STAFF TRAINING AND EMPLOYEE PERFORMANCE IN LOCAL GOVERNMENTS IN UGANDA.

A CASE OF ENTEBBE MUNICIPAL COUNCIL

BY

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OCTOBER, 2025

DECLARATION

I, **OKUMU TOPISTER ATIENO,** declare that this dissertation is my original document. It has never been submitted for any award in any institution of learning.

Signature: _____ **Date:** 3/10/2025

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APPROVAL

This dissertation titled; **"STAFF TRAINING AND EMPLOYEE PERFORMANCE IN LOCAL GOVERNMENTS IN UGANDA. A CASE OF ENTEBBE MUNICIPAL COUNCIL"** has been under my supervision. It is now ready for submission with my approval as the University supervisor.

Signature: _____ **Date:** 04/10/2025

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DEDICATION

I dedicate this dissertation above all to my parents through whom the Almighty God brought me into this life, my family, friends and classmates who have always been there for me in the process.

ACKNOWLEDGEMENT

First of all, I am so grateful to the almighty God who has given me life, wisdom and capability which have enabled me reach this far. I equally thank him for keeping me alive and enabled me to achieve such academic accreditation.

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LIST OF ACRONYMS

EMC:	Entebbe Municipal Council
WDLG:	Wakiso District Local Government
ILO:	International Labour Organization

ABSTRACT

This study was carried out on staff training and employee performance of Entebbe Municipal council (EMC). It primarily intended to sharpen the debate on the impact of staff training on performance in organizations by analyzing the relationship between induction and employee performance, examining the relationship between on-the-job training and employee performance and, determining the relationship between off-the-job training and employee performance EMC. The study followed a cross- sectional study design because of its time-honored approach highly recommended for scientific, management and social researches, which made it more appropriate for this academic research. The study established that there was a positive significant relationship between staff induction, on-the-job training and off-the-job training with employee performance. Therefore, it was concluded that staff induction, on-the-job training and off- the-job training positively significantly related to employee performance. As such, it recommended that EMC need to draw a very clear human resource development program detailing out scope of the three practices; induction, on-the-job training and off-the-job training programmes. Also, the study recommends that all organization in the modern world ought to understand the value of staff training and thus, institute programmes that will help them achieve their goals and missions.

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This study examined the relationship between training and employee performance in Entebbe Municipal Council. (EMC) In this study, training treated as the independent variable, whilst employee performance treated as the dependent variable. Each of these variables conceptualized as indicated in the conceptual framework. This chapter thus presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses, conceptual framework, significance, justification, scope of the study, and operational definitions of terms.

1.2 Background of the Study

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

1.2.1 Historical Background

Traditionally, employee training is traced to have started during and after World War II (Armstrong 2006). During this time in-service training by employers a common practice because their rapid changeover in industry from peace to war which called for training schemes for semiskilled workers, for workers transferred to new jobs, and for women newly brought into industry (Duff, 2003). There followed emergence of the rapid contemporary advance of technological change in successful economies such as Japan, German, and Sweden which heavily influenced by global competition. At the operating level in industry and in public utilities, new techniques, new methods, new tools, new synthetics, new sources of power, and

increased uses of automation have brought extensive changes in the past decades, and the rate of change tends to increase as time goes on. Comparable changes are taking place in the office with the extended use of computers and data processors, which provide for the storing and recall of information in amounts unknown 20 years ago (Chen, 2001). All of this brought about a new approach to training. Great emphasis is now placed on a good start through initial job training, supplemented by orientation sessions or by attractively produced printed material describing the nature and objectives of the employment and the conditions of work. Since changes are frequent with technological advances, refresher training has become common in clerical as well as in industrial work (Chen, 2001).

In developing countries particularly those in Africa, training has entirely been done depending largely on the introduction of new and unfamiliar techniques (Armstrong, 2006). Training in organizations is needed in basic skills, both industrial and clerical, and for the provision of adequate quantities of trained technicians, supervisors, and competent managers. To achieve planned progress these nations, need skilled administrators in large numbers, and above all they require educators and instructors (Armstrong, 2006). In some, the primary and higher educational structure is inadequate for current needs, no vocational training is built into the school system, and little or no science and technology are offered in the universities.

Staff training in Uganda has evolved from mere vocational training in the early stages of colonial administration in the early 1920s to being multidimensional today (EMC, 2006). Despite Uganda's efforts to implement the best practices, it is constrained by the financial resources at their disposal and addressing better human resources management in the public sector still desires a lot in providing better service delivery. In this case therefore, training of employees in the Entebbe Municipal Council (EMC) in the form of induction, on-the-job, and off-the job

training has for long been used to cope with the changing performance requirements brought about by globalisation and modernisation (EMC, 2006).

1.2.2 Theoretical Background

This study was guided by the constructivist learning theory advanced by Bartlett in 1932 and formalized by Jean Piaget in 1950. Under this framework the role of the trainer becomes that of a facilitator, providing guidance so that learners can construct their own knowledge. A constructivist-based training program to improve work performance will, therefore, accentuate that the learner should be an active participant constructing knowledge about tasks so as enhance their performance, and not just a passive receptacle for information (Chen, 2001). This idea intimates that in the workplace, learning-by-doing and on-the-job training can be among the most effective ways of training workers. In a nutshell, the constructivist learning theory advocates alignment of employee training with real organizational activities if the goal of melioration of job performance is to be realized.

1.2.3 Conceptual Background

Many scholars define the concept of training and performance as inseparable elements of any organization. In this study, staff training has been conceptualized as a planned and systematic effort to modify or develop knowledge, skills or attitude through a learning experience to achieve effective performance in an activity or range of activities (Cole, 1983; Saleemi, 1999; Buckey & Caple, 2000; MPS, 2010). In this study, staff training was conceptualized as a learning experience for organizational employees in which their knowledge, skills and attitudes are meliorated to enable them conscientiously perform their duties and responsibilities. Training, in this study, operationally include; induction, on-the-job and off-the-job training.

Off-the-job training is defined as the process where the trainee is separated from the job-situation and subjected to training related to his/her job performance. In contrast on-the job training is defined as the process where an employee is subjected to training while carrying out their task assignments at the workplace. The training can utilize classroom lecturers, audio visual or simulation exercises (Subba, 2001). It includes seminars, lecturers and distance learning. On the-job training is often informal where an experienced worker shows the trainee on how to work on the job (Aswathampa, 2008). On the job training includes rotation, coaching and job delegation.

Bernadin, Kane, Ross, Spina and Johnson (1995), Kane (1996) and Armstrong (2000) regard performance as simply the record of outcomes achieved. Brumbach (1988), however, looks at performance from a broader perspective and refers to it as both the behaviours and results of manpower when executing a task. Accordingly, in this study, performance was operationally be measured by completion of tasks/assignments, achievement of desired outputs with minimum cost, accuracy, timeliness, quality, creativity and absenteeism. Though Brombach's definition considers behavioural aspects of performance, behaviour can arguably be considered as a means but not indicator of performance. For example, absenteeism may affect one's ability to accomplish planned tasks or he or she may accomplish the tasks but out of planned time. Based on this argument, the study adopted the definition by Armstrong which identifies task accomplishment and quality of tasks as measures of performance.

1.2.4 Contextual Background

Entebbe Municipal Council is responsible for the overall management of the human resource and the provision of structures' standards and operating systems to provide an effective and harmonised service; supported by a well-developed and motivated human resource that delivers timely and cost-effective services affordable and responsive to the needs of the people in the

association (EMC Annual Report, 2013). Despite the fact that EMC has taken a number of efforts to see that they train their human resources in a number of ways including orientation, coaching, delegation and so many others (EMC Annual Report, 2013). This is done with an effort to improve their performances. However, the performance of employees seems to be still below standards. For instance, in 2012, most of the targets that had been set by the council were not achieved in its strategic plan. The rate of labour turnover is also going high because over 10 employees have left the municipality for the last two years (EMC Annual Report, 2013). These and others have a lot questions on whether the staff training done by the cooperative have improved employee performance in EMC.

1.3 Problem Statement

Employee training has been regarded as pivotal to improvement of employee performance in organization (McNamara 2008; Debrah and Ofori 2006). It is from this basis that Entebbe Municipal Councilstarted introducing a number of training programs for employees. The organization has held various on-the-job staff training workshops facilitated by experienced

human resource development experts from Coach Africa in 2009 and 2011, facilitated and supported its staff to attend job performance seminars and business-related workshops organized by International Labour Organization (ILO) at Local Governments between 2010 and 2012. In addition, some staff members especially from finance and administration and project/programme department were supported and encouraged to enroll for off-the-job training programmes at Local governments in Uganda (EMC Annual Report, 2013). EMC had also maintained and implemented its staff induction, which covered orientation, socialization and on-boarding, work-based (on-job training), staff development and capacity building programmes activities including coaching, job rotation and delegation and; off-the-job training programme activities, which

include; seminars, lectures and distance learning (EMC Report, 2013).

Ideally, with all these though not so many staff training programmes, employees should have been efficient and effective to achieving the intended performance indicators. Despite the above efforts done by EMC, performance of a number of employees in EMC had remained questionable, realized in the performance level of the entire organization. For instance, the employees had their targets unmet at the end of assessment periods, the quality of work that employees produced many a time fell short of the standards set by their line managers, timeliness in attainment of targets not given due regard, creativity in accomplishment of assignments grossly wanting, tasks were not completed to expectation and if they were completed, they were completed with exorbitant costs, losses were increasing in the works of the cooperatives, and, the level of absenteeism reportedly high (EMC Report, 2013). For instance, in 2013, various stakeholders including board members and members of the association complained of the high costs, which they assumed to have been inflated causing heavy loses to the association. This put a black mark against the performance of employees in EMC. If this situation is left un-catered for, it may lead to increased poor performance and hence poor service delivery. It is against this background that this study investigated the effect of training on performance of employees of EMC.

1.4 Purpose of the Study

The study set out to examine the relationship between training and employee performance in EMC.

1.5 Objectives of the Study

The objectives of this study were:

i. To assess the relationship between induction and employee performance in EMC.

ii. To examine the relationship between on-the-job training and employee performance in EMC.

iii. To determine the relationship between off-the-job training and employee performance EMC.

1.6 Research Questions

This study sought to answer the following questions:

i. What is the relationship between induction and employee performance in EMC?

ii. What is relationship between on-the-job training and employee performance in EMC?

iii. What is the relationship between off-the-job training and employee performance in EMC?

1.7 Hypotheses

This study tested the hypotheses that:

i. There is a significant relationship between induction and employee performance in EMC

ii. There is a significant relationship between on-the-job training and employee performance in EMC

iii. There is significant relationship between off-the-job training and employee performance in EMC.

1.8 Significance of the Study

It is hoped that the study will be useful to Entebbe Municipal Council whereby, it will use the findings to formulate, coordinate and implement training policies relating to the work done by employees. The study is also expected to provide a contemporary cornerstone for implementation of induction, on-the-job and off-the-job training programs for employees. The policy makers will also find the study utilitarian because the current public service training policy is to a significant extent suffering implementation paralysis and some of the underlying causes could be unearthed by the study.

