

# The Effect of Employee Training on Job Performance in Local Governments: A Case of Bukedea District, Uganda

\*Apolot Florence<sup>1</sup> and Lydia Emuron<sup>1</sup>

<sup>1</sup>Department of Business Administration and Management, Kampala International University, Uganda

\*Corresponding Author: [polonange3@kiu.ac.ug](mailto:polonange3@kiu.ac.ug)

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## ABSTRACT

This study investigated the influence of employee training on performance in Local Governments, with a focus on Bukedea district. Objectives included establishing the link between training and performance, assessing employed training methods, and gauging the relevance of employee programs. The research utilized a cross-sectional descriptive survey design with 172 randomly selected staff, incorporating both qualitative and quantitative approaches. Data collection involved questionnaires, interviews, and documentary analysis, followed by editing, coding, and analysis using SPSS. Results were presented graphically, revealing a training gap, indicating the absence of pre-training needs assessment and a local government training policy. These deficiencies raised concerns about the effectiveness of training initiatives in enhancing overall performance. Recommendations were made, emphasizing the need for a comprehensive reevaluation of the training process in Bukedea district. This involves conducting thorough needs assessments, establishing a robust training policy, and implementing evaluation mechanisms to enhance the effectiveness of training initiatives, ultimately contributing to improved performance in the Local Government context.

Keywords: Employee, Training, Job, Performance and Local Governments

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## INTRODUCTION

In the contemporary business landscape, both private and public organizations strategically plan to gain a competitive advantage over their peers. To achieve this, they recognize the imperative of having a workforce with superior capabilities compared to their counterparts. This necessitates a substantial investment in the development of skills and competencies. Organizations are acutely aware that a deficiency in actual or potential skills could jeopardize their future prosperity and growth [1]. The roots of training can be traced back to 1919, coinciding with the establishment of the Peace Treaty of Versailles and the League of Nations as autonomous bodies under the International Labor Organization (ILO). The ILO's primary mandate was to foster social progress by harmonizing economic and social development [2]. Initially focused solely on industrial engineering in the 1950s and 1960s, the ILO subsequently broadened its activities to encompass various functions and organizational problem areas at different management levels. Over the past four decades, the ILO has played a crucial

role in assisting developing countries in managing their development and helping small enterprises achieve economic and social objectives. Presently, the ILO collaborates with governments, employers, and employees to enhance training through quality improvement advisory services. It actively contributes to building and fortifying training networks that serve as focal points for performance promotion. According to [3], training has evolved into a global economic, social, and multidisciplinary policy issue, demanding integrated efforts from all stakeholders for future success.

The contemporary landscape, characterized by highly competitive and complex environments, underscores the urgency of training and quality improvement in organizations. Recent global and market-friendly policies have contributed to this shift. Success for organizations today hinges on the collective efforts of all employees working towards common goals and objectives. The challenge lies in motivating employees to excel in diverse roles while aligning with a shared vision. In this era of intense

competition, employee performance takes center stage in organizational priorities. Scholar in [4], underscores the significance of addressing the training and development of employees within every organization. The variance in both the quantity and quality of training across organizations is substantial. Various factors contribute to this discrepancy, including the degree of change in the external environment (such as technological advancements and new legislation), internal changes in processes, the availability of suitable skills within the workforce, senior management's commitment to training as a crucial component of economic success, the perception of training as a monitoring factor in work, and the expertise of those responsible for conducting training. Many organizations often fulfill their training needs in an ad hoc and haphazard manner, lacking a systematic approach. In contrast, those adopting a systematic approach begin by identifying their training needs, followed by the rational design of training activities and a subsequent assessment of training outcomes [4].

