

**STAFF TRAINING AND JOB PERFORMANCE IN CENTRAL GOVERNMENT
MINISTRIES IN UGANDA**

A CASE STUDY OF MINISTRY OF PUBLIC SERVICE

BY

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DECLARATION

I Mucunguzi Bob Allan declare that the content presented in dissertation is my original work and to the best of my knowledge has never been presented to any institution of learning for the award of academic qualification.

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APPROVAL

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DEDICATION

I dedicate this piece of work to my beloved family, especially my Dear Wife Hellen, my Daughter Nicole Hope, my Parents plus my Brothers and Sisters.

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LIST OF ABBREVIATIONS

GSO : Government Standing Orders

HRM : Human Resource Management

ICT : Information and Communication Technology

MOPS : Ministry of Public Service

PSRP : Public Service Reform Programme

OPERATIONAL DEFINITIONS

Training: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 Jason, (2015).

Non-Conventional Training Techniques: Modern highly interactive training techniques Adebile, (2009).

Pre-Service Training: Training provided to new employees before they have are deployed for work Swart and Brown, (2005).

In-Service training: is a training or staff development effort, where staff are trained and discuss their work with others aimed to improve current job performance improvement Cascio, (1992).

Job performance: assesses whether a person performs job duties to the expectations of the employing organization Guest, (1997).

ABSTRACT

The study examined the effect of staff training on job performance in Central Government Ministries in Uganda. It is based on Ministry of Public Service as a case study. Specifically, the study examined the impact of non-convectional training techniques on job performance, the effect of pre-service on job performance and the effect of in-service training on job performance.

A mixed method approach was employed where both quantitative and qualitative data was collected with the aid of a structured questionnaire and an interview guide. Data was obtained from a sample size of 81 respondents who included administrative and support staff as well as the human resource management team. These were randomly and purposively selected.

The study findings revealed that staff training has a positive significant effect on job performance at MOPS. When employees are trained, they upgrade and/or acquire the most relevant knowledge, skills, attitude and information necessary to accomplish their respective job roles. In-service training was the strongest contributor to job performance (Beta=0.865, $t=14.647$), pre-service training was ranked second (Beta=0.752, $t= 9.671$)and the use of non-convectional training techniques emerged the weakest contributor to job performance (Beta=0.744, $t=9.642$).

The researcher recommends that to further strengthen the training function at MOPS, there is need for management to adopt the use of ICT support in the delivery of training programmes, lobby for adequate budget allocations to support regular staff training and development activities as well as mobilise the senior management team to be part of the pre-service formal training programme amidst their tight work schedules.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study set out to examine the role of staff training programmes on job performance in Central Government Ministries in Uganda. It is based on the case study of Ministry of Public Service.

The study of staff training is important today since organisations of all kinds are experiencing pressure to make fundamental improvements in the way they operate in order to keep pace with the constantly changing environment (Wei-Tao Tai, 2006). The forces in the changing environment continue to alter the nature of work tasks requiring jobholders to keep up-grading or acquire new skills, knowledge and behaviour in order to improve job performance, increase productivity, and even help their organisations retain competitive advantages (Hansson, 2007; Hsin-Chin, 2003).

To respond to these forces, Human Resource Training and Development (HRTD) managers are emphasizing the investment in staff training activities as a key priority area. According to Buckley and Caple (2000), staff training involves planned and systematic effort directed towards modifying or developing knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities. Noe (2008) adds that training is directed towards improved job performance. According to Merriam (2009), job performance involves the execution of the designated tasks, duties, and responsibilities in a given role. Job performance is often viewed in terms of results measured both quantitatively and qualitatively.

The study of staff training and job performance is premised on the Human Capital Theory developed by Adam Smith (1776) and reinvigorated by Schultz (1961). The theory postulates that training is a form of investment in human beings. The authors argue that both knowledge and skill are a form of capital, and that this capital is a product of "deliberate investment. Acquisition of knowledge and skills is compared to acquiring the "means of production". For Smith, the concept of human capital implies an investment in people. Advantageously, workers no longer have to be at the mercy of others, instead they can be in control of increasing their own productivity and earnings through training. Davenport (1999) suggests that the human capital perspective contends that employees are not costs, factors of production, or assets, but rather investors in a business. People invest their own human capital, and they expect a return on their investment. The current study applies the Human Capital Theory as a guide and proposes that by instituting effective staff training programmes enhances job performance.

In public service organisations in Uganda, staff training is aimed to improve job performance in terms of implementing the current development initiatives such as the decentralization process, Poverty Eradication Action Plan (PEAP), E-Government and other sector reforms which call for new and renewed skills, knowledge, and attitudinal orientations (MOPS Training Policy, 2014). For example, Ministry of Public Service (MOPS) one of the key Central Government Ministries allocates over 1.27 Billion on staff training and development activities every financial year (MOPS Budget Estimates FY 2014-2017). A bigger percentage of the training fund is allocated to conducting pre-entry and in-service trainings especially amongst the lower level administrative staff. This is intended to improve their job performance by enhancing skills, improving attitudes and increasing job satisfaction (MOPS Training Policy, 2014).

On the contrary, training seem not to have improved job performance at the Ministry of Public Service. The Public Service Review and Re-organisation Commission Report (2010) showed that amidst the huge investment in staff training activities, job performance is still poor. The Training Needs Assessment (1989), the Skills Gap study (2003) and the Leadership and Management Needs for Top and management study (2004) all reported lack of professionalism, poor coordination, lack of career planning, role conflicts, poor time management and unethical practices among staff at the ministry. These weaknesses have in turn affected service delivery.

MOPS Staff Training Policy (2014) provides a practical framework within which all public servants acquire the necessary competencies to perform their duties with creativity, efficiency, effectiveness, and due diligence. Specifically the policy is implemented to achieve the following objectives;

- i To put in place a strategy for keeping government officials abreast with update professional knowledge, skills, and attitudinal orientation for best performance
- ii To ensure efficient and effective utilization of resources spent on training in public service
- iii To establish a framework for institutional arrangements procedures and practices that will ensure a systematic approach to training in public service
- iv To ensure fairness in the management and administration of training opportunities
- v To ensure that Government officials have opportunities to develop and profess in their career and that all professions have identified training milestones and job competences
- vi To encourage the increased use of non-conventional training techniques
- vii To provide pre-training to staff aimed to improve performance

viii To ensure the provision of on-going in-service training to staff

ix To promote the concept of a learning organisation in public service

Specifically, this study examined three training policy objectives, namely;

i To encourage the increased use of non-conventional training techniques to improve performance

ii To provide pre-training to staff aimed to improve performance

iii To ensure the provision of on-going in-service training to improve performance

1.2 Statement of the Problem

The investment in staff training activities is aimed to improve their level of job performance in Ministry of Public Services (MOPS Training Policy, 2014). Despite such huge training investment estimated at about 1.2 billion Uganda Shillings per financial year, reports continue to show low job performance amongst administrative and support staff at Ministry of Public Service (Auditor General Report, 2016). The staffs do not perform to the expected standards and neither do they seem to address the needs of their supervisors and clients (Staff Appraisal Report, 2016). Their performance is less satisfactory and is poor at time management, meeting deadlines and responding to client demands appropriately (Client Survey Feedback, 2017). With these problems, the ministry is losing credibility as reported in the Ministry Performance Report (2016).

1.3 Purpose of the Study

The study sought to examine the relationship between staff training and job performance at Ministry of Public Service, Uganda.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To examine how the use of non-conventional training techniques impacts on job performance at MOPS
2. To examine how pre-service training affects job performance at MOPS
3. To examine how in-service training affects job performance at MOPS

1.5 Research Questions

The study sought to find answers to the following questions:

1. How has the use of non-conventional training techniques impacted on job performance at MOPS?
2. How has the provision of pre-service training affected job performance at MOPS?
3. How the provision of in-service training has affected job performance at MOPS?

1.6 Research Hypotheses

H_{a0} : There is no significant relationship between the use of non-conventional training techniques and job performance

H_{a1} : There is a significant relationship between the use of non-conventional training techniques and job performance

H_{b0} : There is no significant relationship between pre-service training and job performance

H_{b1} : There is a significant relationship between pre-service training and job performance

Hc₀: There is no significant relationship between in-service training and job performance

Hc₁: There is a significant relationship between in-service training and job performance

1.7 Scope of the Study

The scope of the study included the following:

Subject scope

The study focused on examining the contribution of staff training on job performance. Specifically, the study examined how the use of non-conventional training techniques, pre-service and in-service trainings has improved job performance.

Geographical scope

The study was carried out at Ministry of Public Service located at Wandegaya, Kampala. Ministry of Public Service has been chosen to represent other public sector organisation because the ministry serves at the human resource management arm of the entire public sector.

Time scope

The study examined the training function at Ministry of Public Service from 2014 to 2017. This is because the current staff training policy that provides the framework within which staff training is implemented was reviewed and effected in 2014. The study was conducted for a period of one year starting August, 2017 to July, 2018.

1.8 Significance of the Study

The study findings might be of benefit to the different stakeholder;

Ministry of Public Service: The study findings may provide useful information to guide management in reviewing and streamlining the training function in order to leverage from the investment made in staff training and development activities.

Public Sector: In consideration of public sector specific needs, this study may inform policy makers, regulators and implementers of Government programmes to streamline training activities as an intervention to increase human capital development required to foster economic growth.

Researchers and Academicians: The study may provide important information to future researchers who may be interested in generating training literature in Central Government Ministries.

1.9 Arrangement of the Study

This research report is arranged in eight chapters;

Chapter one presents the background, statement of the problem, research objectives, research questions, hypothesis, scope, significance and study setting.

Chapter two presents study literature which highlights literature survey, literature review and the conceptual framework

Chapter three presents the research methodology which includes the research design, study population, data collection tools and analysis of results.

Chapter four presents the results on the influence of non-conventional training techniques on job performance among administrative staff at MOPS

Chapter five presents the results on the influence of pre-service training on job performance among administrative staff at MOPS

Chapter six presents the results on the influence of in-service training on job performance among administrative staff at MOPS

Chapter seven presents the harmonized findings on staff training and job performance among administrative staff at MOPS

Chapter eight presents the summary of the findings, conclusions, recommendations, and areas for further research.

CHAPTER TWO

STUDY LITERATURE

2.1 Introduction

In this chapter, the researcher critically analyzed works of other scholars related to variables under study. The chapter is sub-divided into three sections; literature survey, literature review and the conceptual framework.

2.2 Literature Survey

This section reviewed existing studies conducted locally about staff training and employee performance. The researcher analysed their direction in terms of the problem studied, objectives, the context, methodology employed, major findings and policy recommendations made. It is on such evidence that the researcher established the gaps left that this study closed.

A survey of literature revealed that no single study has ever been conducted on examining the contribution of staff training on job performance at the Ministry of Public Service, Uganda. This is the major gap that this study sought to close. Some studies on training and performance have been conducted in Uganda focusing on institutions within the education, banking and NGO sector and little has been done within Central Government Ministries.

Ngongah (1991) assessed the comparison between the performance of trained and untrained teachers in the teaching of English in selected Ugandan secondary schools and his analysis showed that there is a strong significant relationship between performance and training of teachers. While this study similarly examined the role of training on performance, it didn't not specifically assess how the use of non-conventional, pre-service and in-service training

approaches may impact on job performance within Central Government Ministries which this study examined.

Nassazi (2013) examined the effects of training on employee performance in Uganda based on a case study of the telecommunication industry. Specifically, the study identified the training programs existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. In dismay to this current study, Nassazi study did not examine training issues in Central Government Ministries. Besides, her study did not assess the role of pre-service and in-service training on job performance as in case of the current study.