1.9 Justification of the Study

There are prior studies that had been done on training and performance of employees. However, they considered other dimensions of training other than induction, on-the-job and off-the-job training. Thus, the rationale behind the choice of this study to empirically establish the impact of induction, on-the-job and off-the-job training on performance of employees of EMC. The researcher therefore felt the need to carry out as research in order to understand the linkage between the aforementioned dimensions of training and employee performance in EMC. The result of this study is hoped to contribute positively to the field of human resource management in EMC and other organizations that will have access to read this dissertation.

1.10 Scope of the Study

Content Scope

This study considered the relationship between training and employee performance. Training in this study had the dimensions of induction, on-the-job, and off-the-job training, whilst, employee performance measured by tasks accomplishment, achievement of desired outputs with minimum

cost, accuracy, quality, timeliness, creativity, and absenteeism.

Geographical Scope

The study was conducted in Entebbe Municipality found along the northern shores of Lake Victoria, Africa's largest lake. The town is situated in Wakiso District, approximately 34 kilometres (21 mi) south of Kampala, Uganda's capital and largest city. The metropolis is located on a peninsula into Lake Victoria, covering a total area of 56.2 square kilometres. This case was chosen because contextually it had not been studied. Therefore, it provided an opportunity for a new research case.

Time Scope

The study focused on the time framed 2009-2014 because this the period when the performance of employees characterised by massive ineffectiveness, inefficiency, and lethargy in service delivery (EMC performance report, 2013).

1.11 Operational Definitions of Terms

Staff Training: The independent variable in the context of this study took on three dimensions that is induction, on-the-job and off-the-job training.

On-the-job-training was in this study defined as the process where the trainee is separated from the job-situation and subjected to training related to his/her job performance

Off-the-job training was in this study defined as informal training where an experienced worker shows the trainee how to work on the job

Employee Performance in this study means outcome in terms of accomplishment of tasks while producing outputs of desirable quality in terms of accuracy timeliness.

Task accomplishment in this study, this study means the rate at which assignments or tasks means for an employee are completed.

Desired output in this study referred to level at which employees deliver output within minimum costs

Quality in this study referred to the extent to which the work produced by employees meets the standards set by line managers.

Timeliness in this study was conceived to refer to the level of promptness in completing tasks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the review of literature presented. It among others covers; an overview of staff training and employee performance and actual literature on the effect of induction on employee performance, on-job training and employee performance and, off-job training on employee performance.

2.1 Theoretical Review

This study was guided by the constructivist learning theory advanced by Bartlett in 1932 and formalized by Jean Piaget in 1950. According to this theory the role of the trainer becomes that of a facilitator, providing guidance so that learners can construct their own knowledge. A constructivist-based training program to improve work performance, therefore, accentuate that the learner should be an active participant constructing knowledge about tasks so as enhance their performance, and not just a passive receptacle for information (Chen, 2001). This idea intimates that in the workplace, learning-by-doing and on-the-job training can be among the most effective ways of training workers. In a nutshell, the constructivist learning theory advocates alignment of employee training with real organizational activities if the goal of melioration of job performance is to be realized.

2.2 Staff Training and Performance

2.2.1 Staff Training

As one of the major functions within human resource management, staff training has for long

been recognized and thus attracted great research attention by academic writers (McNamara 2008; Debrah and Ofori 2006; Beardwell, Holden and Claydon 2004). This has yielded into a variety of definitions of training. For example, McNamara (2008) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is thus worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance to employee and overall organizational performance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004; Debrah and Ofori 2006). Related to the above, Beardwell et al. (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in off and on-the job training and development.

2.2.2 Employee Performance

Armstrong (2000) looks at employee performance in terms of outcomes. However, it can also be looked at in terms of behaviour. Kamoche, Frank and Gerry (2004) assert that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Wood and Stangster 2002). According to Wood and Stangster (2002), profitability is the ability

to earn profits consistently over a period of time, which is expressed as the ratio of gross profit to sales or return on capital employed. Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target. Kotler and Armstrong (2002) explain that productivity is expressed as a ratio of output to that of input. Kamoche (2002) contend that productivity is a measure of how the individual, organization and industry converts input resources into goods and services and, the measure of how much output is produced per unit of resources employed. According to Kotler and Armstrong (2002), quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs. This is increasingly achieving better products and services at a progressively more competitive price.

As noted by Kamoche (2004), it is the responsibility of the organization managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured (Kotler and Armstrong 2002). Organizations ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the organization, and therefore participates by having a role in the entire process thus creating motivation for high performance levels (Kinicki and Kreitner 2007). It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service among others. Earlier research on productivity of workers has showed that employees who are satisfied

with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985; Wood and Stangster 2002; Debrah and Ofori 2006; Kinicki and Kreitner 2007). Kinicki and Kreitner (2007) further document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.3 Induction and Employee Performance

Induction is considered as an important part of an organization's human resource practices. Many aspects are however addressed when discussing the importance and objectives of an induction process as regards performance. Purcell (2007) defines induction as the processes and support provided by the organization in order to help a new employee to learn to know the new organization and its members as well as the expectations and tasks of the job.

Jones (2010) asserts that trained employees perform better and are more likely to serve customers in a desired way. One of the objectives of an induction process is to increase customer satisfaction through minimizing errors and raising employee performance. In the context of the present study, systematic induction process also aims at increasing employee commitment and this way improving motivation. Foot and Hook (2008) contend that the first day in a new job is always memorable in good or bad. Thus, induction often reflects the values of a company/organization. It can be suggested that an organization can strengthen its competitive advantage and decrease the employee turnover by investing in employee training since the beginning of the employment with a proper employee induction.

The service range offered by the case organization Rukungiri District Farmers Association is wide and the organization aims at aggressive growth. Thus, the amount of information to adapt to is large and training is essential. For this reason, improving the induction practices is important.

Crucially, the induction program of the any organization should create a clear image of the organization's operational environment, which highlights its (organizational) values. Regarding the variable, this study literature suggests the following questions to be answered. How should the induction practices be developed to meet the needs of the employees? Why is human resource management especially important at the organization and what kind of HR strategies should the organization execute?

Dessler (2013) asserts that a weak induction process affects the organization's credibility not only externally but also internally. Well-motivated employees have the energy to be productive and provide quality service. If the company management is not committed to deliver an effective induction process, the motivation levels of the employees can decrease (Bratton and Gold 2013; Davidson, 2002). While this might not occur straight after starting a new job, as the newemployees usually are eager to prove themselves, employees are usually highly motivated when starting a job and a poor induction might impair the motivation in early stages. According to Davidson, (2002), in many companies and organization, new employees usually have a high level of motivation in the first few months, which then gradually decreases due to the several challenges in the organization.

Armstrong (2010) observes that the diminishing motivation of the employees occurs mostly because the human resource management is to a large extent neglected in the organization and the management is not aware of the practical challenges. If the employees consistently need to lower their own quality standards, it hinders their work commitment and thus decreases the quality of service. From the previous research findings, it is advisable that it is high time organizational management became more aware of the practical work done in the cafeteria in order to be able to manage it better (Armstrong, 2010; Dessler, 2013).

As the commitment of an employee is weak, there is a risk of high employee turn-over (Dessler, 2013). This creates immediate costs as constant recruitments and training of new employees consume a significant number of organizational resources. Dessler (2013) argues that profound induction saves recruitment costs by increasing the employee commitment; the employee turnover decreases and motivation towards delivering high quality service increases. In addition, the labor costs can be decreased, because well trained employees work more efficiently.

Armstrong (2010) claims that human resource management practices improve performance through influencing employees' attitudes. Committed employees are the ultimate goal of human resource management because it results in high motivation and eventually committed employees will reduce employee turnover and absence costs. Bratton and Gold (2003) quote a theory by Purcell and Boxall (2003) that views performance as the outcome of ability, motivation and opportunity. According to the theory, ability is seen as the necessary knowledge and skills which are affected by recruitment, selection and training. An important part of this ability is already being created in the beginning of the employment within induction. Thus, high performance levels can be achieved with motivated employees.

A debate around monetary rewards and how much money actually motivates people in their work have been moved. However, money is seen as a very limited source of motivation, especially in the long term. Herzberg's statement (1966) quoted by Bratton and Gold (2003) stipulate that a monetary reward only motivates when it is considered as recognition. It is suggested that the way employees are treated may in fact boost productivity more than salary. Bratton and Gold (2003) assert that where there is an opportunity to induct employees, an organization can easily encourage its employees to take initiative and to develop their skills and

to influence decision making regarding their own jobs and potentially the whole organization (Purcell 2007; Torrington et al. 2011).

For the case of the present study, it is essential to provide the cafeteria employees with a quality induction in order to provide them with necessary information. In addition a rewarding system should be established especially in the cafeteria in order to improve the employee motivation in challenging work environment. Also providing the employees with the independence to develop their own jobs would increase performance.

2.4 On-Job Training and Employee Performance

One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training. Few people today would argue against the importance of on-job training as a major influence on the success of an organization. Employees are a crucial, but are an expensive resource. In order to sustain growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations. But, for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity (Benedicta and Appiah, 2010). Research has proved that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training (Hill 2001; Benedicta and Appiah, 2010). Bandiera et al., (2007) asserts that if an organization invests in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance

employee performance (Bandiera et al., 2007).

Therefore, there is a continual need for the process of staff development, and on-job training fulfils an important part of this process. On-job training should be viewed therefore as an integral part of the process of total quality management. The recognition of the importance of on-job staff training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Benedicta and Appiah (2010) argue that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in staff training and development. The unfortunate bit of it is that training in most of the organizations is more or less unplanned and unsystematic.

On-job training plays a vital role in the process of developing an effective organization because, it improves performance as well as productivity, and eventually puts the company in the best position to face competition and stay at the top (Bandiera et al., (2007; Benedicta and Appiah, 2010). This means that there is a significant difference between the organizations that train their employees and organizations that do not. Benedicta and Appiah (2010) asserts that training is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Therefore, there exists a positive association between training and employee performance (Benedicta and Appiah, 2010). It has also been argued that training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Pendleton et al, 2009).

Alipour, Salehi and Shahnavaz (2009) analysed on the job training effectiveness with top

managers in Tehran province, Iran as units of analysis. On the job training was operationalised in terms of job instruction technique, job rotation, coaching and apprenticeship training. The study results revealed that on-the-job training strongly positively affected creativity, achieving organizational objectives and improves work quality. Bakanye (2013) studied the impact of employee training and employee performance with staff of Mityana District local government, Uganda as a unit of analysis. Employee training was conceptualized as off job and job training. On job training also was studied in terms of job rotation, coaching and mentoring. Off job training was studied in terms of training employees received when off from work to pursue training and included classes, demonstrations, lectures, simulations, and many other resources aiming at developing new skills to make an employee more useful and more flexible. The findings of the study revealed that a significant positive correlation between employees training programmes namely on-job training and off-job training with employee performance. The qualitative results of the study revealed that training increased the employees' capacity to perform hence improved employee performance.