The scholar in [2] recognizes that training has evolved into a global economic, social, and multidisciplinary policy issue, crucial for future success. The emergence of highly competitive and complex environments, driven by recent global and market-friendly policies, has heightened the urgency for quality improvement in organizational performance [5]. Across the African region, training has been shown to facilitate skill updates, increase professionalism, enhance employee commitment and satisfaction [6][4]. Studies by [7][8] highlight the benefits of internal and external training courses, linking them to increased job satisfaction and positive organizational sentiments among staff. The Public Service Review and Reorganization Commission according to [9] strongly advocated for training in the public service. However, while creating a responsibility center and commitment to the training function, it failed to establish a clear linkage between training programs and the attainment of organizational goals and objectives within the civil service. This study aims to explore the impact of training on performance in Bukedea district. In the contemporary context, training is a central element in Human Resource Management functions essential for organizational survival in the 21st century. A well-designed and executed training program is expected to significantly enhance functional, departmental, and individual performance, thereby producing desired results on the job. Unlike the traditional perception that training was not viewed as a value-creating activity, modern organizations recognize its role in successfully navigating competitive challenges. Innovative training practices

are correlated with better financial performance, emphasizing the importance of training in meeting competitive challenges.

Training is not a luxury, it is a necessity in the global and economic marketplace where organizations strive to offer high-quality products and services. It prepares employees to adapt to new technologies, function in novel work systems, and communicate effectively in diverse cultural contexts. The goal of training is to facilitate employees' learning of competencies, including knowledge, skills, and behaviors critical for successful job performance. This high-leverage training approach is aligned with linking training to performance improvement, ensuring that it contributes to enhancing employee performance and, consequently, organizational outcomes [10][11][12]. According to [10] emphasizes the role of training in fostering skills updates, increasing professionalism, and enhancing employee commitment and satisfaction within the organization, supporting the notion that job-related training enhances employees' abilities to perform their tasks effectively [13].

In 1997, the Ugandan government formally implemented a decentralization policy aimed at transferring essential services to the local government level. This initiative also sought to enhance the capacity of local governments to effectively fulfill their devolved mandates, as outlined in the Local Government Act of 1997. Consequently, the present government strategy focuses on devolving power and responsibilities to local government entities through decentralization. To ensure the success of this decentralization effort, it may be necessary to provide training for local government officials so they can efficiently manage the delegated powers and responsibilities. The transfer of responsibilities outlined in Article 200(1) of the 1995 Ugandan Constitution and Section 56(1) of the District Service Commission (DSC) empowered local governments to recruit, confirm, promote, and exercise disciplinary control over civil servants within their districts. Additionally, local governments were granted the authority to establish staffing structures tailored to their specific needs, including creating relevant positions and abolishing irrelevant ones. This increased responsibility necessitated new competencies and skills from staff to handle their duties effectively, leading to a heightened demand for training.

The Urban Project allocated funding for the training of trainers in local government, focusing on short-term capacity building, annual training provisions, and incentives for training [14]. The Ministry of Local Government, through its Decentralization Secretariat, secured substantial donor funds to

conduct training sessions for all District Local Governments, including Bukedea. Training components were integrated into various projects across ministries to enhance capacity building in local government, fulfilling legal obligations stipulated in Section 97 of the Local Government Act (1997). Bukedea District, operating under the Local Government Decentralization system, is tasked with responsibilities such as engineering and works, public parks development, land management, tax collection, and planning for primary schools and primary healthcare, as specified by the Local Government Act (1997). With the decentralization policy in place, local authorities like Bukedea District are statutorily obligated to provide services to their communities, including primary schools, public health, local roads, water supply, revenue collection, and social and community development during the period of 2006-2009 [15][16][17].

Providing the aforementioned services requires continuously advancing skills, given the increasing sophistication of services, equipment, and administrative tools. Therefore, training plays a

### Research Methodology

#### Research Design

This study was carried out using across-sectional descriptive survey design. According to Amin, (2005) a survey is the best method for measuring population at a given time. Qualitative approaches design was used since the study is a social science for example in the study it should measure the effects of employee training on performance a case in Bukedea district. The quantitative approaches were also used to show

#### Population of study

The study was carried out on employees within the U1 to U8 salary scale. In this study the population was compromising of targeted workers in Bukedea district totaling to 172 respondents comprising of 22