Kiweewa and Asiimwe (2014) examined the implications of training on employee performance in regulatory organizations in Uganda based on a case study of Uganda Communication Commission. The study established how regulatory organizations identify training needs, the key training methods emphasized by these organizations and the relationship between training and performance. While this study seems closely related to the current study, the major point of employ performance is where the current study is focused to establish the relationship between training and job performance in a public sector organisation. Besides, the motivation is on examining the role non-conventional training techniques, pre-service and in-service training approaches.

2.3 Theoretical Framework

The relationship between staff training and job performance is supported by the Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961). The theory postulates that training is a form of investment in human beings. The underlying belief then is that training creates assets in the form of knowledge and skills, which in turn increases the productivity of the

worker. Schultz argued that skilled human resource are able to acquire these skills as a result of staff training programs or investment in the existing human resource through appropriate job training approaches such as use of non-conventional techniques, provision of pre-service training as well continuous training of in-service staff.

According to Flamholtz & Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from the investment made by the employer or employee to develop these attributes. The Human capital theory holds that both employers and employees should invest in specific training to improve job performance, further promotion opportunities, and enhance employees' career path prospects. Thus, the human capital perspective due to its emphasis on skills improvement and job performance emerged as the appropriate theory to guide the current study.

2.4 Literature Review

Literature review constitutes the scholarly works published underpinning the relationship between staff training and job performance.

Staff training

DeCenzo and Robbins (2000) describe training as a learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job. Training is designed in such a way that, it involves changing or enhancing skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors. Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels (Cascio,

1992). Improved performance on the part of the individual, group or organization means there has been measurable changes or enhancements in the knowledge, skills attitude and social behaviors (Mullins, 2007).

Monappa and Saiyadain (2008) noted training as the teaching or learning activities carried out for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job. Training therefore needs to be seen by management of every organization as a long-term investment in its human resource. According to Dessler (2008), training gives new and current employees the skills they need to perform at their various jobs. Training therefore serves as the hall mark of good management and thus when managers ignore it, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees does not guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. This is achieved through on-going employee training activities (Cole, 2004).

Ivancevich (2010) adds that training improves current and future performance of an employee and it is important for both new and current employees. He quotes Clifton and Fink (2005) statement that; training is a systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities.

Job Performance

Sultana, et al. (2012) defines performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Job performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers. Herbert, John and Lee (2000) noted that job performance is the outcome or contribution that employees make to attain job goals which could be reflected in terms of work accomplishments, work process, results, relevance and success.

Job performance has been described by Merriam (2009) as the execution of an action in a given role. Performance is often viewed in terms of measureable results. Job performance assesses whether a person performs a job well. Campbell (1990) describes job performance as an individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables. The author further posts that job performance is a function of four main determinants: declarative knowledge, procedural knowledge and skill, and motivation.

According to Kuntz (2006) job performance is measured in terms of the efficiency and effectiveness of an employee in achieving job targets. In Central Government Ministries, job performance can be evaluated by considering the level of attendance, productivity, timely response to job demands, customer service, resource usage, quality of work, and time of reporting and leaving for duty. Job performance is demonstrated with observable behaviors and

actions which explain how the job is to be done, plus the results that are expected for satisfactory performance. Job performance informs the employee what a good job looks like (Mullins, 2007).

2.4.1 Non-Conventional Training Techniques and Job Performance

Non-conventional training techniques refer to modern flexible training methods that captivate learning through extensively involving the learner (Jason, 2015). In a faltering economy where managers and leaders are challenged by stretched budgets and shrinking teams, traditional or conventional training techniques are no longer working. The ‘talk and chalk’ model commonly described the conventional training techniques are failing senior business leaders who are under pressure to deliver results in a market that requires innovation and creativity to remain or increase competitiveness. Managers today have the responsibility to ensure that employees are well-equipped with necessary skills and knowledge to increase their productivity and ensure consistent business growth (Kinicki & Kreitner, 2007).

According to Jason (2015) there are numerous training techniques and materials available to help equip employees and prepare them to do their jobs better. The only difficulty is determining the most appropriate training methods and techniques. While some employee training techniques are more cost-effective than others, managers would wish to use the most appropriate options that will best equip employees with various transferable skills and accommodate different learning styles.

Accordingly, MOPS Staff Training Policy (2014) emphasises the use of non-conventional training techniques to cause better learning among trained employees in Central Government Ministries. A review of relevant literature reveals that there are five effective non-conventional

training techniques that actually work in modern organisations (Leonard-Barton, 1992; Pfeffer, 1994; Kinicki and Kreitner, 2007; Sultana, et.al., 2012). These techniques help employees to use the acquired knowledge and skills from training and hence perform more successfully in their job, which means more profits for the business.

Jason (2015) suggests that instructor-led training remains one of the most popular non-conventional training technique, even with the numerous technological advances in the training industry. Some people call it “old-fashioned” but as they say, “Old is Gold”. There are different types of this training. Blackboard or whiteboard is one of the oldest training methods where trainers request feedback on what they have taught or written on the board. Up until now, many large organizations including public organisations still use this technique. The instructor-led training technique is fun and interactive as employees get the opportunity to compare results and share ideas which in turn improves their level of productivity at work (Leonard-Barton, 1992).

McCourt and Derek (2003) advocate for Jobrotation and transfers as a relevant training technique in organisations today. This training technique involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and from one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization (Nassazi, 2013).

Pfeffer (1994) recommends the interactive training technique among the non-conventional techniques that keeps employees engaged and makes them more receptive to new information.

This technique incorporates group discussions, which is one of the best ways for more knowledgeable employees to pass their skills onto new employees. In other words, discussions provide open communication among the trainees and with the trainer. Brainstorming is incorporated and any confusion is addressed. Jason (2015) adds that the interactive training technique also uses demonstrations. Demonstrations are powerful training tools as they involve use of tools and equipment to showcase the steps being taught or the main processes being adopted. These training techniques make training fun and more enjoyable as employees interact freely while still absorbing essential skills necessary for better job performance (Harrison, 2000).

Another commonly applied non-conventional training technique according to Guest (1997) is described as Hands-on training. This is the technique Sultana, et al., (2012) refers to as experiential training. The technique includes various approaches such as coaching, which focuses on the individual needs of an employee and is less formal than other techniques. In coaching, the supervisor, manager, or veteran employees serve as the coaches. Experiential training basically gives employers the opportunity to shape new and inexperienced employees in order for them to fit perfectly for existing and future jobs (Harrison, 2000). Drills are also effective for enhancing employees' practice skills. One advantage of hands-on training is that they are applicable immediately to the employees' jobs. They are also effective for training when it comes to new business equipment and procedures.

Swart et al., (2005) advocates for Computer-based training in organisations today. This training technique is also becoming increasingly ideal as technology becomes widespread and easy to use. Guest (1997) observed that although human interactions will always remain the solid foundation of employee training, technological solutions are effective in enhancing the training. Computer-based training involves use of CD-ROMs, Text-only (self-paced training in a text-only

format), Multimedia training materials that provide audio, video, stimulating graphics, or animations, and Virtual reality, a three-dimensional and interactive training program that is highly effective (Swart et al., 2005; Jason, 2015; Kinicki & Kreitner, 2007). This training technique is effective and reliable in that the trainees can learn at their own pace, easy to use and cost-effective.

With the numerous technological advances, many companies mostly rely on online resources to deliver training. According to studies, the number of companies today use the e-learning training technique and it is predicted that it will continue to rise with time (Nassazi, 2013; Elnaga& Imran, 2013). This technique of training is becoming more prevalent due to the fact that the internet is becoming increasingly accessible. One example of this type of training is Walk Me, the guidance and engagement platform that provides immediate and direct training for employees in the moment of need (Jason, 2015).

Additionally, Swart, et al., (2005) observed that online training technique keeps employees involved and engaged in order to encourage them to retain the trained new information which they later apply to their job context. This is likely to improve their level of job performance through mastery of procedures. For better results, experts recommend using some softer on-line training techniques that are not necessarily needed to convey any information but are effective in making receiving data or instructions an enjoyable experience, encouraging participation, and building self-esteem.

2.4.2 Pre-Service Training and Job Performance

Pre-service training is a process through which individuals are made ready to enter a certain kind of professional job (Wilke, 2004). Newly recruited staff need to attend undergo training aimed to familiarize them with the new job assignment and work environment. In the Uganda public

sector, new hires are required to first attend pre-service training before they are deployed into their specify job tasks (MOPS Training Policy, 2014). Pre-service training contents emphasize mostly technical subject matter and practical job skills to prepare the staff to work. (Griffin, 2005).During this period, employees learn about the job, colleagues, and supervisorswhile they are getting knowledge about general work environment(Lewin, 1999).

Pre-service training is carried out to prepare employees for different types of job roles and experience(Griffin, 2005). It is important for new employees to learn about how to conduct themselves in public offices and how they can adopt the qualities of a credible civil servant. The inclusion of appropriate content knowledge about essential qualities of a good civil servant is relevant to promote these traits in newly hired employees (Eklund, 2010).

The pre-service training is central to the achievement of the job demands (Lewin, 2004). Before being placed into the job position, newly hired employees need to be introduced to their new job demands and the nature of work environment (Lewin, 1999). This involves getting new employees familiarizedand trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work,how to take on their identified tasks and responsibilitiesand what is generally expected of the employees by the organization (Eklund, 2010).They are further given a general overview of the organizational working environment including for example working systems, technology, and officelayout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Griffin, 2005).

According to Darling-Hammound and Bransford (2005), the provision of the above information at entry point facilitates employee learning which in turn improves morale, motivation, commitment and teamwork. This is likely to reduce staff turn-over, improve staff efficiency,

compliance, and productivity can increase in a short period. Therefore, whether an organisation is large or small, it must have an effective pre-entry training system. This helps to instill in those who join the company or new job role a sense of purpose and a feeling that they are part of a professional and caring organisation (Griffin, 2005).

In the public service sector, newly hired staff should be equipped with high-quality learning experiences based on sound theoretical principles (Milanowski, 2004). Adequate time should be allotted for applying these theoretical principles to practice. Pre-service training programmes play a significant role in the preparation of highly qualified public service workforce. The importance of well-prepared civil servant is unquestionable. According to Darling-Hammond and Bransford (2005) better prepared public officers are more able and are rated as more effective by their directors, supervisors, and colleagues. In contrast, less well prepared public officers have more work difficulties and are rated less effective by evaluators and colleagues (Guarino, et al., 2006).

2.4.3 In-Service Training and Job Performance

According to Egonmwan (2008), in-service training is the upgrading and updating of the knowledge and skills of employees and the modeling and reorientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job. This development becomes necessary because no worker is completely perfect at the time of hiring. They need to be developed right from the time they come into the service, during their service career, and to the point of separation from the service.

In-service training includes any kind of training activity that may offered to practicing employees to learn more about their learning process, improve their understanding of work processes, as well as improve their level of job performance ((David & Stephen, 2008;

Nakpodia, 2011).The in-service training program facilitates employees to cope with new developments in the professional field, put new developments and insights into practice, reflect on one's own performance, co-operate in policy and practical matters, anticipate and prepare for change, and gradually improve the job performance skills (Noran & Habibah, 1999).