Pendleton et al, (2009) poised that organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the on-job training of its employees. "The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired" (Pendleton et al, 2009). That is why training should be related to money, job promotion, and recognition - something which the trainee desires. According to Nick et al. (2009), there are four prerequisites for learning motivation comes first and cue is the second. According to Nick et al., (2009), through on-the job-training programmes, employees can recognize related indicators (cue) and associate them

with desired responses with the help of training. And, thirdly, according to Nick and others, contend that training should be immediately followed by positive reinforcement so that the learner can feel the response, which should provide information the employee learner receives as feedback as a sign of quality of his/her response. This response must be given as quickly as possible to make sure successful learning is attained (Nick et al., 2009; Pendleton et al, 2009).

Employee performance is viewed by different scholars in different ways. According to Cooke, (2000), it is the achievement of a specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the employment contract (Ying, 2004).

Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000). Ok and Tergeist, (2003) assert that an employee's performance is measured against the performance standards set by the organization. Good performance meant how well employees performed on the assigned tasks. Like any other organiation, in EMC, there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. According to Blanchard and Thacker (2009), functioning and presentation of employees is equally the same as employee performance. This means that effective administration and presentation of employees 'tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries like Uganda are rarely found. Job characteristics and firm background have however, been found to play key roles in determining

on-job training provision (Ok and Tergeist, 2003; Kline and Hsieh, 2007). Nick et al., (2009) argue that workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training.

Critiques of this argument however, affirm that there is a complementary relationship between receiving informal training and receiving on-the-job or off-the-job training (Cooke, 2000; Xiao, 2001; Bandiera, Barankay and Rasul, 2007). According to Ying (2004), training in China in the past usually intended to remedy skills deficiencies, rather than enhance productivity. Today, China is the first country that boasts of highly performing employees. The implication would be that there is a positive relationship between training and employee performance. This is because, according to Ying (2004) and Xiao (2001), training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior.

Based on the above literature, it is obvious that on-job training plays an important role in the development of organization, improving employee performance as well as increasing overall productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not. Any organization that is dedicated to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employees (Xiao, 2001; Ying 2004; Nick et al., 2009; Benedicta and Appiah, 2010).

2.5 Off-Job Training and Employee Performance

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of off-the-job training on employee performance. Some studies have proceeded by looking at performance in terms of employee performance (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while some have extended to a general outlook of organizational performance (Swart, Mann, Brown and Price 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to this argument, Wright and Geroy (2001) noted that employee competencies change through effective off-the-job training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

The branch of earlier researches on off-the-job training and employee performance have proved training to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Harrison 2000; Torrington, Hall and Taylor, 2005). Moreover, other studies for example Swart et al. (2005) elaborate on off-the-

job training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. They further elaborate the concept by stating that while on-job training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. It is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of off-the-job training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

Wright and Geroy (2001) argue that employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through providing opportunities for employees' off-job training, the employee competencies are developed and as a result, they are able to implement the job-related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Debrah and Ofori, 2006).

Most of the benefits derived from training are easily attained when training is planned and

attained off-the-job (Debrah and Ofori, 2006). This means that the organization and trainees are prepared for the training program well in advance. Wright and Geroy (2001) contend that planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Wright and Geroy (2001) consists of a number of steps that include: identifying and defining training needs, defining the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed, defining the objectives of the training, plan training programs and for the training itself to meet the needs and objectives by using right combination for training strategies/techniques and locations, deciding where the training will be attained/ who provides the training and, amending and extending the training programs as necessary (Wright and Geroy, 2001).

Swart et al. (2005) observed that off-job staff training is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. If an organization has in place a systematic approach to off-job training, it can undoubtedly realize the fruits of staff training. Harrison (2000) submitted that off-job training aims at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth as also Debrah and Ofori, (2006) postulated that the process of training and development is a continuous one.

Purcell et al., (2003) identified the functions of off-job training as; increase in productivity, improvement in the quality of work; improvement in employee skills, knowledge, understanding and attitude; enhancement of the use of tools and machine; reduction on te, accidents, turnover, lateness, absenteeism and other overhead costs, elimination of obsolesce in skills, technologies, methods, products and capital management among others. Chris Mondy, Noe and Premeaux (2002) assert that man is dynamic in nature, therefore the need to be current and relevant in all

spheres of human endeavors makes staff training a necessity, to keep track with current event and methods. This has drawn the attention of the entire sundry to the inestimable value of off-the-job training in many organizations. The European Journal of Scientific Research (2008) notes that where learning becomes integrated with the current employment work practices, organizations are more likely to be innovative, extend learning and reward employees.

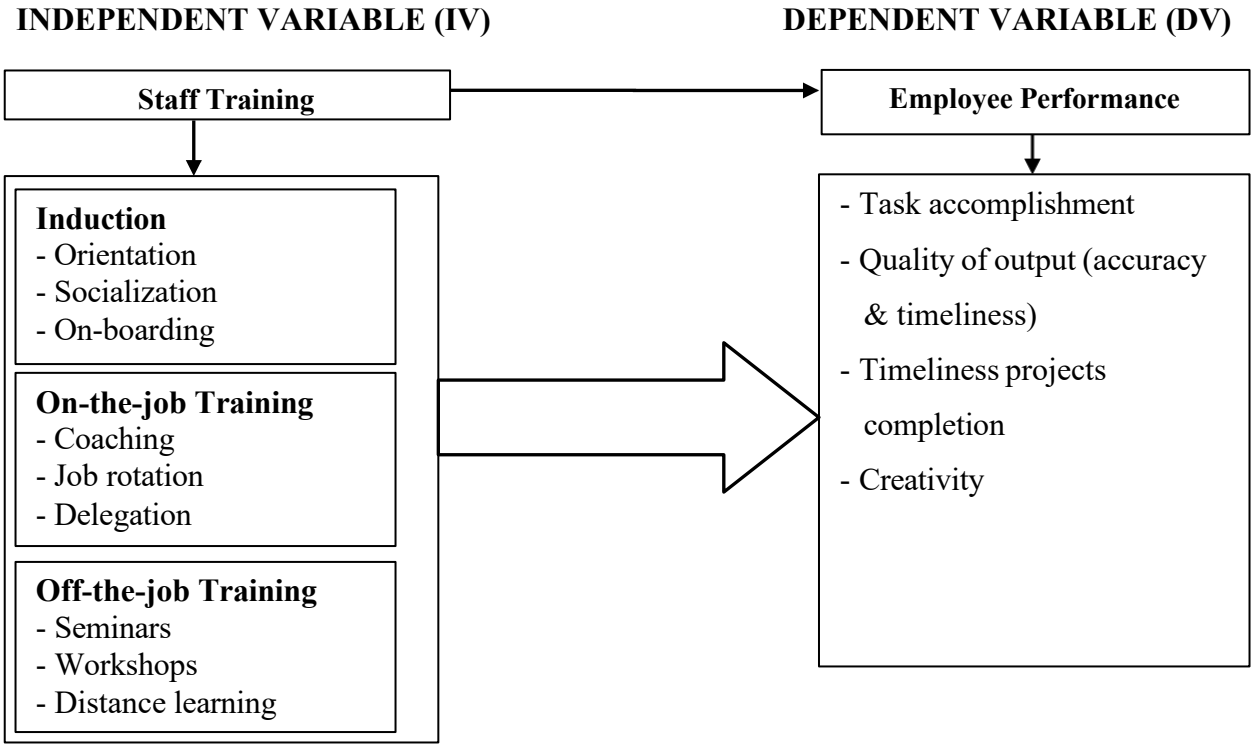
According McNamara (2008) and Cole (2002), in her book Employee Training and Development, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore, the focus of off-the-job training is the job or task and, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective work force to mention but a few. It is therefore a planned and systematic modification of behaviour through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

2.6 Summary of the Literature

The above literature is on training off-the-job, on-the-job and induction. The practice of training enhances job satisfaction and productivity for organizations because the employees know what is expected of them as they are also equipped with the knowledge and tools to perform their jobs efficiently. Cross-training in which on-job and off-job trainings and multitasking of employees through induction allows them to perform tasks other than what is relegated to them and gives them a sense of importance in the organization and feelings of security. The other purposes of training and development are for safety considerations, the handling of equipment, facility and materials from the less risky to the very hazardous and the prevention of the cost of

accidents and idle resources. With training, errors are reduced and efficiency is increased because employees are already well-equipped with the ways of the work.

Figure 1: Conceptual Framework of Staff Training and Employee Performance



Source: Adopted from Ministry of Public Service (2006), modified by the researcher (2025)

The conceptual framework Figure 1.1 shows that there is a relationship between staff training and employee performance. Staff training is show to involve induction, on-the-job-training and off-the-job-training. Induction included orientation, socialisation and on-boarding. On-the-job-training involves coaching, job rotation and delegation. Off-the-job training includes seminars, workshops and distance learning. With employee performance this includes tasks accomplishment, quality outputs, timeliness projects completion and creativity.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the methodology that used in the study. It presents the research design, study population, sample size, sampling techniques and sample units, sample size determination, inclusion and exclusion criteria, study variables, data collection tools, quality control, ethical considerations and limitations.

3.2 Research Design

This study employed the cross-sectional study design. This design preferred because it is a time-honoured traditional approach recommended for scientific, management and social researches. It appropriate for this academic research because it is time bound and more so calls for in-depth understanding of the subject under study (Bordens & Abbott, 2011). The collection and analysis of data made use of quantitative and qualitative approaches. The quantitative analysis helped to determine the relationship between training and employee performance while the qualitative analysis provided a more comprehensive understanding of the way the relationships manifest (Fassinger & Morrow, 2013). Thus, the study was able to make statistical inferences and carry out an in-depth analysis.

3.3 Study Population

During the 2002 national census, Entebbe's population was estimated at 55,100 people. In 2010, the Uganda Bureau of Statistics (UBOS) estimated the population of the town at 76,500. In 2011, UBOS estimated the population of Entebbe at approximately 79,700. On 27 August 2014, the national population census put Entebbe's population at 69,958

3.3.1 Target Population

The study targeted a population of 95 respondents categorized comprising of senior management, middle and lower cadre managers/administrators and support staff at EMC in the Municipality. The choice of these categories of respondents was based on the fact that by virtue of their engagement as managers of workers or recipients of trainings they would appropriately provide information to inform the study.

3.4 Sample Size and Sampling Procedure

The study targeted 200 respondents. The sample size determined from the total number of 200 employees/staff and management of EMC in Wakiso District. The study utilized a sample of 80 respondents engaged in performing tasks in the EMC. The individual respondents were selected across different categories of staff across departments. The sample size determined using the sample size determination table by Krejecie and Morgan (1970) as presented in Appendix 1. According to the table, selecting a sample of 80 respondents out of 95 study population would be adequate to carry out the analysis and generate evidences

which are precise and generalisable to the population under study. A summary of the sample size and the number of staff by category is presented in Table 3.1.