#### Sampling and Sample Size

The study used a matrix sampling method because of the need to have several items on the measuring instrument. The sample size for this study was determined using scientific and judgment methods as in equation 1

Apolot and Emuron, 2024 crucial role in ensuring the effective delivery of services by local authorities. Despite efforts to train employees in Bukedea through courses sponsored by donors such as Action Aid Uganda, CARE International, and the Central Government, which cover topics like Finance Officers Diploma, Accounting Technicians Certificate, Administrative Law, Office Management, Local Government Development Planning, STD/HIV/AIDS, Monitoring, Effective Secretary, Records and Information Management, and Assessment Course of Children with Special Needs, beneficiaries still express dissatisfaction with the services provided, citing perceived shortcomings and inadequacies. Despite numerous Government and Donors Agencies Interventions to build capacity through training for District Local Governments in order to better and improve performance, there is continuous dissatisfaction regarding the services delivered to the people as evidenced by various complaints aired in the press. This seems to indicate that perhaps the training offered does not provide practical and relevant experience for the Local governments.

the empirical result and correlations which should be able to reduce the problem of reliability caused by subjectivity of qualitative research designs. The study was therefore a triangulation of both qualitative and quantitative approaches. In writing up the results, quantitative data tended to take precedence. This was due to the positivist element in social research whereby numbers speak louder than words.

heads of department and 150 other staff including their supervisors. Therefore, the study population target was staff in their different hierarchies and levels in the organization.

$$n = \frac{Z^2PQ}{\partial^2} \tag{1}$$

N = sample size, z = critical value, p = prevalence rate, Q = 100-p,  $\partial^2$  = standard error

#### Sampling procedures

The samples were randomly drawn from the seven directorates i.e. management, finance and planning, health and environment, works and technical services, production and marketing , gender and

community services, education and sports. This was done in a bid to avoid bias so that the findings from the study reflected a fairly true prevailing situation relating to training in Bukedea district.

#### Methods of data collection and instruments

Primary data both qualitative and quantitative was collected in two sets using self-administered questionnaires and face to face interviews. This study

adopted questionnaire, interview and documentary as instrument used for data collection.

#### Validity and reliability of the research instruments

Content validity was measured by ensuring that all domains of indicators in the variables that were

relevant to the study was covered by the instrument whereas the face validity of instruments was

measured by looking at the questionnaires and making sure that all items in the variables are covered. In order to establish reliability a test - retest was done in order to promote evidence that scores obtained on a test at one time are the same or close to the same test when re-administered at a different time (retest). The researcher Administered questionnaires to five people in order to test its validity and reliability two weeks before the final questionnaires are given to respondents. If the coefficient of stability was significant and high then the test was considered good, retest reliability. The researcher in [18] recommends that validity can be established by use of judges to measure validity index for each item. The

**Measurement of variables**

The researcher measured the variables by use of Likert Scale Continuum - strongly agree, agree, disagree, and strongly disagree, [18] further asserts

**Data Presentation and Discussion**

The data presentation, analysis and interpretation of findings have been done based on the examination of each research questions and research objectives, and

**Response Rate**

A total of 150 questionnaires were distributed to staff and their supervisors in salary brackets of U1 to U8 in the seven directorates. Of these 136 questionnaires were returned and they were used in compiling the

**Table 1: Summary of the Participants in the study**

Directorates	Heads of department	Supervisors, other staff	Total
Management	4	25	29
Production	3	20	23
Technical services	3	20	23
Education	3	25	28
Health	3	25	28
Planning & finance	3	20	23
Community services	3	15	18
Total projected	22	150	172
Total that was actually returned	15	136	151

**Source:** *primary data*

In Table 1 above, it was initially estimated that the study would involve a total of 172 participants, consisting of 22 department heads and 150 other staff, including their supervisors. However, upon the return of questionnaires and interview schedules, it was observed that only 15 department heads and 136 individuals had responded, resulting in an 88% response rate. To validate and support the questionnaire responses, in-depth face-to-face interviews were conducted. Additionally, a documentary review of reports served as

Apolot and Emuron, 2024 coefficient of validity of the instrument was calculated by item; after which the average was computed, If the correlation was strongly positive (above 0.7) then the questionnaire was deemed valid and reliable thus ready for field data collection.