Generally, public servants do not have sufficient opportunities for in-service training on a continuous and regular basis (Adebile, 2009). Usually there is scanty recurrent budget allocation for this activity. Some Central Government Ministries fund in-service training from their internally generated revenue, although few have a sustainable and coherent model for continuous in-service training (Nakpodia, 2011). Only a few public sector employees attend the limited number of in-service trainings on offer because of favouritism in the selection process. The policy is that every public officer should have in-service training after three years on the job (MOPS Training Policy, 2014). If this is to happen, then 20 percent of the stockof employees will have to be trained every year. However, there is lack of infrastructure and human resource to deliver in-service on this scale (Nakazzi, 2013; David & Stephen, 2008).

According to Nakpodia (2011) In-service training is founded mostly through donor support with little or no coordination among the donors themselves. The result is duplication of effort and a lack of systematization of professional development and learning that has been identified after a careful analysis of job performance needs. The management of in-service programmes is a complex and difficult issue. Once challenge is identifying employees who need specific training(Noran & Habibah, 1999). In most cases, it has been observed that the same employees are the one attending in-service trainings. Nomination to attend in-service training has been corrupted because of the financial incentives of attending, in the form of per diems and allowances (Mushi & Penny, 2003).

The lack of adequate facilities and other support measures for public employees to participate in the residential training programme has also been identified as a disincentive for attending in-service training by Adebile (2009). Most critical ones are day-care centres for children and absence of women resource persons. A general insensitivity towards the specific needs of young mothers or middle-aged women in training programmes discourages women employees from participating (Mushi & Penny, 2003).

Nevertheless, if well-coordinated In-service training programmes have the capacity to increase job performance in Central Government Ministries (David & Stephen, 2008). In the modern world, in-service training plays a crucial and pivotal role in improvement of job performance in form of providing quality services to consumers, awareness about the changing job roles which is critical to job performance and reaching the set organizational goals (Kihongo, 2011; Egonmwan, 2008).

2.4.4 Staff Training and Job performance

Most of the previous studies provide evidence that there is a strong positive relationship between human resource management practices and organizational performance. (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, managers can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen

when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals (Scott, et al., 1997).

Moreover, the result of the study of Sultana, et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in job performance is brought by training programs. Further, the T-value was 8.58 that explains training is a good predictor of employee performance. As depicted by the work of Harrison (2000), learning through training influences organizational performance through greater job performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving job performance (Swart et al., 2005).

In addition, Swart et al., (2005) observed that bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing job performance. The authors further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be moulded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or maybe not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet job expectations by showing desired performance. As mentioned by Swart et al.(2005) this

employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfilment.

According to Wright and Geroy (2001), employee competencies changes 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 an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training, employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, job performance is also effected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, job performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on job performance these elements should be taken into consideration(Wright & Geroy, 2001). Besides Eisenberger, et al., (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinder training program effectiveness and should take necessary measures to neutralize their effect on job performance. In addition, Ahmad and Bakar(2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work.

Generally, it can be debated that the effect of training program on job performance outcomes such as motivation, job satisfaction and organizational commitment, did not receive much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance.

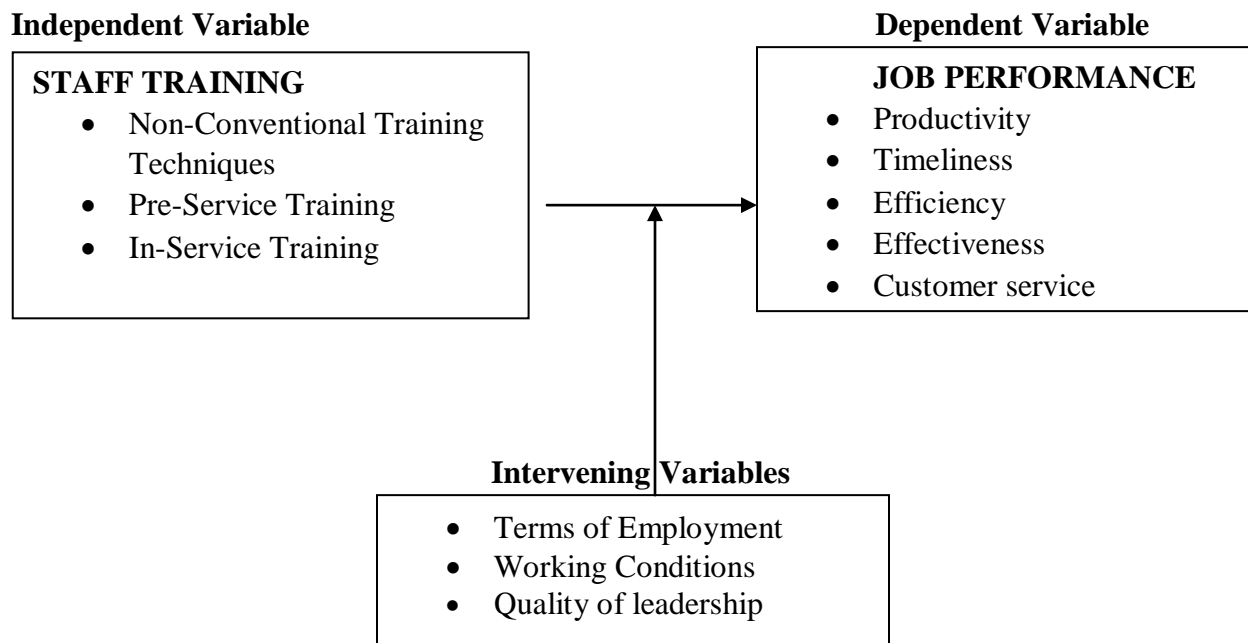
Moreover, Meyer and Smith (2000), investigated the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective job performance. Although the above literature provides the evidences regarding the benefits of training and its positive influence on job performance, Cheramie et al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, inspite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity, or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

As mentioned by Arnoff (1971), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes.

Obisi (2001), reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that the training practice has a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (1995), further mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

Figure 2.1: The Conceptual Framework Relating Staff Training and Job Performance



Source: Developed by the Researcher from literature of Onen and Oso (2008)

The conceptual framework illustrates that effective staff training positively relates with job performance. Training as an independent variable is constituted of Non-Conventional Training Techniques, Pre-Service Training and In-Service Training. Job performance as a dependent variable is constituted of productivity, timeliness, efficiency, effectiveness and customer service. However, for training to cause a significant change in job performance, trainees need to perceive favorable employment terms, better working condition and quality leadership.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used to collect data to answer the research questions and achieve the research objectives. It includes the research design and data management.

3.2 Research design

This is a grand plan describing how the study was conducted to collect relevant data answering the research questions and achieve the research objectives(Sakai, 2002).It includes the research approach, strategy, duration and classification;

- a. The study used a phenomenologicalresearch approach to describe the variables under study.
- b. A case study research strategy wasusedfocusing onMinistry of Public Service to collect data from a single organisation that served as a representative of other similar Central Government Ministries in Uganda.
- c. The research duration was cross-sectional because the study took a snap shot of staff training and job performance issues at Ministry of Public Service at a particular point in time.

- d. The successive mixed method research classification was adopted where quantitative data was collected and analyzed first. The emerging issues from the quantitative findings guided the specific questions that were put to the HR managers during the collection of qualitative data in order to gain an in-depth understanding of staff training and job performance issues at Ministry of Public Service.

3.3 Study population

The researcher targeted a total population of 108 including 90 Administrative staff, 15 Support staff and 3 Human Resource Managers currently working at MOPS in the various Directorates, Departments, Sections and Units (MOPS Staff Payroll for the Month of May 2018).

3.4 Sample size determination and Sampling Techniques

The targeted sample size was 86 respondents determined using Bowerman et al (2004) sample size determination formula; 70 Administrative Staff, 13 Support staff and 3 Human Resource Managers. The researcher used both the purposive and simple random sampling technique to obtain the required sample of respondents. Purposive sampling was applied to the three managers in the Human Resource Directorate in order to obtain detailed technical information about training and employee performance at the ministry. Simple random sampling was applied in the selection of administrative and support staff because it is free from bias and gives every administrative and support staff an equal chance of being selected to participate in the study.

3.5 Data type and sources

Both primary and secondary data was used for this study. Primary data involved obtaining firsthand information directly from the mentioned respondents. Secondary data was obtained

from the review of existing documents relevant to staff training and job performance such as policies, job descriptions, job specifications, and performance appraisal reports.

3.6 Data collection methods

The survey method was used in the collection of data. This required the researcher to go to the field and obtain the necessary data. In collecting data, the questioning, interviewing and document review methods were used.

Questionnaire/ Survey method

A questionnaire consisting of structured pre-set questions was administered to a number of administrators in order to gather specific data about training and job performance as guided by Onyango (2002). The questioning method was used because it allowed obtaining data from a large number of administrators in a short period and was relatively cheaper.

Interviewing Method

This took form of guided conversations between the researcher and the key informants. Interviews were held with the Human Resource Director, the Training and Development Manager as well as the Performance Manager in order to provide in-depth information about staff training and job performance at the Ministry of Public Service.

Reviewing relevant documents

This involved reviewing existing records/documents related to staff training and job performance. These included the training policy, performance appraisal records, and minutes of staff meetings. This method supplemented and authenticated the information obtained through the questioning and interviewing methods.

3.7 Data collection Instruments

Structured Survey Questionnaire

The structured questionnaire was used to collect data from the respondents. It contained close-ended questions. The questions were designed in a manner that fits the Likert scale with extremes of 5 for Strongly Agree and 1 for Strongly Disagree. The questionnaire was self-administered to the respondents.

Interview Guide

The interview guide was used to collect qualitative data from the Human Resource Managers. It was designed according to the research questions. Open-ended questions were used to allow key informants share their open and very honest views about the issues under study.

A document review checklist

This instrument was prepared to guide the researcher on the relevant documents to be reviewed. These included; the training policy, HR reports, welfare committee reports, performance appraisal reports, minutes of staff meetings, and customer feedback reports.

3.8 Measurement of study variables

Staff training was measured using the scales developed by William, et al (2007) on non-conventional training techniques, pre-service training and in-service training. Job performance was measured using the scales developed by Ng'ethe (2012). These measures were adjusted by the researcher to fit the current research context.

3.9 Validity and Reliability of the Instruments

Validity of the instruments was ensured by applying the Content Validity Index (CVI) through the development of the scales with the help of the supervisor. This ensured that the items examined under each variable were appropriate enough to give genuine results. Reliability was ensured by pre-testing the instruments where experts in the research field were contacted to comment on the relevance and clarity of each item. This facilitated the re-phrasing of some questions.

Using the Cronbach Coefficient Alpha of 0.7 thresholds (Cronbach, 1951), the researcher was able to check for the internal consistency of the scales in the questionnaire and the results are presented in table 3.1

Table 1: Reliability analysis

	Cronbach's Alpha	Number of Items
Non-Conventional Training Techniques	.860	10
Pre-Serve Training	.894	10
In-Service Training	.879	10
Job Performance	.949	10

Results in table 3.1 showed that all variables under the study had reliable items since the Cronbach's alpha statistic for all of the variables was above the 0.70 threshold according to Nunnally (1978).

3.10 Ethical consideration

The researcher formally applied in writing to the management of MOPS seeking authorization to conduct the study. After authorization was granted, the researcher requested management to inform administrative staff about the purpose of this study and the estimated time it will take

the researcher to finish the exercise. The researcher briefed the respondents about their voluntary participation and assured confidentiality of their responses.

3.12 Research Procedure

A letter of introduction was obtained from Nkumba University and presented to management of MOPS seeking for permission to be allowed to conduct this study in their organisation. Upon their approval, the researcher went ahead to make appointments with the targeted respondents and thereafter administered the questionnaire, conducted interviews as well as studied the available relevant documents.

