Give workers every chance of hitting the goal by surfacing every potential obstacle and exploring every possible solution (Tim, 1994).

Service delivery was rated satisfactory (mean2.92), hence implying that one of the main functions in the administration of Moroto District Local Government is ensuring the availability and access to government services, it also implies that increasing of inputs has led to improved service delivery and enhanced access to government services in Moroto District Local Government anch, this finding is also in line with Hennig (2003) in his study on service delivery, he noted that organizations must have standards in place to guide, direct, and monitor the service behavior of line-level employees and those who supervise them. For monitoring the; service behavior and processes of sales front people, operative standards are separated from management standards for service delivery as an own concept in the empiric study (Susskind, 2003).

5.2 Conclusions

training and employee performance

From the findings of the study, training significantly affects employee performance in Moroto District Local Government. Therefore concluding that effective on job training increases employee performance in Moroto District Local Government.

Workshops and seminars

From the findings of the study, the researcher concluded that workshops and seminars significantly effects employee performance in Moroto District Local Government, concluding that improvement in workshops and seminars also increases employee performance in Moroto District Local Government.

Training and employee relationship

From the findings of the study, it was indicated training has a significant relationship on employee performance in Moroto District Local Government, this led to a conclusion that effective training increases employee performance in Moroto District Local Government, and ineffective training reduces employee performance.

5.3 Recommendation

The researcher recommends to the board Moroto District Local Government to put in place a set of organizational culture to be followed by all workers as a way of behavior apprising in this organization.

The researcher recommends to Moroto District Local Government members to give an opportunity to the workers to always have “a say “during decision making, this can be done by allowing them to contribute during City branch meetings.

The researcher recommends that Moroto District Local Government members should provide reliable information to both workers and clients before passing out any advertisement.

Still the researcher recommends to the workers in Moroto District Local Government to always set a timeframe and deadline for their most important projects, hence improving employee performance.

5.4 Areas for further research

Prospective researchers and even students are encouraged to research on the following areas;

1. Training and goal accomplishment among workers in Moroto District Local Government.
2. Off job training and employee performance in Moroto District Local Government
3. Training and serve deliver in Moroto District Local Government

REFERENCES

- Amin, E. (2005). *Social Science Research: Concepts Methods and Analysis* Kampala: Makerere University Press
- Bandal, B., & John, L. Pierce (1989) *Management*. Scot Foreman Company. London. Bartol, B., D & David, C., M. (1998) *Management* (311 ed). Boston: Irwin McGraw
- Birungi, K. M. (2003) *Human Resource Management: Simplified Text, Cases and Questions*. (15th ed), Kampala: HoonKab Printers
- Chuck. w. (2002). *Effective Management: A Multi Media Approach: Texts, Graphics, Videos. Animations*. Ohio: South Western Publishers
- Chuck, W. (2003). *Management*. (2 Ed.) Texas: South Western Publishers
- Daft, R., L. (2000). *Management* (5th Ed.). Fort Worth: Mike Rochie Publishers
- Department Of Distance Education Institute of Adult And Continuing Education Makerere. (2007). *A Guide To The Supervision Process For Supervisors And Students*. (2nd Ed). Kampala: Department of Distance Educational Institute of Adult and Continuing Education Makerere.
- Dubrin, A. (1997) *Essentials of Management*. (4th Ed). Ohio: South Western College Publishing
- Griffin (2002). *Management*. (1st Ed). Boston: Boston Maffin Company
- Gornez, L., Mejia., & David, B., R. (2002). *Contemporary Management*. New York: McGraw Hill Publishers
- Ivancevich J; M. (2001). *Human Resource Management*. (8th Ed). New York: McGraw Publishers
- Kinick, A & Brain, K., W. (2003). *Management: A Practical Introduction* (9th Ed). Boston: Irwin Publishers
- Memoria, C., B & Granker, S., V. (2001). *Personnel Management*. India: Himalayas Publishers

- Michael. T. (1997 Pp. 43). Training in Australia. Design. Delivery. Evaluation. Management. Australia” Prentice Hall
- Pamela, L., S., Stephen, H.,G., & Faudt, P.,M. (2001). Management: Challenges In The 21 Century. (3rd Ed) Australia: Southern Western Publishers
- Prasad. L.. M. (2001). Principle and Practice of Management. (7th Ed). India: Sultan Chand And Sons
- Rudraba M.. N. (2000) Dynamic Personnel Administration: Management of Human Resource (10th Ed). India: Himalayas Publishers
- Robin. S.. & Dacenzo, D. (2001). Fundamentals of Management. (3rd Ed). New Jersey: Prentice Hall Publishers
- Robbin, S.F.Coulter, M. (1999). Management (6th Edition) . New Jersey, Prentice Hall
- Subba, R., P. (2001). Essential of Human Resource Management And Industrial Relations: Text And Cases. India: Himalayas Publishers
- Schermaborn, J., R. (1993). Management: For Productivity. (4th Ed). New York: John Wiley And Sons Inc.
- Scholar, S., R. & Stuart, A., Y. (1986). Effective Personnel Management. (2 Ed). New York: West Publishing Company.