Reliability - The test - retest reliability procedure was used to test the stability of the instrument. This was done by administering the instrument first to a few people for example six staff members. After seven days the same test was administered to the same people. The results of two scores were correlated and results evaluated. If a coefficient of reliability was 0.95 and above, then the questionnaire was reliable.

that the Likert Scale is very flexible and easy to construct.

themes in the Literature Review using tables, charts and graphs that summarize the main findings.

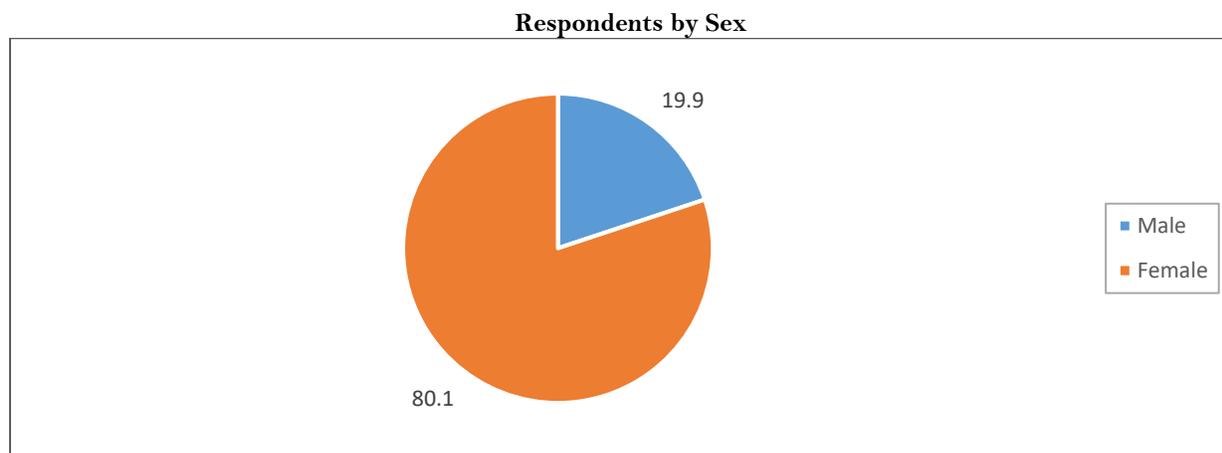
findings of this report. A total of 172 out of the total estimated work force of 446 staff in salary scale bracket U1U8, were randomly selected.

supplementary secondary data to enhance the findings from questionnaires and interview guides. The data collection, involving diverse subjects and various techniques, was specifically undertaken for the purposes of comparison and analysis. A total of 15 face-to-face interviews were conducted with department heads and directorates. The compiled findings from the primary data source encompassed responses from 151 participants, maintaining an 88% response rate.

**Demographic characteristics of respondents**

The quantified demographic characteristics of the research include sex, qualification attained and the length of service in the Local Government by the

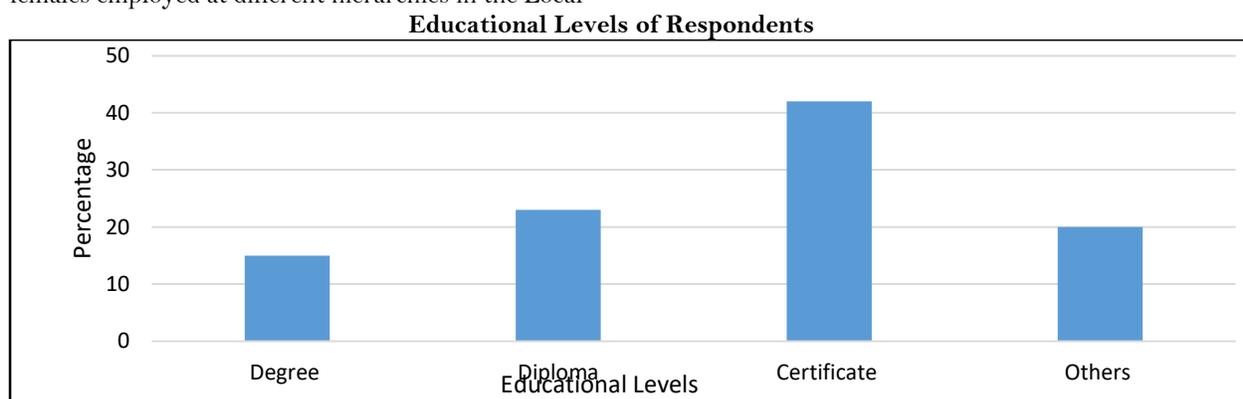
respondents. All these are shown and explained in the Figures 1, 2 and Table 2