3.11 Data processing, Analysis and Presentation

Data Processing

Raw data from the field was sorted, edited and coded. This enabled the researcher to establish incomplete, inconsistent and misleading information. Such information was not included in final analysis.

Data Analysis

Quantitative cleaned data was then be analysed using the Statistical Package for Social Science research (SPSS Version 20) software to obtain descriptive and inferential statistics that answered the research questions. Qualitative data was analyzed manually to establish themes and patterns that emerged the obtained content.

Data Presentation

Quantitative results are presented in form of tables showing frequencies, percentages, means, standard deviations, correlations and regressions. Qualitative results are presented as narratives substantiating the quantitative results.

3.12 Limitations of the study

The research duration adopted in the current study is cross sectional in nature. This is faced with a limitation of not producing complete information on how the study variable would behave after a long period of time. Therefore, the findings of a cross sectional study cannot be generalized across time.

Ministry of Public Services require their employees to ensure confidentiality. This implies that some of the sensitive information that would further inform the study could have been missed out.

CHAPTER FOUR

SAMPLE CHARACTERISTICS AND ORGANISATIONAL INFORMATION

4.1 Introduction

This chapter highlights the kind of respondents who provided data to this study as well as the organisation from which the study was conducted. It starts with the characteristics of the sample and ends with organisational specific information. The results are presented as follows;

4.2 Response rate

Despite the fact that the study targeted a sample size of 86 respondents, the researcher was able to obtain complete and useable data from only 81 respondents. This gives a response rate of 94 percent which is considered sufficient to provide reliable findings and conclusions (Nunnally & Bernstein, 1994). 79 of the respondents filled the questionnaire to provide quantitative data and 2 respondents were interviewed to provide qualitative data.

Table 2: Response Rate

No	Instrument	Targeted Number of Respondents	Realized Number of Respondents	Response Rate
1	Questionnaire	83	79	95%
2	Interview	3	2	67%
Total		86	81	94%

Source: Primary Data (2018)

4.3 Sample characteristics

This section presents information about the background characteristics of the respondents who were involved in the study. The characteristics of the respondents analyzed include their; gender

age, length of service, highest education level, profession, department of work, job title and appointment. The results are summarized in the table that follows:

Table 3: Respondent background information

Variable	Category	Frequency	Percent
Gender	Male	44	55.7
	Female	35	44.3
	Total	79	100.0
Age	20 - 30 years	15	19
	31 - 40 years	30	38
	41- 50years	26	32.9
	51-60 years	08	10.1
	Total	79	100.0
Years in Public Sector	< 3years	7	12.7
	3-5years	12	16.4
	6-10years	27	46.8
	11-15years	32	24.1
	16-20years	1	1.3
	Total	79	100.0
Years at MOPS	< 1year	10	12.7
	1-3years	30	38.0
	4-7years	39	46.8
	Total	79	100.0
Education level	Certificate	3	3.8
	Diploma	4	5.1
	Bachelors	23	29.1
	Postgraduate	16	20.3
	Masters	33	41.8
Total	79	100.0	
Job Title	Administrator	66	83.5
	Manager	3	3.8
	Other	10	12.7
Nature of Appointment	Promoted	24	30.4
	Deployed	36	45.6
	External recruitment	19	24.1
	Total	79	100.0

Professional Training	PAM	9	11.4
	MGT	25	31.6
	MKTG	14	17.7
	Banking	1	1.3
	Finance	12	15.2
Department of Work	PR	11	13.9
	HRM	4	5.1
	Others	3	3.8
	Total	79	100.0
	ADMN	22	27.8
	ACCTS & FIN	19	24.1
	HRM	9	11.4
	PR	9	11.4
	PROCUREMENT	9	11.4
	PENSION	7	8.9
	IT	4	5.1
	Total	79	100.0

Source: Primary Data (2018)

The background characteristics of the respondents show that most of the respondents were male at 55.7 percent. This implies that the study was dominated by male respondents. However, this did not affect the results since the female respondents also constituted a substantial number of 44.3 percent. The age distribution indicates that the 31 – 40 year age bracket dominated the study category comprising 38% of the distribution implying that most of the respondents were youths. This mirrors the demographic nature of Uganda's workforce are mostly the youth.

The distribution of the respondents' experience in Ministry of Public Service in Uganda indicates that majority had worked between 6 to 15 years (74.4%). This confirms that the contacted respondents had vast knowledge about human resource operations in the public sector. In particular, 39 (49.4%) of the respondents had worked with Ministry of Public Service for at least 4-7 years and the remaining 40 (50.6%) had worked between 1 to 3 years. This timeframe was considered appropriate enough for the respondent to be informed about the operations of the

ministry under investigation.

The distribution of the respondents' highest education level indicates that highest percentage (41.8 %) had a master's degree, followed by those with a bachelor's degree (29.1%). This indicates that the respondents were highly educated and able to understand the questions put to them about the study variables which guaranteed reliability and validity of the data. Majority of the respondents were administrators (83.5%), followed by support staff (12.7%) and the minority were the 2 HR managers (3.8%). Most of the respondents had been directly deployed in their current job positions (45.6%) while 30.4% had been promoted into their positions and 24.1% had been sourced from the external market. This indicates that the ministry employs a diverse range of recruitment practices aimed at sourcing highly qualified human resources into the various job positions.

Respondents were asked to indicate their specific professional fields of practice and majority belonged to the Management profession (31.6%) followed by marketing (17.7%), Finance (15.2%), public relations (13.9%) and public administration (11.4%). The other professions with few respondents included banking, human resource management and information technology. Overall, this result affirms that the organisation of analysis is multi-functional that blends all sorts of professional fields.

The respondent functional diversity was further observed in the way they were distributed across different departments of work. Majority were currently working under the administrative department although spread across the organisation (27.8%). These were followed by the accounts and finance department (24.1) and 11.4 % for the HRM, PR and procurement department. The pension and IT departments has 8.9% and 5.1% representation respectively.

4.4 Organisational Information

The Uganda Ministry of Public Service is a Cabinet level government ministry. Her head offices are currently located at Wandegeya, Kampala. The ministry is mandated to "develop, manage and administer human resource policies, management systems, procedures and structure for the public service" in Uganda (MOPS Strategic Plan 2015/2020). The ministry provides strategic and managerial leadership on all matters of Human Resource in Uganda's Public Service.

The ministry pursues a vision of becoming a public service that is affordable, efficient and accountable in steering rapid economic growth and social transformation. Her mission is to provide human resource policies, management systems and structures that facilitate efficient and effective public service performance for national development and improved quality of life in Uganda. The mandate of the ministry is to develop, manage and administer Human Resource Policies, Management Systems, Procedures and Structure for the Public Service, under the core values of Integrity, Independence, Confidentiality, Merit, Fairness and impartiality (Public Service Standing Orders, 2015).

The Ministry is geared towards facilitating an efficient and effective Public Service through taking care of enabling policies, systems and structures. This focuses on performance for national development and improved quality of life in Uganda. The ministry has a number of affiliated institutions for support to achieve its mission. The institutions include; Public Service Commission (PSC); and Civil Service College.

The ministry is run under 4 Directorates which include; Management Services, Inspection & Quality Assurance, Support Services, and Human Resource Management. There are several departments, sections and units that fall under each directorate (approved ministry structure, 2013). The services offered by the ministry include: - policy setting and implementation, managing remuneration (pension and salaries) and Training (through Civil Service College Uganda).

CHAPTER FIVE

THE IMPACT OF NON-CONVENTIONAL TRAINING TECHNIQUES ON JOB PERFORMANCE AT MOPS

5.1 Introduction

Objective one of this study set out to examine the impact of non-conventional training techniques on job performance at MOPS. In order to generate reliable and valid findings on this, both descriptive and inferential statistics were run on the collected data. The findings are presented as follows:-

5.2 Descriptive Statistics on Non-Conventional Training Techniques

This gives the statistical description of the responses obtained on each of the items entailed within the Non-Conventional Training Technique variable.

Table 5.1: Descriptive Analysis of Non-Conventional Training Techniques

	N	Minimum	Maximum	Mean	Std. Deviation
The instructor-led training technique is commonly used in the training of staff	79	1	5	4.41	.885
Administrative staff are periodically transferred from one department to another	79	1	5	4.34	.696
There is a rotational programme that exposes staff to different work operations	79	1	5	4.22	.857
The training techniques used are highly interactive and engaging participants	79	1	5	4.27	.843
The group discussion technique is encouraged during our training sessions	77	1	5	4.39	.814

Participants are allowed to brainstorm during our training sessions	79	1	5	4.03	1.109
Demonstrations are used to illustrate our work processes in the training session	79	1	5	4.24	.820
Senior staff are encouraged to share their work experience during our training	79	1	5	4.00	1.109
Part of the training is done with the aid of computer technology	79	1	5	3.77	1.229
On-line resources are commonly used during our training sessions	79	1	5	4.05	1.061
Valid N (listwise)	77				

Source: Primary Data (2018)

The results in table 4.1 above show that the first nine items examined have mean scores above 4.0. This result affirms that Ministry of Public Service employs various Non-Conventional Techniques when delivering most of their training programmes. In this regard, the ministry uses the common instructor-led training technique (Mean =4.41, SD=0.885), periodic job transfers from one department to another (Mean =4.34, SD=0.696), and rotating staff in different work operations (Mean =4.22, SD=0.857).

The trained staffs find such training techniques highly interactive and participatory (Mean =4.27, SD=0.843). Group discussions are encouraged during training sessions (Mean =4.39, SD=0.814) where participants brainstorm and share their independent work experience and challenges openly (Mean =4.03, SD=1.109). Demonstrations are commonly used to illustrate work processes (Mean =4.24, SD=0.820), and senior staffs are utilized in the training through sharing their work experience and challenges (Mean =4.00, SD=1.109). Besides, on-line resources are commonly

used during the training sessions (Mean =4.05, SD=1.061) to keep the facilitators and trainees abreast with current trends in the field of work.

However, it was established that the ministry does not use modern computer supported techniques in delivering staff training programmes (Mean=3.77, SD 1.229). This is a pedagogical approach where learning takes place via social interaction using a computer or through the Internet. This kind of learning is characterized by the sharing and construction of knowledge among participants using technology as their primary means of communication or as a common resource. Computer supported training can be implemented in online and classroom learning environments and can take place synchronously or asynchronously.

In an interview with the HR managers, it was revealed that the limited adoption of ICT in the entire Uganda Public Service could explain why the strategy has also received limited application in staff training programmes. The concept of E-Government is a recent innovation that is still undergoing pilot testing in key government sectors (PSRP, 2015)

5.3 Inferential Statistics on the relationship between Non-Conventional Training

Techniques and Job Performance

Inferential statistics sought to provide the appropriate analysis that would enable the researcher to generate valid findings on the nature of relationship between Non-Conventional Training Techniques and Job Performance as well as ascertain the predictive power of the independent variable towards the dependent variable. To test for this, correlation, regression and coefficient tests were conducted and the results are presented as follows;

Correlation analysis

The correlation analysis was employed to establish if there exists a significant relationship between the use of Non-Conventional Training Techniques and Job Performance. This analysis

provided answers to the first research question.

Table 5.2: Correlations Matrix of the relationship between Non-Conventional Training Techniques and Job Performance

		Non-Conventional training techniques	Job Performance
Non-Conventional training techniques	Pearson Correlation	1	.744**
	Sig. (2-tailed)		.000
	N	77	77
Job Performance	Pearson Correlation	.744**	1
	Sig. (2-tailed)	.000	
	N	77	77

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

Findings in Table 5 indicate that the use of non-conventional training techniques have a positive significant relationship on job performance at MOPS ($r = 0.744$, $P < 0.01$). This implies that the application of a wide range of non-conventional training techniques during a training programme ignites more meaningful learning that enhances high job performance among employees.