Table 1: Population, sampling and sampling method

Population	Accessible population	Sample size	Sampling method
Town Clark	1	1	Purposive
Staff/Employees	85	70	Simple random
Senior Management/HR	10	9	Purposive sampling
Total	**95**	**80**	

Source: *Population drawn from EMC Human resource Records (2012) and sample from Krejcie & Morgan table*

The study utilized purposive sampling on staff employees. Purposive sampling enabled the researcher to decide who to ensure inclusion of staff across the different departments. Consequently, the evidences generated would represent the entire population of staff of the EMC. A list of staff across different departments obtained from Human Resource records and the individual staff selected from each department.

3.5 Data Collection methods

3.5.1 Questionnaires method

The quantitative data collected using self-administered structured questionnaires. The Likert scale system employed to set structured questions. Respondents were provided with the questionnaire clearly introducing the researcher and the purpose for which the data being collected to avoid any instances of doubt and concealing information. Respondents were required to give their responses on a 5-scale rating system as; Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree. According to Mugenda & Mugenda (2003), structured or close ended questions are easier to analyze since they are in an immediate usable form. Therefore, the

questionnaire technique opted because it is easier to use more especially when collecting data from a wide range of respondents in the shortest time possible. It also gives independent to the respondent more so when filling by him/herself.

3.5.2 Interviews

This technique used to gather qualitative data from key respondent (senior management and respondents from the Human Resource Department. An interview guide designed with a clear schedule to guide in the collection of detailed information about the subject under study. The data recorded in two ways. 1st the researcher used a pen and note book to note down any information that provided by the respondents and 2nd, its voice recorded where the respondent was free with the method. To make it possible, the researcher ethically introduced himself and the purpose for which the data being collected. This also supplemented by the respondent being left with the freedom to reserve his/her name mention and as well the title to avoid any inconvenience that may hinder getting right information. Mugenda & Mugenda (2003) state that interviews provide in-depth data, which is not possible to get using a questionnaire and observe that the beauty about interviews is that interviewers can take advantage of the interview situation to get further clarification on a response given by the respondent thereby enriching the research findings. Thus, this technique preferred because it is good to get in-depth data from respondents that would not be got using the structured questionnaire.

3.6 Data Collection Instruments

For the questionnaire survey method, the study made use of a self-administered. For interviews an interview guide used for data collection. A description of these instruments is presented in sections 3.6.1 and 3.6.2 respectively.

3.6.1 Self-administered Questionnaire

A self-administered questionnaire (Appendix 2) designed with closed ended questions on training (induction, on-the-job and off-the-job) on employee performance. The questions had pre-determined answers or responses structured on a 5-point Likert scale indicating the extent to which respondents agree or disagree with specific statements measuring aspects (Bordens & Abbott, 2011) of training and employee performance. Regarding the independent variable (training), the statements tested the extent of employees' access to the various training methods and their perception on usefulness of the training received. Regarding the dependent variable, the statement explored employee performance in the dimensions of effectiveness and quality of work delivered.

3.6.2 Interview Guide

This designed specifically to guide the researcher during the data collection process. This tool was so instrumental in collecting in-depth information from senior managers and officials from the Human Resource Department who were presumed to be key informants in this study. As indicated in Appendix 3, the guide covered views of key informants on the three dimensions of training (induction, on-the-job and off-the job) (Boyce, 2006). Focus was on how this manifest to affect employee performance for which the views we are also captured.

3.7 Data Management and Analysis

Data was managed and analyzed using both qualitative and quantitative means as explained below the subsequent sub sections of 3.8.1 and 3.2.2 respectively.

3.7.1 Quantitative Data Analysis

The first step was to sort, code and enters data in SPSS. After, descriptive statistics were

obtained including mainly frequencies and percentage distribution of the study variables. This helped the researcher to understand the extent to which employees accessed training and perceived the training useful in improving their performance. In addition, inferential statistics specifically correlation analysis techniques used to generate correlation statistics and respective significance levels which indicated the extent (Amin, 2005) to which training methods affect employee performance.

3.7.2 Qualitative Data Analysis

The views of the stakeholders were subjected to content analysis technique which used to support the extraction of relevant themes of narrative statement and these statements were presented in converted quotes (Powell & Renner, 2003). The hand-written notes were assembled together and typed into a word processing program Microsoft Word. The information thoroughly read and manually analyzed for content and recurrent themes in the texts based on the key themes of the study. Key phrases or statements were triangulated with the objectives of the study and quoted verbatim integrated into the final dissertation

Quality Control

Validity and reliability tests were carried out on the instruments to ensure that they are valid and reliable. The procedure and results of these tests are presented in sub sections 3.9.1 and

3.7.3 Validity

Validity is defined as the extent to which an instrument measures what it is supposed to measure and measures it correctly (Ormorod, 2001). The questionnaire tested positive for validity. This

$$\text{CVI} = \frac{n}{N}$$

followed a procedure where the questionnaire discussed with the UMI supervisors as well as managers of the EMC. These constituted two subject matter specialist who evaluated each of the questions for relevancy in measuring the variables on a scale that is very relevant-4, quite relevant-3, somewhat relevant-2, Not relevant-1. The computation of CVI (Content Validity Index) was done by summing up the judges ratings and dividing by two to get the average. The formula for CVI was;

Where; n = number of items rated as relevant and N= Total number of items in the instrument.
The CVI for the questionnaire was valid at above 0.70 because the least CVI recommended in a survey study should be 0.7 (Amin, 2005). Some adjustments were made by discarding and replacing items rated irrelevant with relevant ones. The results were as presented in Table 3.2.

3.7.4 Reliability

Mugenda and Mugenda (2003) define reliability as the degree to which the research instruments yield stable results after repeated trials. The questionnaire tested positive for reliability. A test-retest method done on 10 respondents in EMC who were later excluded from the study. Data from the test scores on every item were obtained per set within the group for the ten sets of questionnaires and results analyzed. The results of the reliability analysis adopted internal consistency technique (Cronbach alpha technique) to determine the reliability of the instruments. The total reliability scores 3 and when divided by 4, the number of variables in the study yielded an average reliability score of 0.75 which above the 0.5 recommended by Amin (2005) for the instrument to be reliable. The formula of Cronbach Alpha Coefficient (α) used was;

$$\alpha = \frac{k}{k-1}\left[1 - \frac{\sum SD^2 i}{SD^2 t}\right]$$

α= Alpha coefficient

k = Number of items in the instrument

∑ = Summation

$SD^2 i$ = Individual item variance

$SD^2 t$ = Variance of total score

Cronbach results are presented in Table 2

Table 2: Reliability and Content Validity Index

Items	Content Validity Index	Cronbach alpha (α) value
Induction	0.70	0.737
On-the-job-training	0.80	0.863
Off-the-job-training	0.90	0.731
Employee Performance	0.75	0.733

Source: Primary Data 2025

3.8 Procedure for Data Collection

After proposal defense, the researcher obtained a letter of introduction from Nkumba University, School of Management Science which presented to the Town Clark of EMC who granted permission to collect data from workers. The researcher then proceeded with solely holding all interviews and administering the questionnaire with the help of two research assistants.

3.9 Ethical Issues

The researcher tried as much as possible to be honest in his communication, questioning, commenting, supplementing and complementing in the process of data collection and even in the methods and procedures that were used to generate results and reporting. This helped him to avoid fabricating, falsifying, and misrepresenting data/ results, deceiving or granting respondents and the general public (the users of the research findings). The researcher tried to be objective enough. He strived to avoid bias in pretesting and actual data collection, analysis, interpretation, review, decision-making, writing, quoting information from interviews, and any other aspects where objectivity is highly necessary. Here, the researcher strived to minimize self-deception or disclosing any information that may affect the whole research. Integrity paramount in this kind of research. Therefore, the researcher kept his promises and agreements with respondents, act with sincerity and be consistent in his plans, methods, thoughts and actions. The researcher was very careful when carrying out this research. He strived to avoid errors and negligence, carefully and critically examine his own work, data he collected and that collected by his research assistants. He ensured that data collected properly kept and also records of the research design and correspondences with any agency or journals if any were properly kept. Finally, the researcher tried as much as possible to be open, share data, research results, ideas, tools,

resources and any other information and be open to constructive criticism and welcome new ideas.

3.10 Limitations to the Study

The researcher faced some of these challenges;

i. **Finances:** Limited resources at the researcher's disposal were a challenge. However, the researcher made effort to be economical and work within the available means.

ii. **Weather changes**; given the period during which the data collected, the exercise to some extent affected by rains, this however, did not compromise with the timing as the researcher ensured that appropriate appointments were made and rescheduled appropriately.

iii. **Respondents' concealing of information;** for any unknown reason(s), some respondents had opted to conceal most needed information for this research, however, this did not affect the researcher's need because he ensured that the purpose of this study made very clear before the respondents.

iv. **Non-cooperation among respondents;** some respondents were not so cooperative for some reasons; however, the researcher this did not have any significant effect on the research results since the researcher endeavoured to be more ethical and transparency.

v. **Time factor;** the study was time-bound. And, to manage time, the researcher focused and adhered to her plan.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter covers the analysis, presentation and interpretation of study findings. The findings cover the relationship between induction, on-the-job and off-the-job training and, employee performance at Entebbe Municipal council in Wakiso District. A total of 80 respondents were covered. The chapter is arranged as follows; descriptive statistics, analysis, research findings and, inferential statistical analysis of the relationship between the variables.

4.2 Response Rate

This study targeted to utilize a sample of 85 respondents. However, the actual number of respondents reached was 65 across the two categories as shown in the Table 3.

Table 3: Response rate

Population	**Targeted sample size**	**Actual sample size**	**% response rate**
Staff/ Employees	70	57	81.4%
Senior Management/ HR	10	8	80.0%
Total	**80**	**65**	**81.3%**

Source: Primary Data 2025

The analysis utilized data from 65 respondents amounting to 81.3% of the total sample size targeted. Considering the recommendation Kothari's (2004), this sample size was above 60% hence is adequate for a study to conduct analysis of the data and generate precise findings.

4.3 Description of Studied Respondents

This section presents the sample characteristics of the respondents. It covers respondents' sex, age, level of education, job position and work experience with projects.