**Figure 1: Respondents by Sex (Source: Primary Data)**

As shown in figure 1 the classification of respondents by sex indicate there were more males than female. These just show that there are more males than females employed at different hierarchies in the Local

Government structure. Out of the 136 respondents 80.1% were males as compared to 19.9% of their female counterparts.



**Figure 2: Educational Levels of Respondents (Source: Primary Data)**

Another sample characteristic that was considered for this study was education level of Local Government staff, as illustrated in figure 2, out of the 136 respondents, 15.4% had bachelor’s degree, and 23.5% had diplomas from tertiary institutions. The majority of respondents 41.2% had certificates, while 19.9% had other qualifications, which had helped them

secure employment on account of past experience. The level of qualification explains why training had not produced defied performance as was envisaged. This is attributed to the fact that most of the graduate respondents had assumed management and supervisor roles, leaving the actual, operational work to the least or less qualified staff.

**Table 2: Years of service in the Local Government by Respondents**

Years	No. of Respondents	Percentage (%)
1-2	65	47.8
3-4	48	35.3
5+	23	16.9
<b>Total</b>	<b>136</b>	<b>100</b>

Source: Primary Data

From table 2 above, the indication was that the majority of respondents 47.8% are relatively new in the service of the Local Government and these could have been recruited by the District Service Commission. This was the period when they were constitutionally mandated to recruit for the Local Government and the category in bracket 3-5 years. 35.3% compose those that were decentralized as well

### Empirical findings

The Purpose at the study was to establish the effects of employees Training of performance in Local Government.

The proceeding sections present analyses and interpretation of the study findings in accordance with the study objectives.

1. To determine the relationship between training and performance in organizations.

### Training and Performance

A summary of the results is presented below: Bukedea district had benefited from several short and long-term in-service training courses organized by the Decentralization Secretariat of the Ministry Of Local Government, sector ministries for staff falling under them and NGO's. This addressed questions such as what participants learn from the training, whether there was a behavioral change as a result of training and positive effect on performance. When the respondents were asked whether the training they had participated in had improved on their performance. Training makes a difference as trainers think there is a direct cause and effect relationship