Regression analysis

Regression analysis was carried out to establish the suitability of the proposed regression model as well as the extent to which Non-Conventional Training Techniques influence Job Performance.

Table 5.3: Regression Model Summary of the relationship between Non-Conventional Training Techniques and Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.744a	.553	.548	.39676	.553	92.965	1	75	.000	1.671

a. Predictors: (Constant), Non-Conventional Training Techniques

b. Dependent Variable: Job Performance

The results in table 6 confirm that the model is significant $F(1, 75) = 92.965, P < 0.01$ and predicts up to 54.8% (Adjusted R Square=0.548) of the variance in job performance. This implies that the use of non-conventional training techniques during trainings at MOPS account for about 54.8% variation in actual job performance after a successful training has been administered. The remaining 44.2% is explained by other variables.

Hypothesis Testing

In line with objective one, the study set out to test the hypothesis that there is no significant relationship between the use of non-conventional training techniques and job performance. The result of this t-statistics is summarized in table 5.4

Table 5.4: Coefficients of the relationship between Non-Conventional Training Techniques and Job Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.777	.259	6.856	.000		
	NCTT	.591	.061	9.642	.000	1.000	1.000

a. Dependent Variable: Job Performance

The results in table 7 show that the use of non-conventional training techniques has a positive significant relationship on job performance ($\beta = 0.744, t = 9.642, P < 0.01$). Thus, the null hypothesis is rejected and the alternative is supported. This implies that the application of a variety of non-conventional training techniques during training delivery enhances high training content application leading to increased actual job performance.

CHAPTER SIX

THE EFFECT OF PRE-SERVICE TRAINING ON JOB PERFORMANCE AT MOPS

6.1 Introduction

Objective two of this study sought to examine the effect of pre-service training on job performance at Ministry of Public Service. The findings are presented in tables that follow with an interpretation.

6.2 Descriptive Statistics for the Pre-Service Training variable

This gives the statistical description of the responses obtained on each of the items entailed within the Pre-Service Training variable.

Table 6.1: Descriptive Analysis for the Pre-Service Training variable

	N	Minimum	Maximum	Mean	Std. Deviation
I attended pre-service training at the time of joining the ministry	79	1	5	4.11	1.000
Pre-service training introduced me to my job assignments	79	1	5	4.27	.902
Pre-service training exposed me to the entire management team of the ministry	77	1	5	3.91	1.138
Pre-service training enabled me understand the necessary documents to fill at entry	79	1	5	4.06	1.030
Pre-service training enabled me understand work processes and procedures	79	2	5	4.37	.603
I was exposed to the Government Standing Orders during my Pre-service training	79	1	5	4.10	.841

I was introduced to my supervisor during the pre-service training	79	1	5	4.20	1.125
I was introduced to my team members during the pre-service training	79	1	5	4.15	.935
I got knowledge of the public service ethical code of conduct during pre-service training	79	1	5	3.89	1.143
During the pre-service training, I was exposed to all the public service in-house rules	79	2	5	4.22	.872
Valid N (listwise)	77				

Source: Primary Data (2018)

The results in table 10 indicate that majority of the respondents received pre-service training at the time of joining the ministry (Mean= 4.11, SD=1.000). Respondents appreciated that pre-service training introduced them to their respective designated job assignments (Mean= 4.27, SD=0.902), and enabled them to understand the necessary documents to fill at entry such as the biodata form, personal bank account, pension details among others (Mean= 4.06, SD=1.030).

In addition, respondents acknowledged that pre-service training enabled them to understand work processes and procedures (Mean= 4.37, SD=0.603). Staff is taken through their respective job descriptions and acceptable work processes and procedures regarding what to do, when, where and with whom. This facilitates role clarity in work processes. During pre-service training, staff are exposed to Government Standing Orders (Mean= 4.10, SD=0.841). Government Standing Orders spell out public administration guidelines that govern work processes, authority and decision making.

Through pre-service training, new staff joining the ministry are introduced to their respective supervisors (Mean= 4.20, SD=1.125) who are responsible for assigning them work, allocate them resources and monitor performance progress. This builds the working relationship between the supervisor and the new staff. Besides, it is part of pre-service training to ensure that newly hired staff is introduced to the team members either in the directorate or department or unit of work (Mean= 4.15, SD=0.935). The pre-service training content recognizes the diverse background that employees come from and how these are likely to impact on social behaviour at work. To address this, the training focuses on sensitizing newly hired public officers on all the public service in-house rules (Mean=4.22, SD=0.872) related to smoking, safety, personal visitors, intimate relationships at work among others.

However, it was established that pre-service training at the ministry does not greatly provide newly hired staff to meet the entire management team (Mean=3.91, SD=1.138) as well as expose them to the public service ethical code of conduct (Mean=3.89, SD=1.143). It is believed that exposing new staff to members of senior management would enable new hire recognize those in authority and seek guidance, support and strategic direction from the right people. Besides, the ethical code of conduct prescribes the dos and don'ts that regulate employee behaviour at the workplace.

In an interview with the HR managers, it was reported that the inability to introduce new staff to the entire senior management team was attributed to the busy schedules of such managers within and outside the ministry. They represent the ministry at different policy levels thus making it practically difficult to be available for formal induction programmes. However, there is an interim plan where gradually each senior staff is introduced to the new hires informally as opportunities for the same emerge. Along the way, new hires get familiarized with the entire

work environment and the social networks embedded within. Sometime pre-service trainings are conducted at a time when the ethical codes of conduct handbooks are out of stock.

6.3 Inferential Statistics on the relationship between Pre-service training and Job Performance

Inferential statistics sought to provide the appropriate analysis that would enable the researcher to generate valid findings on the nature of relationship between pre-service training and Job Performance as well ascertain the predictive power of the independent variable towards the dependent variable. To test for this, correlation, regression and coefficient tests were conducted, and the results are presented as follows;

6.3.1 Correlation analysis of the relationship between Pre-Service Training and Job Performance

The correlation analysis was employed to establish if there exists a significant relationship between Pre-Service Training and Job Performance. This analysis provided answers to the second research question.

Table 6.2: Correlations Matrix showing the relationship between Pre-Service Training and Job Performance

		Job Performance	Pre-Service Training
Job Performance	Pearson Correlation	1	.752**
	Sig. (2-tailed)		.000
	N	77	74
Pre-Service Training	Pearson Correlation	.752**	1
	Sig. (2-tailed)	.000	
	N	74	76

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

Findings in Table 9 indicate that pre-service training has a positive significant relationship on job performance at MOPS ($r = 0.752$, $P < 0.01$). This implies that conducting pre-service training

enables newly hired public servants joining the ministry to perform better in their designated job tasks, duties and responsibilities.

6.3.2 Regression analysis of the relationship between Pre-Service Training and Job Performance

Regression analysis was carried out to establish the suitability of the planned regression model and thereafter confirm statistically the extent to which Pre-Service Training influence Job Performance at MOPS. The results are summarized in table 10;

Table 6.3: Regression Model Summary of the relationship between Pre-Service Training and Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.752a	.565	.559	.39951	.565	93.523	1	72	.000	1.589

- a. Predictors: (Constant), Pre-Service Training
- b. Dependent Variable: Job Performance

The results in table 10 confirm that the model is significant $F(1, 72) = 93.523, P < 0.01$ and predicts up to 55.9% (Adjusted R Square=0.559) of the variance in job performance. This implies that administering pre-service training to the newly hired public servants at MOPS account for about 55.9% variation in actual job performance thereafter. The remaining 44.1% is explained by other variables.

6.3.3 Hypothesis Testing

In line with objective two, the study set out to test the hypothesis that there is no significant relationship between pre-service training and job performance. The result of this t-statistics is summarized in table 6.4

Table 6.4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.481	.289	5.121	.000		
	Pre-Service Training	.669	.069	.752	9.671	.000	1.000

a. Dependent Variable: Job Performance

The results in table 11 show that the administration of pre-service training at the time new public servants join the ministry has a positive significant relationship on job performance ($\beta = 0.752$, $t=9.671$, $P < 0.01$). Thus, the null hypothesis is rejected and the alternative is supported. This implies that the application of pre-service training at the time when new staff is joining the ministry enhances increased actual job performance.

CHAPTER SEVEN

THE EFFECT OF IN-SERVICE TRAINING ON JOB PERFORMANCE AT MOPS

7.1 Introduction

Objective three of this study sought to examine the effect of in-service training on job performance at Ministry of Public Service. The findings are presented in tables that follow with an interpretation.

7.2 Descriptive Statistics for the In-Service Training variable

This gives the statistical description of the responses obtained on each of the items entailed within the In-Service Training variable.

Table 7.1: Descriptive Analysis for the In-Service Training variable

	N	Minimum	Maximum	Mean	Std. Deviation
We are regularly trained to cope with changes in the professional field	77	3	5	4.55	.619
We are regularly trained to be able to take on high level responsibilities in future	79	1	5	4.16	1.031
We are regularly trained to improve understanding of work processes	79	1	5	4.38	.756
We are regularly trained to cope with new developments in the professional field	79	1	5	4.11	1.062
We are regularly trained to put new developments and insight into work practice	79	2	5	4.08	1.035
We are regularly trained to improve team work spirit	79	2	5	4.27	.858
We are regularly trained to work within policy and procedure	79	2	5	4.28	.767

We are regularly trained to anticipate and prepare for change	79	1	5	4.35	.817
We are regularly trained to adopt to new technology	77	1	5	4.09	.976
We are regularly trained to adopt to new work systems	79	1	5	4.08	.958
Valid N (listwise)	75				

Source: Primary Data (2018)

The results in table 12 indicate that both administrative and support staff are regularly trained to cope with changes in their specific professional field (Mean=4.55, SD=0.619). Staff is able to take on high level responsibilities and demands in future due to the in-service training opportunities availed to them (Mean =4.16, SD=1.031). Their general knowledge and understanding of work processes is strengthened through such trainings (Mean =4.38, SD=0.756).

In addition, majority of the respondents confirmed that on-going in-service training has enabled them to cope with new developments (Mean =4.11, SD=1.062) especially in the areas of ICT, policy changes and insight into modern civil service work practice (Mean =4.08, SD=1.035). Understanding the importance of working in teams as well as increasing team work spirit is at the center stage of the regularly conducted in-service training for both administrative and support staff (Mean =4.27, SD=1.0858).

In-service trainings were reported to have continued to remind staff the importance of working within public service policy and procedures (Mean =4.28, SD=0.767) in order to avoid being reprimanded for pursuing personal interests above public common interests. The fact that public service activities are equally changing due to the various reform programmes adopted under the influence of the donor community, public servants are continuously prepared to anticipate changes and be able to adopt to such change programmes that may adversely affect their job

demands and work processes (Mean =4.35, SD=0.817), adopt to new technology (Mean =4.09, SD=0.976) as well as new work systems (Mean =4.08, SD=0.958).

In an interview with the HR managers, it was revealed that despite the inclusive policy on staff training and development, staff at the ministry does not have sufficient opportunities for in-service training on a continuous and regular basis. Usually there is scanty recurrent budget allocation for this activity. Some Central Government Ministries fund in-service training from their internally generated revenue, although few have a sustainable and coherent model for continuous in –service training. Only a few employees attend the limited number of in-service trainings on offer because of limited training resources.