4.2.1 Age and Sex Distribution

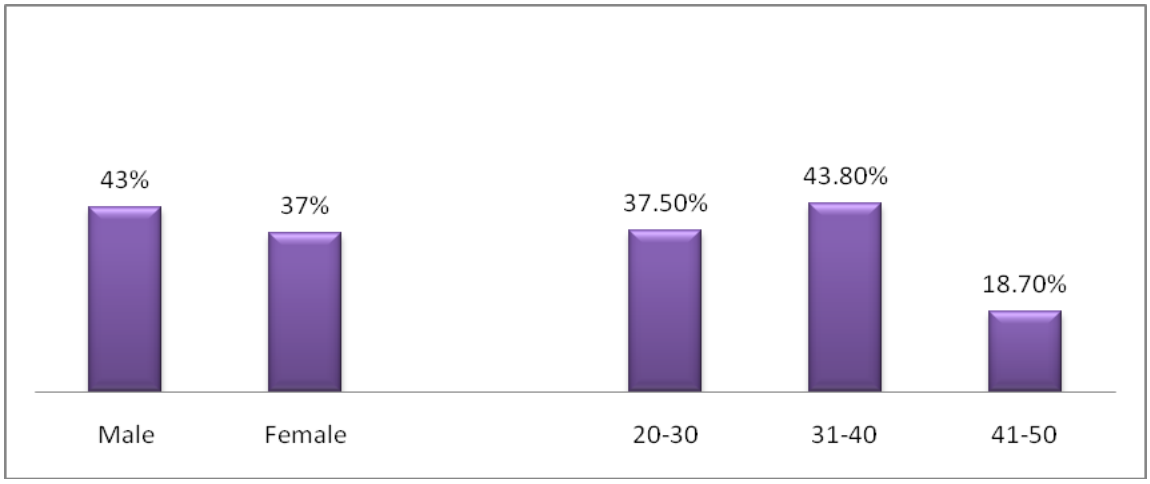


Figure 2: Percentage distributions of respondents by age and sex

Source: Primary data 2025

The study revealed that most of respondents were male (43%) while the females were 37%. On the other hand, majority (43.8%) of respondents were aged between 31-40 years of age followed by 37.5% of those aged under 20-30 years. 18.7% of the respondents were between 41-50 years of age (see figure 4.1). This implies that EMC employs quite youthful, strong staff expected to be very active and productive human resources with physical and mental ability to execute their duties and deliver to their employers' expectations.

4.2.2 Level of Education and Period of Work

Research results in figure 4.2 presents the distribution of respondents by level of education and time worked at EMC

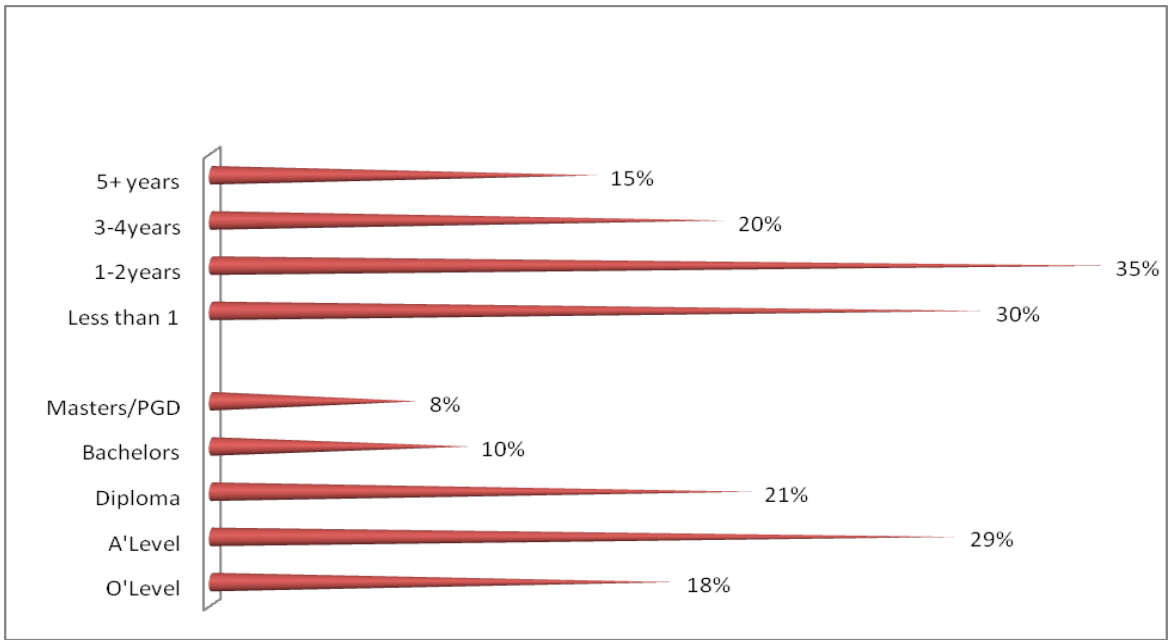


Figure 3: Percentage distributions of respondents by education level and work experience

Source: Primary Data 2025

Based on this figure (4.2), majority percentage (35%) of the respondents had worked with EMC for a period ranging between 1-2 years whilst 30% had worked with the organisation for less than 1 year. 20% of the respondents had been with the organization for a period between 3-4 years while 15% of the respondents had been with EMC for over years. This implies that majority of the respondents had just joined the organisation and had not stayed for long. The results suggested that there was high employee turnover rate at the organisation since it could not retain staff for a longer time.

It also established that many of the respondents were students in fact secondary school graduates as can be seen with 18% and 29% of O' Level and A' Level graduates (a total of 47%) of the total number of respondents. Only 21% of the respondents were diploma graduates, 10% and 8% were university graduates with bachelors and masters/postgraduate diplomas respectively. This implies that EMC employees many of the students who either seek employment during their vocation or after failing to join tertiary and higher institutions of learning. Another reason is due to high employee turnover.

These results also indicate that EMC has poor employee retention systems. The results further imply that these employees require constant training and development programs to keep them updated with their skills as well as the organizational developments, for example, technological and customer related developments so as to improve their performance.

4.2.3 Marital Status

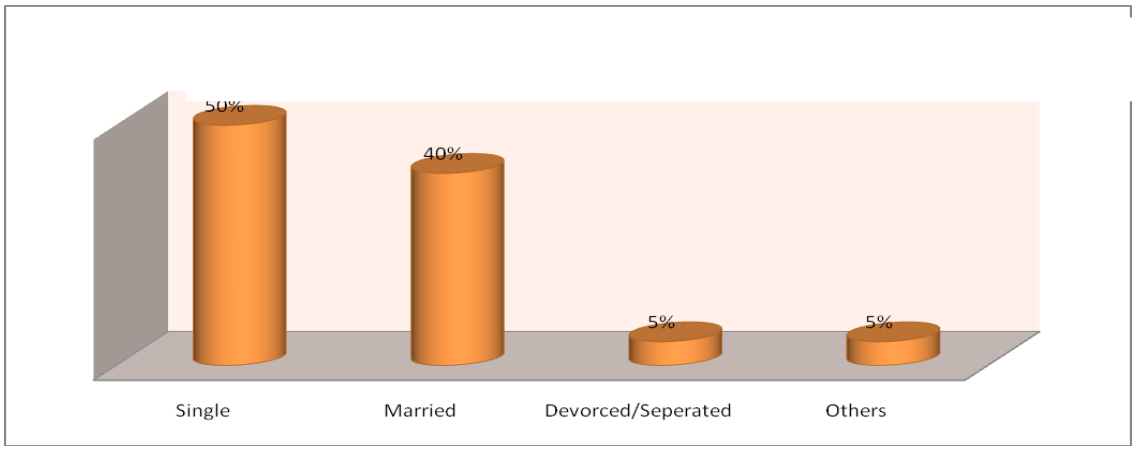


Figure 4: Percentage distributions of respondents by marital status

Source: Primary Data 2025

Figure 4.3 above shows that majority (50%) of the respondents were single whilst 40% were married. 5% and another 5% of the respondents were devoiced/separated and others respectively.

These findings are in line with the fact that 47% of the employees were O' Level and A' Level graduates and that majority of the respondents.

4.3 Descriptive Analysis of Performance of Staff at EMC

The self-administered questionnaire (see Appendix 2) shows that the dependent variable (DV) namely, employee performance was measured using 9 items. The analysis of performance of employees at EMC results are as presented in Table 4.2.

Table 4: Descriptive statistics on Employee Performance

Employee Performance	**SD**	**D**	**U**	**A**	**SA**	**Mean**
I complete projects at the specified time	6* 9.2**	20 30.8	9 13.8	18 27.7	12 18.5	3.15
I implement projects excellently	12* 18.5**	14 21.5	-	25 38.5	14 21.5	3.23
I ensure improvement of projects implementation	6* 9.2**	20 30.8	-	26 40.0	13 20.0	3.31
I deliver projects at the cheapest cost	14* 21.5**	15 23.1	-	23 35.4	13 20.0	3.09
I ensure improvement in the handling of services delivery challenges	3* 4.6**	7 10.8	-	39 60.0	16 24.6	3.89
I ensure creativity in projects implementation	3* 4.6**	2 3.1	-	48 73.8	12 18.5	3.98
I am always present to execute my duties	-	-		52* 80.0**	13 20.0	4.20
I participate in all meetings I am required to attend	-	7* 10.8**	-	43 66.2	15 23.1	4.02

Source: Primary Data 2025

* Frequencies
**Percentages

The results in Table 4.2 on whether employees completed projects at the specified time showed

that cumulatively larger percentage (46.2%) agreed while 40.0% disagreed with 13.8% being undecided. The mean = 3.15 close to the median score, three, which on the five-point Likert scale used to measure the items corresponded to undecided that is the average, meant that the respondents were undecided. With the results close to the average, the results suggested that fairly, employees completed projects at the specified time. With respect to employees implementing projects excellently, cumulatively the larger percentage (60.0%) agreed and 40.0% disagreed. The mean = 3.23 close to three which indicated the respondents were undecided. This suggested that the respondents indicated implementation of projects was fair.

With regard to employees ensuring improvement in projects implementation, cumulatively the larger percentage (55.4%) agreed with 44.6% disagreeing. The mean = 3.31 close the median score, three, which corresponded to undecided indicated the respondents were undecided. This suggested that the respondents indicated that fairly they ensured improvement in projects implementation. With respect to employee delivering projects at the cheapest cost, cumulatively the larger percentage (59.7%) agreed with 40.3% disagreeing. The mean = 3.09 close to the median score, three, corresponded to undecided which meant that the respondents were undecided. With the respondents being undecided which is the average, it meant that the respondents indicated that fairly employees fairly delivered projects at the cheapest cost. As to whether employees ensured creativity in projects implementation, cumulatively the majority percentage (92.3%) agreed while 7.7% disagreed. The mean = 3.98close to four which corresponded to agree implied that the respondents agreed. This meant that the respondents indicated that they ensured creativity in projects implementation.

As regards the employees always being present to execute their duties, the respondents agreed

with the majority percentage (80.0%) agreeing while 6.4% strongly agreed. The mean = 4.20 close to four that corresponded to agree meant that the respondents were agreed that were always present to execute their duties. With regard to employees participating in all meetings they required to attend, cumulatively the majority percentage (89.2%) agreed while 10.8% disagreed. The mean = 4.00 equal to four which corresponded with agree suggested that the respondents agreed. This meant that the respondents indicated that they participated in all meetings they required to attend.

To find out overall state of employee performance of EMC employees, an average index employee performance was computed for the eight items measuring employee performance. The summary of the statistics obtained were the mean = 3.61 and a standard deviation = 0.61. The results show that the overall mean was average that is close to code, four indicating that the respondents agreed. This suggested that the respondents rated employee performance to be good. The low standard deviation indicated low dispersion in the responses which suggested normal distribution of the results. Figure 4.4 presents a histogram indicating normal distribution of the average index for employee performance.