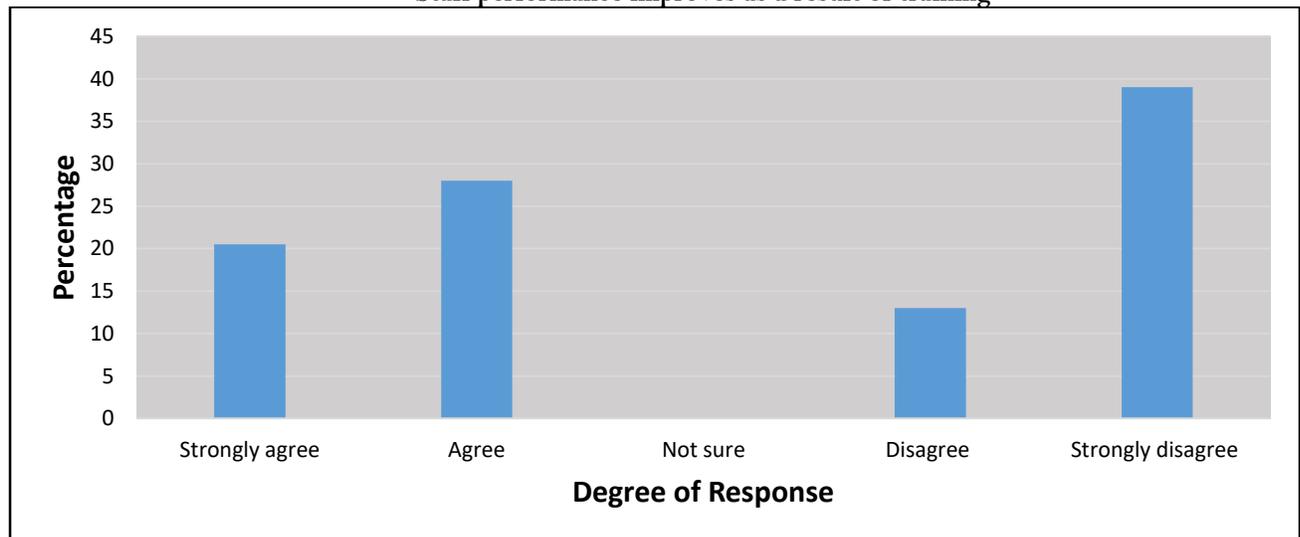
Apolot and Emuron, 2024 as those recruited by the DSC while 16.9% of those who have served for 5 years are those whose services were frozen by the National Resistance Statue of 1993 which provided for instant change in status of the Central Government staff who were serving in the District and were assumed to have been appointed by the District Service Commission.

2. To find out the techniques and methods of training provided to employees in Bukedea district.

3. To establish the relevance of training program taken by employees in improving service delivery in Bukedea district, and to find appropriate intervention in Bukedea District.

between training and improving performance in the work place. Training can only correct problems caused by the lack of knowledge or skill. Training cannot by itself ensure improved organizational performance or effectiveness. In addition, some trainers present too much information to learners in too short period of time under the false perception that the more information shared, the more is retained. Such overload causes learners to become confused, overwhelmed and bewildered, inhibiting their ability to use or apply skills. Consequently, employee performance fails to improve.

**Staff performance improves as a result of training**



**Figure 3: Staff performance improves as a result of training (Source: Primary Data)**

As illustrated in figure 3, 51.5% of the respondents disagreed that they had performance improvement as a result of the training they had participated in compared eth 48.5 who thought otherwise. To

correlate the validity of these averagely contested espouses, it was necessary to use their supervisors to validate this data.

In the final analysis learning often fails to be transferred to the job. Therefore, achieving learning objectives cannot improve organizational

effectiveness, most manager fail to coach their employees to attain need results, which prevent learning transfer.