7.3 Inferential Statistics on the relationship between In-service training and Job

Performance

Inferential statistics sought to provide the appropriate analysis that would enable the researcher to generate valid findings on the nature of relationship between in-service training and Job Performance as well ascertain the predictive power of the independent variable towards the dependent variable. To test for this, correlation, regression and coefficient tests were conducted and the results are presented as follows;

Correlation analysis of the relationship between In-Service Training and Job Performance

The correlation analysis was employed to establish if there exists a significant relationship between In-Service Training and Job Performance. This analysis provided answers to the third research question.

Table 7.2: Correlations Matrix showing the relationship between In-Service Training and Job Performance

		Job Performance	In-Service Training
Job Performance	Pearson Correlation	1	.865**
	Sig. (2-tailed)		.000
	N	77	74
In-Service Training	Pearson Correlation	.865**	1
	Sig. (2-tailed)	.000	
	N	74	74

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

Findings in Table 13 indicate that in-service training has a positive significant relationship on job performance at MOPS ($r = 0.865$, $P < 0.01$). This implies that conducting regular in-service training enables existing public servants at the ministry to sustaining high perform in their designated job tasks, duties and responsibilities.

Regression analysis of the relationship between In-Service Training and Job Performance

Regression analysis was carried out to establish the suitability of the proposed regression model and the extent to which In-Service Training influences Job Performance at MOPS. The results are summarized in table 7.3

Table 7.3: Regression Model Summary of the relationship between In-Service Training and Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.865a	.749	.745	.30365	.749	214.521	1	72	.000	1.424

a. Predictors: (Constant), In-Service Training

b. Dependent Variable: Job Performance

The results in table 14 reveal that the model is significant $F(1, 72) = 214.521, P < 0.01$ and predicts up to 74.5% (Adjusted R Square=0.559) of the variance in job performance. This implies that conducting regular refresher courses in form of in-service training to the existing public servants at MOPS account for about 74.5 % variation in actual job performance thereafter. The remaining 25.5% is explained by other variables.

Hypothesis Testing

In line with objective three, the study set out to test the hypothesis that there is no significant relationship between in-service training and job performance at MOPS. The result of this t-statistics is summarized in table 7.4;

Table 7.4: Coefficients of the relationship between In-Service Training and Job

Performance

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.903	.231		3.914	.000		
In-Service Training	.786	.054	.865	14.647	.000	1.000	1.000

a. Dependent Variable: Job Performance

The results in table 15 show that offering regular in-service training to the existing staff at the ministry has a positive significant relationship on job performance ($\beta = 0.865, t=14.647, P < 0.01$). Thus, the null hypothesis is rejected and the alternative is supported. This implies that the application of in-service training to the existing staff at the ministry enhances their actual job performance gradually.

CHAPTER EIGHT

HARMONISATION OF FINDINGS OF STAFF TRAINING ON JOB PERFORMANCE AT MOPS

8.1 Introduction

This study set out to examine the contribution of staff training on actual job performance at the Uganda Ministry of Public service. Staff training was examined considering the use on non-conventional training techniques, pre-service and in-service trainings. Actual job performance dimensions included job efficiency, effectiveness and customer service. The key findings that emerged on each of the objectives are discussed in line with the findings of previous studies:-

8.2 The impact of non-conventional training techniques on job performance at MOPS

The empirical results indicated that the use of non-conventional training techniques positively impacts on job performance among administrative and support staff at MOPS. This implies that the application of a variety of non-conventional training techniques during training delivery results into increased actual job performance. Such non-conventional training techniques may include the use of job rotations, transfers, interactive learning, brain storming, demonstrations, case studies, role plays, case studies, mentoring, understudies, delegation, online platforms, among others.

The need for modern organisations to adopt modern training techniques is not unique to this study, but was also emphasised in the research works of Kinicki and Kreitner(2007). The authors observed who affirmed that in a faltering economy where managers and leaders are challenged by stretched budgets and shrinking teams, traditional or conventional training techniques are no longer working. Modern training techniques were been found to yield greater learning during

training and thus positively impact on job performance. Jason (2015), McCourt and Derek (2003), and Nassazi, (2013) added to the same debate that non-conventional training techniques facilitate the learner's level of critical thinking, innovation and creativity which in turn increase job productivity.

Inconsistent with Harrison (2000) argument for the increased use of ICT in training, the findings of this study revealed that the ministry does not use modern computer supported techniques in delivering staff training programmes. The adoption of ICT in training is a pedagogical approach where learning takes place via social interaction using a computer or through the Internet. This kind of learning is characterized by sharing and construction of knowledge among participants using technology as their primary means of communication or as a common resource. Perhaps, the limited adoption of ICT in the entire Uganda Public Service could explain why the strategy has also received limited application in staff training programmes. The concept of E-Government is a recent innovation that is still undergoing pilot testing in key government sectors (PSRP, 2015)

8.3 The effect of pre-service training on job performance at MOPS

The findings supported the hypothesis that pre-service training significantly affects job performance at the MOPS. This implies that newly recruited staff at the ministry undergo training aimed to familiarize them with the new job assignment and the work environment before they are deployed into their specify job tasks. Such training introduces to the newly hired public servant to the physical infrastructure, documentation, management team, supervisors, colleagues, policies, ethical codes, in-house rules, the GSOs, and work processes which in turn strengthens their ability to perform in their designated job responsibilities.

This finding is consistent with Griffin (2005) observation that during the time of entry, new employees need to be first briefed about their job descriptions, colleagues, and supervisors while they are getting knowledge about general work environment. It is important for new employees to learn about how to conduct themselves in public offices and how they can adopt the qualities of a credible civil servant. The inclusion of appropriate content knowledge about essential qualities of a good civil servant is relevant to promote these traits in newly hired employees as noted in the research works of Eklund (2010).

With similar findings by Darling-Hammond and Bransford (2005), the authors further argued that pre-service training provides critical information at entry point that facilitates employee learning which in turn improves morale, motivation, commitment and teamwork. This is likely to reduce staff turn-over, improve staff efficiency, compliance, and productivity can increase in a short period.

Contrary to Guarino, et al. (2006) argument of ensuring that new staff interact with the senior management team and should be made aware of the company ethical norms, findings in this study showed that pre-service training at the ministry does not provide for newly hired staff to meet the entire management team as well as expose them to the public service ethical code of conduct. Suddenly, newly hired staff is oftenly victimized not to show respect for those in authority as well as fail to comply with the acceptable behavioural norms governed by the ethical code. Guarino, et al. (2006) emphasised that incomplete pre-service training programmes results into new hires working with a lot of difficulties and are rated less effective by supervisors and colleagues.

8.4 To effect of In-service training on job performance at MOPS

The findings revealed that In-service training significantly affect job performance at MOPS. It was reported during the interviews that the policy allows each public service to attend at least one job performance improvement training in every three years (Staff Training and Development Policy, 2016). In-service training is offered to practicing employees to learn more about their work process, improve their understanding of work processes, as well as improve their level of job performance. Such in-service training enables staff to update and upgrade their job knowledge and skills, modeling and reorientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job. This development becomes necessary because no worker is completely perfect at the time of hiring. They need to be developed right from the time they come into the service, during their service career, and to the point of separation from the service.

This finding is in agreement with the argument put forward by Egonmwan (2008), David and Stephen (2008) and Nakpodia (2011) who emphasised that in-service training program facilitate employees to cope with new developments in the professional field, put new developments and insights into practice, reflect on one's own performance, co-operate in policy and practical matters, anticipate and prepare for change, and gradually improve the job performance skills. Similarly, Kihongo (2011) argued that in-service training plays a crucial and pivotal role in improvement of job performance in form of providing quality services to consumers, awareness about the changing job roles which is critical to job performance and reaching the set organizational goals. However, it was reported that there is lack of infrastructure and human resource to deriver in-service training at MOPS. The lack of adequate facilities and other support measures has also been identified as a disincentive for attending in-service training staff.

CHAPTER NINE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMEDATIONS

9.1 Introduction

This chapter presents the summary of the findings on each of the research objectives from which the conclusions, recommendations, and areas for further research are deduced.

9.2 Summary of Findings

9.2.1 The impact of non-conventional training techniques on job performance at MOPS

Findings revealed that the ministry uses non-conventional training techniques in their training programme. Such training techniques include job rotations, coaching, mentoring, delegation, understudy, transfers, experiential learning, case studies, role plays, and demonstrations. The use non-conventional training techniques in training were found to have a positive significant influence on job performance. This is attributed to the fact that non-conventional training techniques enable trainees to fully engage in the learning while reflecting on their actual job context. In turn, trainees become more receptive to new information, knowledge, skills and experience. However, it was reported that the ministry has not yet adopted ICT support techniques in their training programme despite the many benefits associated with such a method.

9.2.2 The effect of pre-service training on job performance at MOPS

Findings confirmed that it is by policy that all newly hired public servants joining ministry of public service must undergo pre-service training. This training covers a number of areas including the necessary documentations to fill, the physical infrastructure, supervisors, a general overview of the organizational working environment including for example working systems, technology, and officelayout, briefed about the existing organizational culture, health and safety

issues, working conditions, processes and procedures and in-house rules. Pre-service training familiarizes newly hired staff with the new job assignment and work environment. New employees learn about how to conduct themselves in public offices and how they can adopt the qualities of a credible civil servant. However, the findings further revealed that the pre-service training content usually ignores the sensitization of staff about the senior management team as well as a review of the public service code of conduct and ethics.

9.2.3 The effect of In-service training on job performance at MOPS

Findings still confirmed the significant positive effect of in-service training on job performance at MOPS. Employees learn more about the changing work processes, improve their understanding of work demands, as well as improve their level of job performance. The in-service training facilitates employees to cope with new work developments, put new developments and insights into practice, reflect on one's own performance, co-operate in policy and practical matters, anticipate and prepare for change, and gradually improve the job performance skills. However, it was established that the ministry has challenges concerning budget constraints to facilitate ongoing in-service training programmes for all categories of staff.

9.3 Conclusion

Staff training programs are the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance not only in private sector organisations but also in the public sector. In particular this study affirms that the use of non-conventional training techniques, offer of effective pre-service training to new staff joining organisations as well as institutionalizing an ongoing in-service training culture where existing staff are regularly trained to upgrade as well as acquire

relevant knowledge, skills and information all contribute to sustainable high job performance.

9.4 Recommendations

From the key issues that emerged in the findings, the study makes a number of recommendations:

The training and development management team at MOPS need to consider the adoption of ICT supported training techniques in their training delivery approaches. ICT is a vast field encompassing virtually all technologies that can store, receive or transmit learning content electronically.

Strengthen the pre-service training programme by ensuring that representative of senior management are available to receive and brief newly hired staff on the institutional specific information related to the history, ownership, management structure and the general information about working with their organisation. This is likely to increase the new hires psychological sense of attachment to the organisation and map out their career ambitions from the onset.

Additionally, managers need to ensure that every joining staff is given a copy of the GSO and the approved Code of conduct and ethics of public service. This will facilitate the smooth acclimatization of the newly hired public servants into the public service work values, beliefs and norms.

Through budget negotiations, managers need to lobby for increased budget allocations to staff training and development activities. This could be easier if they can ably defend the training return on investment in form of increased productivity, service delivery, reduced customer complaints, timely delivery of services, reduced resource wastage, teamwork and how all these combines to improve the image of the entire public sector.

9.5 Suggested Areas for further research

While the researcher acknowledges that the purpose of this study was successfully completed, there are areas that needed further investigation.