APPENDICES

APPENDIX 1A

QUESTIONNAIRE FOR EMPLOYEES OF STANBIC BANK (UGANDA) LIMITED

KAMPALA INTERNATIONAL UNIVERSITY

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable Akol Benardo a final year student of Kampala International University, complete his thesis on the topic; the impact of training on employee performance : a case study of Moroto District Local Government, in pursuance of a degree in Public Administration. Thank you for participating in this study.

NB. All information given would be related with utmost confidentiality and I will like to share results if you will leave your e-mail address. Date.

SECTION A

Basic demographic data (please tick where appropriate)

1. How old are you? (years)

(a) 18 – 25 ()

(b) 26 – 35 ()

(c) 36 – 45 ()

(d) (d) 46 – 55 ()

(e) (e) 56 – 59 ()

2. Gender;

(a) Male ()

(b) Female ()

3. Educational back ground;

(a) Advance level ()

(b) Higher National Diploma ()

(c) First Degree ()

(d) Masters Degree ()

(e) Please tick if more than one (e) other

APPENDIX I B: QUESTIONNAIRE ON TRAINING

Direction: Rate your ability, knowledge or skill on the following item by ticking the right number corresponding with each question. Key; 1 = strongly disagree; 2 = Disagree; 3= Agree; 4 = strongly agree.

Items on training	sd	d	a	sa
On line training				
After attending effective communication training ,team work improved among	1	2	3	4
Attending training about effective communication helped me to understand different types of communication.	1	2	3	4
Effective communication workshops helped the organization to work out some organizational conflicts between the employees.	1	1	3	4
Improved communication reduced the rate of labour turnover within the organisation.				
Training on effective communication improved staff relationship between top managers and subordinates.	1	2	3	4
Off – job training.				
Staff is prepared for new and future technical challenges by sponsoring them for professional training	1	2	3	4
The computer training offered helped us to enrich our IT skills1	1	2	3	4
The organisation offers basic computer training to all staff				
I gained problem solving skills form the training about conflict resolution in the organisation.	1	2	3	4
Resolving conflicts within the organisation became effective after attending several training about conflict resolution.				
Work shop and seminars				
Staff are given day release to attend their trainings	1	2	3	4

Workshops and seminars are organized as a form of training to employees in our organisation.	1	2	3	4
Only distance learning program is allowed for training purpose	1	2	3	4
Seminars and modeling are the main methods of training in our organisation	1	2	3	4
Employees are involved in the decision making process because of effective communication trainings	1	2	3	4

APPENDIX IC: QUESTIONNAIRE ON EMPLOYEE PERFORMANCE.

Direction: rate your ability, knowledge or skill on the following items by ticking the right number corresponding with each question. Key 1 = strong disagree; 2 = Disagree; 3 = Agree; 4 = strongly agree.

Items on employee performance	rank			
Work efficiency.				
1. You always keep a clean and orderly workspace in order to achieve expected productivity form you.	1	2	3	4
2. You always make sure that you have the supplies and all the tools needed to do your job.	1	2	3	4
3. You always set a timeframe and deadline for your most important projects.	1	2	3	4
4. You always eliminate your personal distractions by staying focused on your work.	1	2	3	4
5. You always create a “to do” list by beginning with the highest priorities of the day.				
Goal accomplishment				
1. You always explore the strength and resources required for success and compare them to the current weakness.	1	2	3	4
2. You always write down and share with your friends the organisation goals to be accomplished.	1	2	3	4
3. You always vet the organizational goals thoroughly through spending must of your time internalizing such goals.	1	2	3	4
4. You always do some of the work from home as away of accomplishing certain organizational goals.				
5. You always let your inner circle /fellow employees know what you're trying to accomplish and they correct you t other right track.	1	2	3	4
Service delivery				
1. Ensuring availability and access to government services is one of the main functions in your administration.	1	2	3	4
2. Increasing of inputs has lead tyo improved service delivery and enhanced access to services	1	2	3	4
3. Dimensions of access to services are always a pre-condition for quality in your organisation.	1	2	3	4
4. Service affordability in your department always depend on the clients' ability l	1	2	3	4

APPENDIX: 11

INTERVIEW GUIDE

1. What are different forms of training does Moroto district local government use most?
2. Do you keep records of training of employees?
3. What kind of training records does the organization keep?
4. How are the training needs of employees identified?
5. Does Moroto district local government carry out performance appraisal?
6. Does Moroto district local government use training as a corrective action after performance appraisal?
7. How often does Moroto district local government conduct training for its employees?
8. Which particular areas have employees improved on during the performance of the duties after training?
9. What are some of the negative consequences that have resulted from training?
10. And how can above negative consequences that have resulted from training be solved?

APPENDIX III

TIME FRAME OF THE STUDY

ACTIVITY	TIME IN WEEKS			
	1	2	3	4
PROPOSAL WRITING	■			
DATA COLLECTION		■		
DATA ANALYSIS			■	
SUBMISSION				■

APPENDIX IV

ITEM: BUDGET FOR THE STUDY

ACTIVITY	AMOUNT IN UGANDA SHILLINGS
TYPING AND PRINTING	10,000/=
LITERATURE COLLECTION	50,000/=
TRANSPORT	30,000/=
CONTINGENCY	45,000/=
BINDING	4,500/=
TOTAL	180,000/=