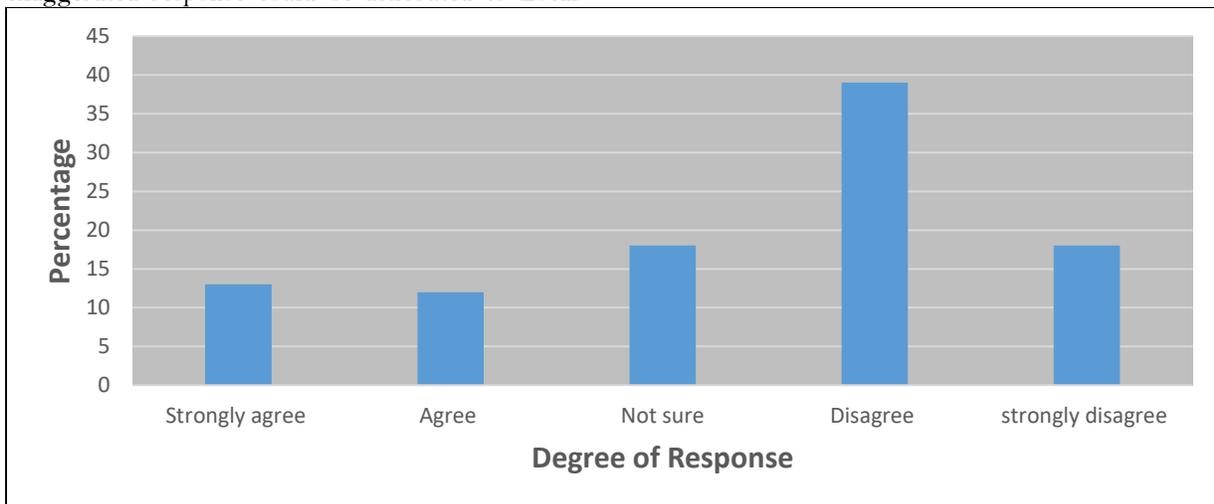
**Staff perform well under pressure**

**Table 3: Staff perform well under pressure (Source: Primary Data)**

Response	No. of Respondents	Percentage (%)
Strongly agree	12	8.8
Agree	17	12.5
Not sure	26	19.1
Disagree	59	43.4
Strongly disagree	22	16.2
Total	136	100

From table 3 above, it was evident that staff actually do not perform well under pressure, 60% of the respondents disagreed as compared with 21% who agreed, while 19% were not sure. This casts doubt on the statistics as in figure 4, that staff had realized performance improvement on their job as a result of training and the possibility, that this was an exaggerated response could not be ignored. This exaggerated response could be attributed to Local

Government staff associating the study with the restructuring of the Local Governments that was being undertaken at the time this research was being conducted. It was likely that the staff feared for their job security and possibility their jobs, if it was discovered that they were incompetent. The only way out for them was to give exaggerated response in respect to this question.



**Figure 4: Staff produce high quantity and quality output (Source: Primary Data)**

From figure 4, it was possible that staff of Local Government does not produce high quantity and quality output of all the respondents who answered this question 57% disagreed to this effect, as compared with 25% who agreed 18% were not sure.

From further inquiry, it was revealed that even if a person undergoes training and she or he was not facilitated with the necessary complementary inputs, tools and logistics, it was unlikely that the output was increased and improved.

**Employees are punctual to start work at appointed time**

**Table 4: Employees are punctual to start work at appointed time (Source: Primary Data)**

Response	No. of Respondents	Percentage (%)
Strongly agree	22	16.2
Agree	47	34.6
Not sure	13	9.6
Disagree	36	26.5
Strongly disagree	18	13.2
Total	136	100

In table 4 above, 50.8% of the total respondents agreed that they are in position to start work at the appointed time as compared to 39.7% who disagreed, while 9.6% are not sure. A further inquiry revealed that, as long as somebody reports at 8:00 am and leaves at 5:00 pm, even if she or he has not achieved any tangible results during this period, they are deemed to have been working. It was further revealed that, there was a prevalence of the “jacket syndrome” in the Local Government. It was noted that officers

would report to office and clip their coats of jackets on the chairs and disappear for the whole day. Every other time clients visit the office, they are assumed that they are around referring to the jacket or coat holding the place for the boss on the chair. Other parameters such as, staff competence, quantity and quality output produced are not considered as important in measuring staff performance in the Local Government as they perceive time keeping rather than time management.

**Selection Criteria**

When the staff were asked how the districts select officers for training 75% and 55.1% of the total respondents were of the view that Heads of Department’ recommendation and self-initiative respectively were the most preferred methods of

selecting officers for training as compared with 34.5% for the performance appraisal assessment and 29.4% who thought that job description was the basis for selection of officers to undertake raining. These statistics are illustrated in table 8 below:

**Table 5: Methods of selection of the employees for training in the Local Government (Source: Primary Data)**

Degree of response	Method							
	Performance appraisal		Job description		Head of Dept. recommendation		Self-initiative	
	No.&%		No.&%	No.&%		No.&%		No.&%
Strongly agree	23	16.9	20	14.7	67	49.3	24	17.6
Agree	24	17.6	20	14.7	35	25.7	51	37.6
Not sure	21	15.4	15	10.0	7	5.2	20	14.7
Disagree	25	18.4	31	22.8	15	11	18	13.2
Strongly disagree	43	31.6	50	36.8	12	8.8	23	16.9
<b>Total</b>	<b>136</b>	<b>100</b>	<b>136</b>	<b>100</b>	<b>136</b>	<b>100</b>	<b>136</b>	<b>100</b>