- In this study, data was mainly through the use of self-reported questionnaires and interviews. These are used frequently as a preferred method of data collection in the social sciences (Babbie & Mouton, 2001). Self-report data can give rise to response biases, which could affect the reliability and validity of the data. Social desirability is one of the response biases that influence the results of studies that use self-report questionnaires (Goodwin, 2004). Perhaps other methods of data collection might have been adopted to validate the data provided.
- The study followed a cross-sectional design. Studies that are cross-sectional are taken at a point in time, which cannot determine with certainty the direction of the relationships found. Using a longitudinal design would have been more suitable for better understanding of cause and effect relationships over time.
- The findings of this study are confined to the MOPS. Perhaps studying even other Central Government Ministries would bring out a deeper understanding of the training function and how it impacts on job performance to facilitate the generalization of results.
- The regression model results showed that there are other factors that account for job performance at the MOPS other than staff training. Further research needs to establish these other factors and how they influence job performance. These could include other aspects such as personalities, attitude, work environment, among other factors.

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APPENDIX I

Survey Questionnaire

Dear respondent,

I am Mucunguzi Bob Allan a Masters student at Nkumba University conducting a research on **“Staff Training and Job Performance in Central Government Ministries, based on the Case Study of Ministry of Public Service, Uganda”**.

I kindly request for your participation in survey by giving clear and accurate answers in order to realise the objectives of the study. Please be assured that all the information provided in this questionnaire shall be used for the research purpose only and treated with at most confidentiality. You are not obliged to answer any item that you do not feel comfortable to answer. Your participation in this study does not involve any direct risk or benefit for you but it is very useful since your answers, and those of other participants will help to improve the problem related to job performance in Central Government Ministries.

Note:

You are not required to write your name

Section A: Background information

1. Gender: Male	Female.....
2. Age Group: 20-30..... 31-40..... 41-50..... 51-60..... Above 60.....	
3. How long have you worked in the public sector? Below 3 years..... 3-5 years.....6-10 years.....11-15 years.....16-20 years.... Above 20	
4. How long have you worked at Ministry of Public Service? Less than 1 year..... 1-3 years.....4-7years.....8-10 years.....Above 10 years.....	
5. Indicate your current highest level of academic qualification Certificate...Diploma...Bachelors...Masters...Phd... if Others, please Specify)	
6. Provide your professional area of training PublicAdministration...Management...Marketing...Banking...Finance....Public Relation..... HR Mgt.....if Others, please Specify).....	

7. State your current department of work
8. State your current Job title Administrative Assistant...Administrator...Senior Administrator...Deputy Director.....
9. Were you promoted?deployed?..... or directly employed for this position?.....

10. When is the last time you attended a training sponsored by the ministry?.....and what was the training about?.....
For Section B, C, D and E, use the scale of 1 to 5 to provide your honest opinion on the statements that follows. 1 means you Strongly Disagree (SD), 2 means you Disagree (D), 3 means you Not Sure (NS), 4 means you Agree (A) and 5 means you Strongly Agree (SA) to the statement provided

Section B: Non-Conventional Training Techniques

This section seeks to assess whether the Ministry uses non-conventional training techniques in the training of staff.

No	Factor	SD 1	D 2	NS 3	A 4	SA 5
1.	The instructor-led training technique is commonly used in the training of staff	(1)	(2)	(3)	(4)	(5)
2.	Administrative staff are periodically transferred from one department to another	(1)	(2)	(3)	(4)	(5)
3.	There is a rotational programme that exposes staff to different work operations	(1)	(2)	(3)	(4)	(5)
4.	The training techniques used are highly interactive and engaging participants	(1)	(2)	(3)	(4)	(5)
5.	The group discussion technique is encouraged during our training sessions	(1)	(2)	(3)	(4)	(5)
6.	Participants are allowed to brainstorm during our training sessions	(1)	(2)	(3)	(4)	(5)
7.	Demonstrations are used to illustrate our work processes in the training session	(1)	(2)	(3)	(4)	(5)
8.	Senior staff are encouraged to share their work experience during our training	(1)	(2)	(3)	(4)	(5)
9.	Part of the training is done with the aid of computer technology	(1)	(2)	(3)	(4)	(5)
10.	On-line resources are commonly used during our training sessions	(1)	(2)	(3)	(4)	(5)

Section C: Pre-Service Training

This section seeks to assess the nature of Pre-Service training provided to staff joining the ministry.

No	Factor	SD 1	D 2	NS 3	A 4	SA 5
1.	I attended pre-service training at the time of joining the ministry	(1)	(2)	(3)	(4)	(5)
2.	Pre-service training introduced me to my job assignments	(1)	(2)	(3)	(4)	(5)
3.	Pre-service training exposed me to the entire management team of the ministry	(1)	(2)	(3)	(4)	(5)
4.	Pre-service training enabled me understand the necessary documents to fill at entry	(1)	(2)	(3)	(4)	(5)
5.	Pre-service training enabled me understand work processes and procedures	(1)	(2)	(3)	(4)	(5)
6.	I was exposed to the Government Standing Orders during my Pre-service training	(1)	(2)	(3)	(4)	(5)
7.	I was introduced to my supervisor during the pre-service training	(1)	(2)	(3)	(4)	(5)
8.	I was introduced to my team members during the pre-service training	(1)	(2)	(3)	(4)	(5)
9.	I got knowledge of the public service ethical code of conduct during pre-service training	(1)	(2)	(3)	(4)	(5)
10.	During the pre-service training, I was exposed to all the public service in-house rules	(1)	(2)	(3)	(4)	(5)

Section D: In-service Training

This section seeks to assess the nature of In-Service training provided to staff working with the ministry.

No	Factor	SD	D	NS	A	SA
		1	2	3	4	5
	We are regularly trained to;					
1.	We are regularly trained to cope with changes in the professional field	(1)	(2)	(3)	(4)	(5)
2.	We are regularly trained to be able to take on high level responsibilities in future	(1)	(2)	(3)	(4)	(5)
3.	We are regularly trained to improve understanding of work processes	(1)	(2)	(3)	(4)	(5)
4.	We are regularly trained to cope with new developments in the professional field	(1)	(2)	(3)	(4)	(5)
5.	We are regularly trained to put new developments and insight into work practice	(1)	(2)	(3)	(4)	(5)
6.	We are regularly trained to improve team work spirit	(1)	(2)	(3)	(4)	(5)
7.	We are regularly trained to work within policy and procedure	(1)	(2)	(3)	(4)	(5)
8.	We are regularly trained to anticipate and prepare for change	(1)	(2)	(3)	(4)	(5)
9.	We are regularly trained to adopt to new technology	(1)	(2)	(3)	(4)	(5)
10.	We are regularly trained to adopt to new work systems	(1)	(2)	(3)	(4)	(5)

Section D: Job Performance

This section seeks to assess the extent to which Administrative staff in the ministry perform their job tasks, duties and responsibilities.

No	Factor	SD	D	NS	A	SA
		1	2	3	4	5
1.	I execute my job assignments effectively	(1)	(2)	(3)	(4)	(5)
2.	I am efficient in my work methods	(1)	(2)	(3)	(4)	(5)
3.	I am reliable in performing my job tasks	(1)	(2)	(3)	(4)	(5)
4.	I take on extra responsibilities assigned to me by my supervisor	(1)	(2)	(3)	(4)	(5)
5.	I support my teammates with their job assignments	(1)	(2)	(3)	(4)	(5)
6.	I comply to the conditions under which I required to perform my job	(1)	(2)	(3)	(4)	(5)
7.	I avoid unnecessary wastage of resources in my job	(1)	(2)	(3)	(4)	(5)
8.	I always accomplish my job targets	(1)	(2)	(3)	(4)	(5)
9.	I work well with my peers	(1)	(2)	(3)	(4)	(5)
10.	My level of job productivity is outstanding	(1)	(2)	(3)	(4)	(5)

Thank you for Sparing Your Valuable Time to fill this Questionnaire

APPENDIX II

Interview Guide for Key Informants

Job Title.....

Department of work.....

Years in Service at the ministry.....

It emerged in the analysis of quantitative results that;

- a) There is limited adoption of ICT support in the delivery of staff training activities at the ministry.
- b) The newly hired staff are not introduced to the entire senior management team and sensitized about the code of conduct and ethical guidelines at the ministry.
- c) Some staff are not equally given the opportunity to attend training despite the availability of an inclusive policy on staff training and development

What accounts for such observation?.....

APPENDIX III

Document Review Checklist

- i. Ministry of Public Service Training Policy (2014)
- ii. Administrative Staff Job Descriptions and Job Specifications
- iii. Administrative Staff Performance Improvement Plans
- iv. Administrative Staff Performance Appraisal Reports

Gender of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	44	55.7	55.7	55.7
Valid female	35	44.3	44.3	100.0
Total	79	100.0	100.0	

Age of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-30	15	19.0	19.0	19.0
Valid 31-40	30	38.0	38.0	57.0
Valid 41-50	26	32.9	32.9	89.9
Valid 51-60	8	10.1	10.1	100.0
Total	79	100.0	100.0	

How long have you worked in the public sector

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 3 years	7	8.9	8.9	8.9
Valid 3-5 years	12	15.2	15.2	24.1
Valid 6-10 years	27	34.2	34.2	58.2
Valid 11-15 years	32	40.5	40.5	98.7
Valid 16-20 years	1	1.3	1.3	100.0
Total	79	100.0	100.0	

How long have you worked at Ministry of Public Service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than 1 year	10	12.7	12.7	12.7
Valid 1-3 years	30	38.0	38.0	50.6
Valid 4-7 years	39	49.4	49.4	100.0
Total	79	100.0	100.0	

professional area of training

	Frequency	Percent	Valid Percent	Cumulative Percent
PAM	9	11.4	11.4	11.4
MGT	25	31.6	31.6	43.0
MKTG	14	17.7	17.7	60.8
BANKING	1	1.3	1.3	62.0
Valid FINANCE	12	15.2	15.2	77.2
PR	11	13.9	13.9	91.1
HRM	4	5.1	5.1	96.2
OTHERS	3	3.8	3.8	100.0
Total	79	100.0	100.0	

current department of work

	Frequency	Percent	Valid Percent	Cumulative Percent
ADMN	22	27.8	27.8	27.8
ACCTSFIN	19	24.1	24.1	51.9
HRM	9	11.4	11.4	63.3
PR	9	11.4	11.4	74.7
Valid PROCURE	9	11.4	11.4	86.1
PENSION	7	8.9	8.9	94.9
IT	4	5.1	5.1	100.0
Total	79	100.0	100.0	

current Job title

	Frequency	Percent	Valid Percent	Cumulative Percent
adm n	66	83.5	83.5	83.5
Valid manager	3	3.8	3.8	87.3
others	10	12.7	12.7	100.0
Total	79	100.0	100.0	

Nature of appointment into position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid promoted	24	30.4	30.4	30.4
Valid deployed	36	45.6	45.6	75.9
Valid externally recruited	19	24.1	24.1	100.0
Total	79	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The instructor-led training technique is commonly used in the training of staff	79	1	5	4.41	.885
Administrative staff are periodically transferred from one department to another	79	1	5	4.34	.696
There is a rotational programme that exposes staff to different work operations	79	1	5	4.22	.857
The training techniques used are highly interactive and engaging participants	79	1	5	4.27	.843
The group discussion technique is encouraged during our training sessions	77	1	5	4.39	.814
Participants are allowed to brainstorm during our training sessions	79	1	5	4.03	1.109
Demonstrations are used to illustrate our work processes in the training session	79	1	5	4.24	.820
Senior staff are encouraged to share their work experience during our training	79	1	5	4.00	1.109
Part of the training is done with the aid of computer technology	79	1	5	3.77	1.229