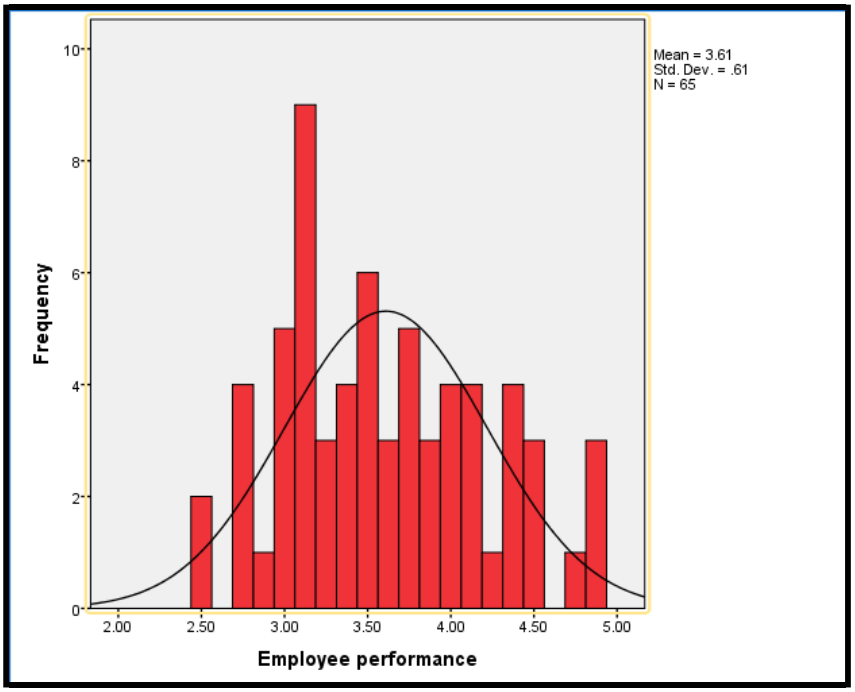


Figure 5: Histogram Indicating Distribution of Employee Performance Results

The histogram (Figure 4.2) shows a normal distribution which implies that the index on employee performance can be subjected to correlation and linear regression analysis and valid results be obtained.

4.4 Training and Employee Performance at EMC

In order to analyse the impact of training, descriptive statistics for training were first generated to understand the distribution of respondents in the sample. This was done for all the three training categories (induction, on-the-job training and off-the-job training). Also, to establish the relationship between training and employee performance and how training impacted on performance, correlation and linear regression were carried out and the results are presented below in 4.4.1, 4.4.2 and 4.4.3.

4.4.1 Induction and Employee Performance at EMC

This objective of the study sought to establish how induction related to performance of employees of EMC. A number of question items on the same were put to the respondents. The question items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Findings on the objective are as presented in Table 4.4.

Table 5: Descriptive statistics on Induction

Induction	SD	D	U	A	SA	Mean
I have often participated in induction trainings provided by EMC	3* 4.6**	8 12.3	-	21 32.3	33 50.8	4.12
I received job orientation whenever I am assigned a new task	5* 7.7**	5 7.7	-	28 43.1	27 41.5	4.03
We have a high level of socialisation at EMC	6* 9.2**	8 12.3	-	38 58.5	13 20.0	3.68
Generally, the induction received is relevant to performance on my job	6* 9.2**	9 13.8	5 7.7	28 43.1	17 26.2	3.63
The induction equips me with useful skills to my performance	6* 9.2**	8 12.3	-	37 56.9	14 21.5	3.69

Source: Primary Data 2025

The results in Table 4.3 regarding whether the respondents often participated in induction trainings provided by EMC showed that cumulatively, the majority percentage (84.1%) of the respondents agreed with 16.9% disagreeing. The mean = 4.12 which on the five-point Likert scale used was close to code four which corresponded to agree (good), this implied that the respondents agreed. This suggested that participated in induction trainings provided by EMC was good. In relation to the above, with respect to whether staff received job orientation whenever assigned new tasks, cumulatively, the majority (84.5%) percent of the respondents agreed with 15.5% disagreeing. The mean = 4.03 was close to code 4 which corresponded to agreed. The results suggested that staff received job orientation whenever assigned new tasks. In the interviews, regarding participated in induction trainings provided by EMC, several responses were given. One respondent stated;

It is a practice in this organisation for all employees to be inducted particularly

with orientation on to the job. I consider this quite important because it introduces an employee on to the rule, regulations, ways of doing work and behaviours and work structures which enables one to execute tasks with minimal difficulties".

Another respondent said; "*On my first day, I received very good orientation. It helped me to build confidence on my new job."* One other respondent stated*, "In this organisation, during orientation you are introduced to people who can offer help like IT services to ensure that you don't get stuck. You get to know where to get information to enable you do work fast and with ease."* Also, another respondent remarked; *"Before you are oriented you are wondering through your mind on where to start from. The induction introduces you to the entire system of work. It kick-starts you and after which you are able to do work fast and deliver quality".* The views above show that the organisation provided orientation to staff to acclimatise them on the job.

With respect to whether there was a high level of socialisation at EMC, cumulatively the larger percentage (78.5%) of the respondents agreed with 21.5% disagreeing. The mean = 3.68 was close to code 4 which corresponded to agreed. The results suggested that there was a high level of socialisation at EMC. In the interviews, the respondents revealed how socialisation took place at EMC. On respondent stated, "*On reporting in the organisation on first appointment, the new staff member is introduced to the other staff and even in the evenings staff invite a new member to share time together and this helps one to easily fit with other staff*." Another respondent stated, "*The organisation sometimes parties and during these parties staff socialises as they share as they enjoy together.*" The respondents also revealed that they attended each other parties and they made outings and these helped them to socialise. The above results mean that

employee of the organisation socialised with one another.

As to whether generally the induction received was relevant to performance of the jobs, cumulatively the majority percent (69.3%) of the respondents agreed while 24.0% disagreed and 7.7% were undecided. The mean = 3.63 was close to code 4 which corresponded to agreed. This mean suggested that generally the induction received was relevant to performance of the jobs. Relatedly, as to whether induction equipped staff with useful skills their performance, cumulatively the majority percent (78.4%) of the respondents agreed with 21.5% disagreeing. The mean = 3.69 was close to code 4 which corresponded to agreed. This mean indicated that induction received was relevant to performance of the jobs.

4.4.1.1 Correlation Analysis between Induction and Employee Performance at EMC

To establish whether there was a relationship between induction and employee performance at EMC, a correlation analysis was carried out. The results are presented in Table 4.4.

Table 6: Correlation Results on Induction and Employee Performance

		Employee performance	Induction of Employees
Employee performance	Pearson Correlation	1	.587**
	Sig. (2-tailed)		.000
	N	65	65
Induction of Employees	Pearson Correlation	.587**	1
	Sig. (2-tailed)	.000	
	N	65	65

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

Source: Primary Data 2025

The results in Table 4.5 suggest that there is a positive significant relationship between induction and employee performance ($r = .587$, $p < 0.000$). The critical value was significant at below 0.05 level indicating the acceptance of the research hypothesis that there is a positive significant relationship between induction and employee performance.

4.4.1.2 Linear Regression Model for Prediction of Employee Performance using Induction

At the confirmatory level, to ascertain whether induction predicted employee performance, the dependent variable namely, performance was regressed on induction the independent variable. The results are represented Table 4.5.

Table 7: Regression of Employee Performance on Induction

Model	Standardised B	Sig. p
Induction	0.587	0.000
Adjusted $R^2 = 0.334$		
$F = 33.119$, $p = 0.000$		

a. Dependent Variable: Employee Performance

Source: Primary Data 2025

The results in Table 4.6 show that, induction explained 33.4% of the variation in employee performance (adjusted $R^2 = 0.334$). This meant that 66.6% was accounted for by other factors not considered in this study. The regression model was good ($F = 33.119$, $p = 0.000 < 0.05$). There results showed that induction ($\beta = 0.587$, $p = 0.000$) significantly predicted employee performance.

4.4.2 On-the-job Staff Training and Employee Performance

This objective of the study sought to establish how on-the-job staff training related to performance of employees of EMC. A number of question items on the same were put to the respondents. The question items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Findings on the objective are as presented in Table 4.6.

Table 8: Descriptive Statistics of On-The-Job Training and Employee Performance

Induction	**SD**	**D**	**U**	**A**	**SA**	**Mean**
Access on-the-job trainings provided by EMC	7* 10.8**	13 20.0	5 7.7	23 35.4	17 26.2	3.46
Access to mentoring from my supervisors	5* 7.8**	14 21.9	-	32 50.0	13 20.3	3.53
I am made to act in different assignments	6* 9.2**	9 13.8	2 3.1	12 18.5	36 55.4	3.97
I have received instructions on the job by my superiors	6* 9.2**	7 10.8	-	41 63.1	11 16.9	3.68
I have often been delegated to several assignments	4* 6.2**	10 15.4	-	22 33.8	29 44.6	3.95

Source: Primary Data 2025

The results in Table 4.6 regarding whether the respondents accessed on-the-job trainings provided by EMC revealed that the majority percentage (61.7%) of the respondents agreed while 30.8% disagreed and 7.7% were undecided. The mean = 3.46 which on the five-point Likert scale used was close to code three which corresponded to undecided, this implied that the respondents were undecided which is the average. This suggested access to on-the-job trainings provided by EMC was fair. I the interviews, the respondents gave several responses in relation to

staff accessing on-the-job training. The respondents revealed, they were coached by senior colleagues on how to perform certain activities and even received written instructions on how to do jobs and this helped them to perform well their jobs.

As to whether staff accessed mentoring from their supervisors, cumulatively the majority percentage (70.3%) of the respondents agreed with 29.7% disagreeing. The mean = 3.53 was close to four meaning that the respondents agreed. This implied that the respondents agreed that there was mentoring from their supervisors. In the interviews, the respondents revealed that mentoring took place in different ways that included regular meetings between superiors and subordinates, staff supervision by senior colleagues and counselling by senior staff. One respondent said, "*Superiors guide subordinates on how to implement projects and handle farmers and this has helped in enhancing services delivery*." Another respondent stated, "In most cases subordinates work alongside seniors when implementing projects and this helps them to learn" The results above show that mentoring existed in the organisation and helped subordinate staff to learn from their seniors.

With respect to staff being made to act in different assignments, cumulatively the majority percentage (73.9%) of the respondents agreed, 23.0% disagreeing and 3.1% being undecided. The mean = 3.97 was close to four which corresponded with agreed. The results suggested that staff were made to act in different assignment. In the interviews, it was revealed that in some cases, staff were rotated in different assignments and made to act in case of there being no substantive staff and that was an opportunity for leaning on the job. One respondent stated, "*Quite often staff work in acting capacities when there are unfilled vacancies*." Another respondent stated, "*On number of occasions staff are given to act on assignments when superior*

staff are away."

Also another respondent stated; "*We are always shifted from one position to another. Every time you get into another office, you have to start afresh. In every new office, one meets new work challenges. It takes some time to adjust to the new environment".* The results above show that staff were being made to act in different assignments.