On-line resources are commonly used during our training sessions	79	1	5	4.05	1.061
Valid N (listwise)	77				

Correlations

		NCTT	JP
NCTT	Pearson Correlation	1	.744**
	Sig. (2-tailed)		.000
	N	77	77
JP	Pearson Correlation	.744**	1
	Sig. (2-tailed)	.000	
	N	77	77

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

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.744 ^a	.553	.548	.39676	.553	92.965	1	75	.000	1.671

a. Predictors: (Constant), NCTT

b. Dependent Variable: JP

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.634	1	14.634	92.965	.000 ^b
	Residual	11.806	75	.157		
	Total	26.441	76			

a. Dependent Variable: JP

b. Predictors: (Constant), NCTT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.777	.259		6.856	.000		
	NCTT	.591	.061	.744	9.642	.000	1.000	1.000

a. Dependent Variable: JP

Collinearity Diagnostics^a

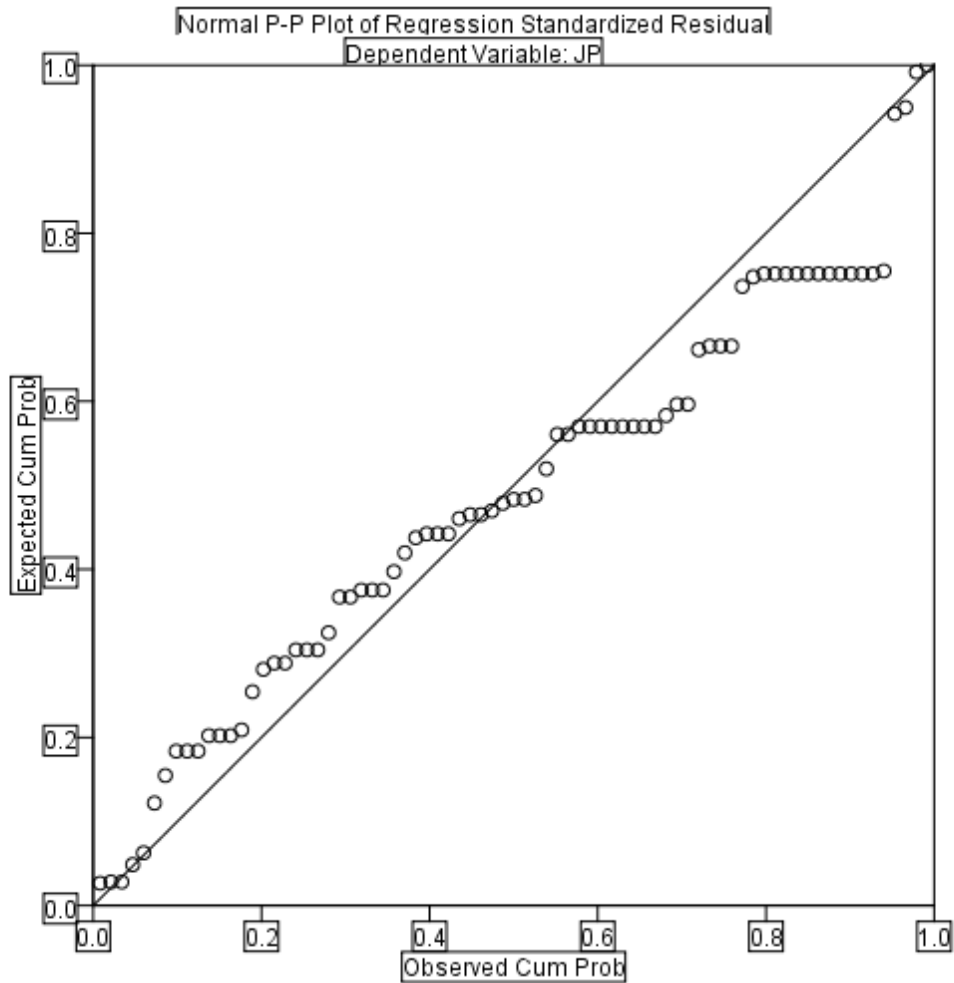
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	NCTT
1	1	1.985	1.000	.01	.01
	2	.015	11.377	.99	.99

a. Dependent Variable: JP

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.8401	4.7301	4.2377	.43881	77
Residual	-.76698	2.15989	.00000	.39414	77
Std. Predicted Value	-3.185	1.122	.000	1.000	77
Std. Residual	-1.933	5.444	.000	.993	77

a. Dependent Variable: JP



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I attended pre-service training at the time of joining the ministry	79	1	5	4.11	1.000
Pre-service training introduced me to my job assignments	79	1	5	4.27	.902
Pre-service training exposed me to the entire management team of the ministry	77	1	5	3.91	1.138
Pre-service training enabled me understand the necessary documents to fill at entry	79	1	5	4.06	1.030
Pre-service training enabled me understand work processes and procedures	79	2	5	4.37	.603
I was exposed to the Government Standing Orders during my Pre-service training	79	1	5	4.10	.841
I was introduced to my supervisor during the pre-service training	79	1	5	4.20	1.125
I was introduced to my team members during the pre-service training	79	1	5	4.15	.935
I got knowledge of the public service ethical code of conduct during pre-service training	79	1	5	3.89	1.143
During the pre-service training, I was exposed to all the public service in-house rules	79	2	5	4.22	.872
Valid N (listwise)	77				

Correlations

		JP	PST
JP	Pearson Correlation	1	.752**
	Sig. (2-tailed)		.000
	N	77	74
PST	Pearson Correlation	.752**	1
	Sig. (2-tailed)	.000	
	N	74	76

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

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.752 ^a	.565	.559	.39951	.565	93.523	1	72	.000	1.589

a. Predictors: (Constant), PST

b. Dependent Variable: JP

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14.927	1	14.927	93.523	.000 ^b
1 Residual	11.492	72	.160		
Total	26.418	73			

a. Dependent Variable: JP

b. Predictors: (Constant), PST

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.481	.289		5.121	.000		
	PST	.669	.069	.752	9.671	.000	1.000	1.000

a. Dependent Variable: JP

Collinearity Diagnostics^a

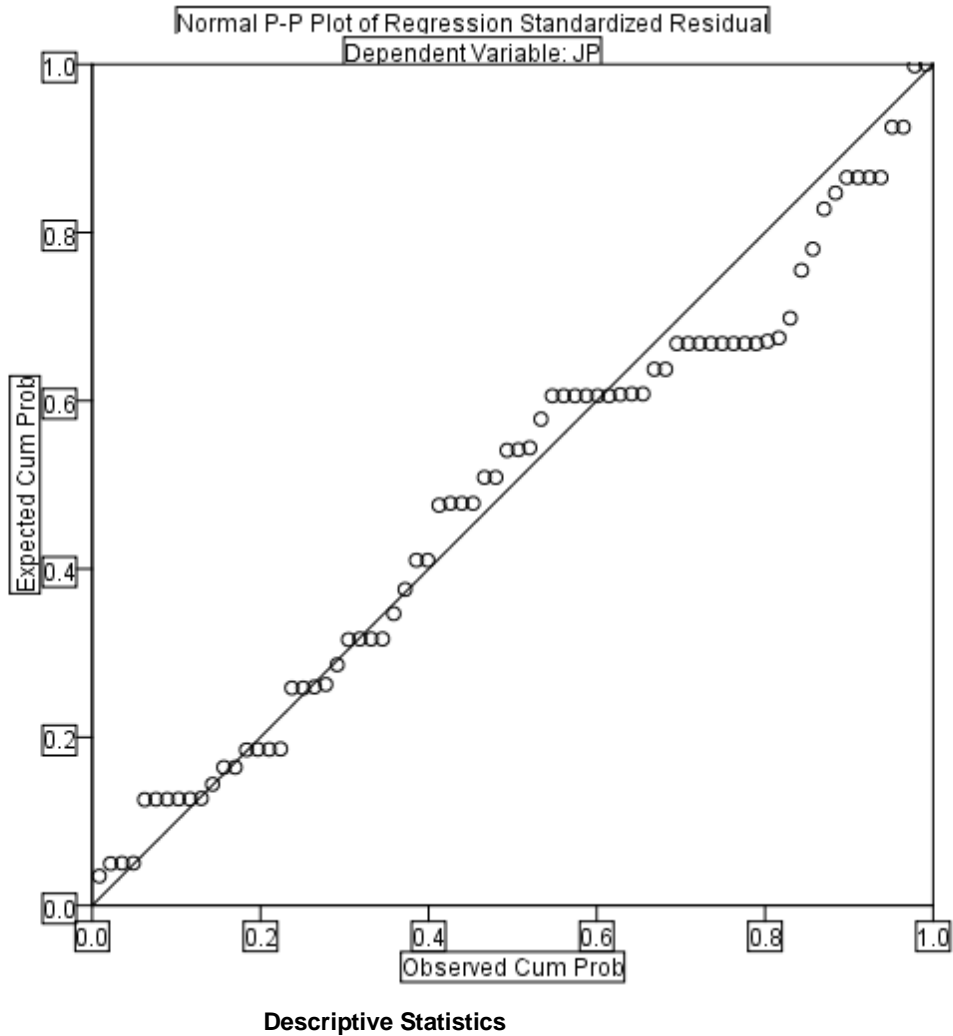
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	PST
1	1	1.987	1.000	.01	.01
	2	.013	12.371	.99	.99

a. Dependent Variable: JP

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.8190	4.8265	4.2405	.45219	74
Residual	-.72426	1.77947	.00000	.39676	74
Std. Predicted Value	-3.144	1.296	.000	1.000	74
Std. Residual	-1.813	4.454	.000	.993	74

a. Dependent Variable: JP



	N	Minimum	Maximum	Mean	Std. Deviation
We are regularly trained to cope with changes in the professional field	77	3	5	4.55	.619
We are regularly trained to be able to take on high level responsibilities in future	79	1	5	4.16	1.031
We are regularly trained to improve understanding of work processes	79	1	5	4.38	.756
We are regularly trained to cope with new developments in the professional field	79	1	5	4.11	1.062
We are regularly trained to put new developments and insight into work practice	79	2	5	4.08	1.035
We are regularly trained to improve team work spirit	79	2	5	4.27	.858
We are regularly trained to work within policy and procedure	79	2	5	4.28	.767
We are regularly trained to anticipate and prepare for change	79	1	5	4.35	.817
We are regularly trained to adopt to new technology	77	1	5	4.09	.976
We are regularly trained to adopt to new work systems	79	1	5	4.08	.958
Valid N (listwise)	75				

Correlations

		JP	IST
JP	Pearson Correlation	1	.865**
	Sig. (2-tailed)		.000
	N	77	74
IST	Pearson Correlation	.865**	1
	Sig. (2-tailed)	.000	
	N	74	74

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

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.865 ^a	.749	.745	.30365	.749	214.521	1	72	.000	1.424

a. Predictors: (Constant), IST

b. Dependent Variable: JP

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.780	1	19.780	214.521	.000 ^b
	Residual	6.639	72	.092		
	Total	26.418	73			

a. Dependent Variable: JP

b. Predictors: (Constant), IST

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.903	.231		3.914	.000		
	IST	.786	.054	.865	14.647	.000	1.000	1.000

a. Dependent Variable: JP

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	IST
1	1	1.988	1.000	.01	.01
	2	.012	12.990	.99	.99

a. Dependent Variable: JP

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.1817	4.8321	4.2405	.52053	74
Residual	-.86055	.79663	.00000	.30156	74
Std. Predicted Value	-2.034	1.136	.000	1.000	74
Std. Residual	-2.834	2.624	.000	.993	74

a. Dependent Variable: JP