With respect to staff receiving instructions on the job from superiors, cumulatively the majority percentage (70.0%) agreed with 20.0% disagreeing. The mean = 3.68 close to code 4 suggested that receiving instructions on the job from superiors. On the other hand, as to whether staff were being delegated several assignments, cumulatively the majority percentage (78.4%) of the respondents agreed 21.6% disagreeing. The mean = 3.95 close to code 4 suggested that staff were being delegated several assignments. The results above thus suggested staff of EMC received instructions on the job from superiors.

4.4.2.1 Correlation Analysis between On-The-Job Training and Employee Performance at EMC

To establish whether there was a relationship between on-the-job training and employee performance at EMC, a correlation analysis was carried out. The results are presented in Table

Table 9: Correlation Results on On-The-Job Training and Employee Performance

		Employee performance	On-The-Job Training
Employee performance	Pearson Correlation Sig. (2-tailed) N	1 65	0.710 0.047 64
On-The-Job Training	Pearson Correlation Sig. (2-tailed) N	0.710 0.047 64	1 64

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

Source: Primary Data 2025

The results in Table 4.7 suggest that there is a positive significant relationship between on-the-job training and employee performance ($r = 0.710$, $p < 0.047$). The critical value was significant at below 0.05 level indicating the acceptance of the research hypothesis that there is a positive significant relationship between on-the-job training and employee performance.

4.4.2.2 Linear Regression Model for Prediction of Employee Performance using On-The-Job Training.

At the confirmatory level, to ascertain whether on-the-job training predicted employee performance, the dependent variable namely, performance was regressed on-the-job training predicted the independent variable. The results are represented Table 4.8.

Table 10: Regression of Employee Performance on On-The-Job Training

Model	Standardised B	Sig. p
On-The-Job Training	0.277	0.000
Adjusted $R^2 = 0.104$ F = 21.129, p = 0.000		

a. Dependent Variable: Employee Performance

Source: Primary Data 2025

The results in Table 4.8 show that, on-the-job training explained 33.4% of the variation in employee performance (adjusted $R^2 = 0.104$). This meant that 66.6% was accounted for by other factors not considered in this study. The regression model was good ($F = 21.129$, $p = 0.000 < 0.05$). There results showed that on-the-job training ($\beta = 0.277$, $p = 0.000$) significantly predicted employee performance.

4.4.3 Off-the-job Staff Training and Employee Performance

This objective of the study sought to establish how on-the-job staff training related to performance of employees of EMC. A number of question items on the same were put to the respondents. The question items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Findings on the objective are as presented in Table 4.9.

Table 11: Descriptive Statistics of Off-The-Job Training and Employee Performance

Induction	SD	D	U	A	SA	Mean
I have often participated in off-the-job trainings provided by EMC	8 12.3	28 43.1	-	12 18.5	17 26.2	3.03
I have had the opportunity to go for further studies	2 3.1	13 20.0	-	27 41.5	23 35.4	3.05
The off-the-job trainings accessed at EMC is quite relevant to my performance	8 12.3	13 20.0	10 15.4	21 32.3	13 20.0	3.28
The off-the-job trainings offered by EMC is always delivered appropriately	2 3.1	13 20.0	-	27 41.5	23 35.4	3.86
I have always acquired useful skills from the off-job trainings that are useful to my performance	-	17 26.2	-	35 53.8	13 20.0	3.68

Source: Primary Data 2025

The results in Table 4.9 on whether staff often participated in off-the-job trainings provided by EMC showed that the larger percentage (55.4%) of the respondents disagreed while 46.6% agreed. The mean = 3.03 which on the five-point Likert scale used was close to code three which corresponded to undecided, this suggested that the respondents were undecided which is the average. This meant that fairly staff often participated in off-the-job trainings. In the interviews, the respondents gave several responses in relation to staff accessing off-the-job training. In relation to the above, the as to whether staff had had the opportunity to go for further studies, cumulatively that majority percentage (76.9%) of the respondents agreed with 23.1%

disagreeing. The mean 3.05 close to code three which corresponded with undecided implied that the respondents were undecided. This suggested that the respondents indicated that opportunities to go for further studies were fair. The respondents revealed that they attended there were some few staff that had received scholarships through the organisation to go for further studies or attend short courses on farming. One respondent stated, "*Some staff have had the opportunity of going on short courses even abroad on sponsorship of donors who are friends of our organisation.*" Another respondent stated, "*There are some few staff that have received scholarships through the organisation and these have gone for further studies*." Another respondent said, "*Several staff have gone for further studies to attain diplomas and degrees, but this has been their own initiative and have sponsored themselves*." The results above suggest that accessed off-the-job trainings

As to whether the off-the-job trainings accessed at EMC were quite relevant to staff performance, cumulatively the larger percentage (50.3%) of the respondents agreed while 32.3% disagreed and 15.4% were undecided. The mean = 3.28 was close to code three which corresponded with undecided indicated that the respondents were undecided. This suggested that the respondents indicated that the off-the-job trainings accessed at EMC were quite relevant. In the interviews the respondents revealed that they attended workshops and seminars. The respondents revealed that staff during training acquired skills in various areas such as management, community development and different agricultural practices. One respondent stated, "*Staff attend seminars and workshops organised by the organisation and other nongovernment organisations and these have been instrumental in improving skills of staff in various spheres*." The views above reveal that staff accessed on-the-job training.

With respect to the off-the-job trainings offered by EMC always being delivered appropriately, cumulatively the majority percentage (76.9%) of the respondents agreed with 23.1% disagreeing. The mean = 3.86 was close to four which corresponded with agreed. The results suggested that the off-the-job trainings accessed at EMC were quite relevant. Relatedly, as to whether staff always acquired useful skills from the off-job trainings that were useful to their performance, cumulatively the majority percentage (73.8) of the respondents agreed with 26.2% disagreeing. The mean = 3.68 was close to four which corresponded with agreed. The results suggested that staff always acquired useful skills from the off-job trainings that were useful to their performance. In the interviews responses indicting that staff received off-the-job trainings that were relevant were echoed. The respondents revealed that the organization had opportunities of receiving scholarships mostly for short courses for staff where crucial skills necessary for the performance of staff would be got. One respondent stated: *"When you go out for a course, you cannot come back with nothing. There is always something new to learn regarding better ways of doing things. Those who apply the skills obviously perform better."* Another respondent stated, *"There are always short courses such as on monitoring and evaluation which staff attend. Staff learn important things for the organisation such as data management and these are useful in the performance of the work of the organisation.* Overall the above views mean that staff attended off-the –job training and obtained skills essential for their work performance.

4.4.3.1 Correlation Analysis between Off-The-Job Training and Employee Performance at EMC

To establish whether there was a relationship between off-the-job training and employee performance at EMC, a correlation analysis was carried out. The results are presented in Table 4.10.

Table 12: Correlation Results on Off-The-Job Training and Employee Performance

		Employee performance	Off-The-Job Training
Employee performance	Pearson Correlation	1	.286*
	Sig. (2-tailed)		.021
	N	65	65
Off-The-Job Training	Pearson Correlation	.286*	1
	Sig. (2-tailed)	.021	
	N	65	65

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

Source: Primary Data 2025

The results in Table 4.10 suggest that there is a positive significant relationship between off-the-job training and employee performance ($r = 0.286$, $p < 0.021$). The critical value was significant at below 0.05 level indicating the acceptance of the research hypothesis that there is a positive significant relationship between off-the-job training and employee performance.

4.4.3.2 Linear Regression Model for Prediction of Employee Performance using Off-The-Job Training

At the confirmatory level, to ascertain whether off-the-job training predicted employee performance, the dependent variable namely, performance was regressed on on-the-job training the independent variable. The results are represented Table 4.11.

Table 13: Regression of Employee Performance on On-The-Job Training

Model	Standardised B	Sig. p
On-The-Job Training	0.286	0.021
Adjusted $R^2 = 0.067$ F = 5.957, p = 0.021		

a. Dependent Variable: Employee Performance

Source: Primary Data 2025

The results in Table 4.11 show that, off-the-job training explained 6.7% of the variation in employee performance (adjusted $R^2 = 0.067$). This meant that 93.3% was accounted for by other factors not considered in this study. The regression model was good ($F = 5.957$, $p = 0.021 < 0.05$). There results showed that off-the-job training ($\beta = 0.286$, $p = 0.021$) significantly predicted employee performance.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five presents the summaries, discussions, conclusions and recommendations based on the objectives of the study. In addition, the chapter presents limitations of the study and areas for further study.

5.2 Summary of the Findings

Summary of the findings are presented below based on the following themes.

5.2.1 Induction and Employee Performance

The study established that there was a positive significant relationship between induction and employee performance. Employee performance was found out to be predicted by employee induction.

5.2.2 On-The Job Training and Employee Performance.

The study established that there was a positive significant relationship between on-the job training and employee performance. Employee performance was found out to be predicted by on-the job training.

5.2.3 Off-The Job Training and Employee Performance.

The study established that there was a positive significant relationship between off-the job training and employee performance. Employee performance was found out to be predicted by off-the job training.

5.3 Discussion

5.3.1 Induction and Employee Performance

In the first place, the study found out that staff participated in induction trainings provided by EMC and this influenced their performance. This finding is consistent with the views by Foot and Hook (2008) who suggested that an organisation can strengthen its competitive advantage and decrease the employee turnover by investing in employee training since the beginning of the employment with a proper employee induction. This means that appropriate induction enhances employee performance. The study also found out that staff received job orientation whenever assigned new tasks which influenced their performance. This finding concurs with Purcell and Boxall (2003) who indicates that important part employee ability is created by providing induction. This means that with induction, high performance levels can be achieved with induction.

The study further found out that high level of socialisation at EMC enhanced employee performance. This finding concurs with the finding by Kebenei (2014) who revealed that the induction socialisation process helps new employee's recto get relieved of anxieties about the job and helped build workplace relationships by allowing two-way interactions and this enhanced their performance. Therefore, work place socialisation during induction is important for the performance of an employee. Further, the study revealed that induction received was relevant to performance of the jobs. This finding supports the finding by Alabi (2004) that orientation/ induction given to new employees gives them a good start for better performance because it provides new employees with basic information regarding working conditions, policies, procedures, pays and benefits, and introduced management and co-workers.

Therefore, relevant induction helps employees to perform their jobs.

5.3.2 On-the-job Staff Training and Employee Performance

With regard to on-the-job training, the study revealed that access to on-the-job trainings provided enhanced job performance. This finding agrees with the finding by Bandiera et al., (2007) that if an organization invests in right type of employee training it can enhance employee performance as well as competencies and skills. Also, Bakanye (2013) found a significant positive correlation between employees training programmes namely on-job training with employee performance. Similarly, on their part, Alipour, Salehi and Shahnavaz (2009) revealed that on-the-job training strongly positively affected creativity, achieving organizational objectives and improves work quality. This means that access to on-the-job training is important in enhancing employee performance. The study also found out that mentoring received by staff from supervisors significantly influenced performance. This finding agrees with the finding by. Jagero et al. (2012) that on-the-job training such as mentoring had a big relationship between and employee performance. Bakanye (2013) who found out that employee training in terms of mentoring and demonstrations had a significant positive correlation with employee performance. This means that employee mentoring was one of the training practices that promoted employee work performance.

The study also revealed that staff were trained through being made to act in different assignments influenced their performance. Further still, relatedly, the study found out that staff were being delegated several assignments and this influenced their performance. These findings are consistent with the finding by Bakanye (2013) that employee training in terms of job rotation that is acting on different appointments increased the employees' capacity to perform hence

improved employee performance. This means that making employees act on different assignments was a training opportunity that enhanced performance.

5.3.3 On-the-job Staff Training and Employee Performance

In the place, the study established that staff often participated in off-the-job trainings and these positively influenced their performance. This finding agrees with the finding by Bakanye (2013) that off job training in terms of classes, demonstrations, lectures, simulations, and many other resources helped in developing new skills making employee more useful and more flexible hence better work performance. This thus shows that off-the-job training influenced employee performance. The study also revealed that off-the-job trainings accessed at EMC were quite relevant to staff performance. This finding is similar to the finding by Onyango (2014) that there is a strong positive relationship between off-the job-training such as workshops, seminars and conferences employees' performance. Therefore, off-the-job training influences employee performance.

The study also revealed that staff had had fair opportunity to go for further studies which also influenced their performance. This finding supports the finding by Ng and Feldman (2009) who found out that in addition to positively influencing core task performance, education level is also positively related to creativity and citizenship behaviours and negatively related to on-the-job substance use and absenteeism. This means that employees' going for further studies is healthy for the organisation and leads to increased job performance.

The findings of the study revealed that staff always acquired useful skills from the off-job trainings that were useful to their performance. This finding concurs with the finding by Cheng

and Ho (2001) adequate training produced marked improvements in employee performance. They established that with training, employees looked improved their job performance because employees transferred their positive learning/ acquired skills to their jobs. Similarly, Swart et al. (2005) elaborate on off-the-job training as a means of dealing with skill deficits and performance gaps is a way of improving employee performance. Accordingly, bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. This means that training offered skills which enhanced employee performance.

5.4 Conclusions

5.4.1 Induction and performance of employees

The first objective of the study was to determine the extent to which induction affect performance of employees of EMC. In light of the correlation results which were significant and views of respondents which indicated a positive link between induction training and employee performance, the study concludes that performance of workers of EMC is significantly affected by induction. The staffs of the association have access to

induction training particularly job orientation which is quite relevant and useful in enhancing their performance in as far as accomplishment of tasks and delivering quality work is concerned.

5.4.2 On-job training and performance of employees

The second objective of the study was to determine effect of on-job training on performance of employees of EMC. In light of the correlation results which were negative and significant and views of respondents which indicated a negative link between on-job training particularly job-rotation and employee performance, the study concludes that performance of workers of EMC is

influenced negatively by on-job training. The staffs of the association mainly access on-job training but particularly job rotation which stabilize job routines and affect efficiency of employees which is quite relevant and useful in enhancing their performance in as far as accomplishment of tasks and delivering quality work is concerned. Job- rotation also exposes employees to new challenges time and again with no immediate solution which deter their performance.

5.4.3 Off-job training and performance of employees

The third objective of the study was to determine the effect of off-job training on performance of employees of EMC. In light of the correlation results which were positive and significant and views of respondents which indicated a positive link between off-job training and employee performance, the study concludes that performance of staff of EMC is significantly affected off-job training.

5.5 Recommendations

5.5.1 Induction and performance of employees

The findings revealed a significant link between induction particularly job orientation on performance of employees of EMC. There is therefore need for continued investment in job orientation as a strategic measure to improve performance of human resource of EMC

5.5.2 On-job training and performance of employees

The findings established that on-job training particularly enhanced employee performance. In light of this finding, Human resource managers at EMC need ensure that there is adequate on-job-training in terms of coaching, mentoring, employee acting in different positions and employee delegation.

5.5.3 Off-job training and performance of employees

The study established that though off-job training related to employee performance. In light of this finding, the study recommends the need for increased support to the off-job training component of human resource performance improvement strategy at EMC. Increased access to off-job training will improve' employees' work skills and enhance their performance. Off job training should be in terms of works, seminars, conferences and sending staff for further studies.

5.6 Suggestions for Further Research

This study investigated staff training and employee performance in EMC, However, this study can be also carried out on other organisations such as government agencies and nongovernmental organisations.

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APPENDICES

APPENDIX 1

KREJCIE & MORGAN POPULATION TABLE OF 1970

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	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

APPENDIX 2 SURVEY

QUESTIONNAIRE

Introduction

I **OKUMU TOPISTER ATIENO** am pursuing a Master's degree in Public Administration and Management at Nkumba University in partial fulfilment for the award for the masters, I am conducting a survey to establish the effect of training on employee performance in Entebbe Municipal council. I hereby request you to spare a few minutes of your busy schedule to fill this questionnaire. Your response is highly appreciated and treated with utmost confidentiality. Thank you for your cooperation.

PART A1: Respondent details ***[Use code provided to indicate response and write in the unshaded space]***

A.1	A.2	A.3	A.4	A.5
Respondent No.	Duration on job (yrs)	Age category (yrs)	Education	Marital status
	1= <1 year 2= 1-2 years 3= 3-4 years 4= > 4 years	1=20-30 2=31-40 3=41=50 4=> 50	1="O" level 2=" A" level 3=Diploma 4=Bachelors 5= Masters	1=Single 2=Married 3=Divorced 4=Others

Part B: Responses to the Independent Variables: Training

This section presents items on training. The section divided into three parts, namely; induction, on-the-job-training and off-the-job-training. Kindly you are requested to indicate your feelings about items on the variables using the scale where, 1 = SD (Strongly Disagree), 2 = Disagree

(D), 3 = Undecided (U), 4 = Agree (A) and 5 =Strongly Agree (SA)**.**

B1	**Induction**	**1 SD**	**2 D**	**3 U**	**4 A**	**5 SA**
B1.1	I have often participated in induction trainings provided by EMC					
B1.2	I received job orientation whenever I am assigned a new task					
B1.3	We have a high level of socialisation at EMC					
B1.4	Generally, the induction received is relevant to performance on my job					
B1.5	The induction equips me with useful skills to my performance					
B2	**On-the-job-training**	**1 SD**	**2 D**	**3 U**	**4 A**	**5 SA**
B2.1	Access on-the-job trainings provided by EMC					
B2.2	Access to mentoring from my supervisors					
B2.3	I am made to act in different assignments					
B2.4	I have received instructions on the job by my superiors					
B2.5	I have often been delegated to several assignments					
B3	**Off-the-job-training**	**1 SD**	**2 D**	**3 U**	**4 A**	**5 SA**
B3.1	I have often participated in off-the-job trainings provided by EMC					
B3.2	I have had the opportunity to go for further studies					
B3.3	The off-the-job trainings accessed at EMC is quite relevant to my performance					
B3.4	The off-the-job trainings offered by EMC is always delivered appropriately					
B3.5	I have always acquired useful skills from the off-job trainings that are useful to my performance					

Section: C Response on the Dependent Variables: Employee Performance

This section presents items on employee performance. Kindly you are requested to indicate your feelings about items on the variables using the scale where, 1 = SD (Strongly Disagree), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 =Strongly Agree (SA)**.**

SNo	**Employee Performance**	**SD**	**D**	**U**	**A**	**SA**
C1		**1**	**2**	**3**	**4**	**5**
C1.1	I complete projects at the specified time					
C1.2	I implement projects excellently					
C1.3	I ensure improvement in projects implementation					
C1.4	I deliver projects at the cheapest cost					
C1.5	I ensure improvement in the implementation of projects					
C1.6	I am always present to do my duties					
C1.7	I participate in all meetings I am required to attend					
C1.8	I contribute enthusiastically to the success of organisation					

APPENDICES 3

INTERVIEW GUIDE

1. How do you view performance of employees at EMC?
2. Please share with me your views regarding the induction training offered by EMC to its employees in terms of the following:

- Appropriateness of the induction trainings methods
- Relevancy of the induction trainings to employees
- The usefulness of induction training in building skills, attitudes and employee's performance
- The criteria for selecting employees to access the induction trainings

3. Please share with me your views about the on-job-trainings offered by EMC to its employees

- Appropriateness of the on-jo-training methods
- Relevancy of the on-the-job trainings to employees
- The usefulness of on-the-job training in building skills, attitudes and employee's performance
- The criteria for selecting employees to access the on-job-trainings

4. Please share with me your views about the off-the-job trainings offered by EMC to its employees

- Appropriateness of off-the-job training methods
- Relevancy of the off-the-job trainings to employees
- The usefulness of off-the-job training in building skills, attitudes and employee's performance
- The criteria for selecting employees to access the off-the-job trainings

APPENDIX 4
VALIDITY OF THE INSTRUMENTS

Validity of Job Induction

Judges	Relevant	Irrelevant	
Judge 1	3	2	
Judge 2	4	4	
			5

CVI = 3+4 = 7 ÷2 = 3.5

3.5 ÷ 5 = 0.70

Validity of on-the-job training

Judges	Relevant	Irrelevant	
Judge 1	4	1	
Judge 2	4	1	
			5

CVI = 4 + 4 = 8 ÷ 2 = 4

4 ÷ 5 = 0.80

Validity of Off-the-job-training

Judges	Relevant	Irrelevant	
Judge 1	4	1	
Judge 2	5	0	
			5

CVI = 4+ 5= 9÷2 = 4.5

4.5÷5 = 0.90

Validity of Employee Performance

Judges	Relevant	Irrelevant	
Judge 1	7	3	
Judge 2	8	2	
			10

CVI = 8+ 7 = 15÷2 = 7.5

7.5 ÷ 10= 0.75

APPENDIX 5 RELIABILITY OF THE INSTRUMENTS

Summary Item Statistics of Job induction

	Mean	Range	Variance	N of Items
Item Means	3.533	2.733	.886	5
Item Variances	.855	1.714	.369	5
Inter-Item Covariances	.112	.829	.028	5
Inter-Item Correlations	.172	1.317	.058	5

Reliability Statistics of Job Induction			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N of case
.737	.776	5	15

Summary Item Statistics of on-the-job training

	Mean	Range	Variance	N of Items
Item Means	2.962	1.667	.508	5
Item Variances	1.124	1.457	.290	5
Inter-Item Covariances	.294	1.057	.094	5
Inter-Item Correlations	.293	.864	.072	5

Reliability Statistics of on-the-job training			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N of cases
.863	0.874	5	15

Summary Item Statistics of off-the-job training

	Mean	Range	Variance	N of Items
Item Means	3.567	1.333	.241	5
Item Variances	1.412	2.248	.471	5
Inter-Item Covariances	.198	2.000	.325	5
Inter-Item Correlations	.150	1.285	.135	5

Reliability Statistics of off-the-job training			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N of Cases
.731	.756	5	15

Summary Item Statistics of Employee Performance

	Mean	Range	Variance	N of Items
Item Means	3.200	2.133	.592	10
Item Variances	1.544	3.057	.916	10
Inter-Item Covariances	.122	2.167	.230	10
Inter-Item Correlations	.091	1.188	.097	10

Reliability Statistics of Employee Performance		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.701	10