Whereas it was important for heads of department to recommend officers for training as well as the staff taking part in their own career development in the service, it was unlikely that such training would be relevant to the officer’s schedule in general and the organization’s goals in particular. A further inquiry revealed that when training was chosen on personal accord, it rarely takes into account organizational needs and could be a strategy of the officer to seek greener pastures elsewhere on completion of the training. Equally, the Heads of department are likely to exercise a lot of favoritism and even sanctions in the process of the recommendation. The fact that the study findings as earlier depicted in figure 4 show that 48.5% of the respondents had experienced performance improvement as a result of the training, implies that the training they had participated in was relevant to their schedules of duties. Nevertheless this could have been a result of a big coincidence because the methods of selection appear haphazard. Similarly

90% of the Heads of Department during the interviews consented that they actually nominate officers from a particular cadre as and when requested by a line ministry organizing the training. Most benefits do not accrue from training programmes because of poor selection. The procedure for selection of course participants in some organizations leaves a lot to be desired. In [19] the researcher observed that chance, accident and extraneous factors often include in the selection of participants who are sent on various training courses. Those in need of training do not get an opportunity and those unlikely to gain anything from training tend to attend the training courses. In the end, it was the wrong people attending right courses. The researcher in [20] amplified [19] observation assets that the intake of trainees was at times based on old-boy ties, partisan loyalties or patronage. The researcher in [21] assets that the manager or nominating officer should go through the course

objectives, contents and methods of delivering members of staff. The individual and managers expectations should be explicit so they can be used to evaluate the value of the event afterwards. Experience has shown that participants get more from gaining

courses if they have been prepared and their expectations considered. Failure to brief participants is dangerous as they may interpret their nomination in a number of ways. It might be integrated as a reward or punishment.

**The techniques and methods of training provided to employees**

**Table 6: The techniques and methods of training provided to employees (Source: Primary Data)**

Response	No. of respondents	Percentage (%)
Strongly agree	28	20.6
Agree	60	44.1
Not sure	8	5.9
Disagree	21	15.4
Strongly disagree	19	14.0
<b>Total</b>	<b>136</b>	<b>100</b>

The findings confirm the assertion that the techniques and methods of training were carefully selected and used 64.7% of the respondents agreed and 29.4% disagreed. This means that the trainers

intended to communicate information, ideas, skills, attitudes and feelings to learners was effectively done. Thus methods are a crucial element in the trainers' success.

**Appropriate materials used during training**

**Table 7: Appropriate materials used during training (Source: Primary Data)**

Degree of Responses	Frequency	Percentage (%)
Strongly agree	63	44.2
Agree	44	34.5
Not sure	06	4.4
Disagree	17	12.5
Strongly disagree	06	4.4
<b>Total</b>	<b>136</b>	<b>100</b>

As shown in table 7 the findings confirm the assertion that appropriate materials were used

during training. 78.7% of the respondents agree and 16.9% disagree

**Employee gets induction**

**Table 8: Employee gets induction (Source: Primary Data)**

Response	No. of respondents	Percentage (%)
Strongly agree	19	14.0
Agree	21	15.4
Not sure	8	5.9
Disagree	60	44.1
Strongly disagree	28	20.6
<b>Total</b>	<b>136</b>	<b>100</b>

On further inquiring on the conduct of training in the Local Government, it was revealed that induction is not one of the training programmes in the district for two reasons. First, that the Local Government does not have sufficient resources to conduct induction for all new comers. Secondly, it was assumed that selected officers who excel during interviews were competent enough to start work without further guidance. This scenario suggests that induction of new staff is not considered as an important training phase for the new recruits. Consequently, new staff usually misses out on the important aspect, from

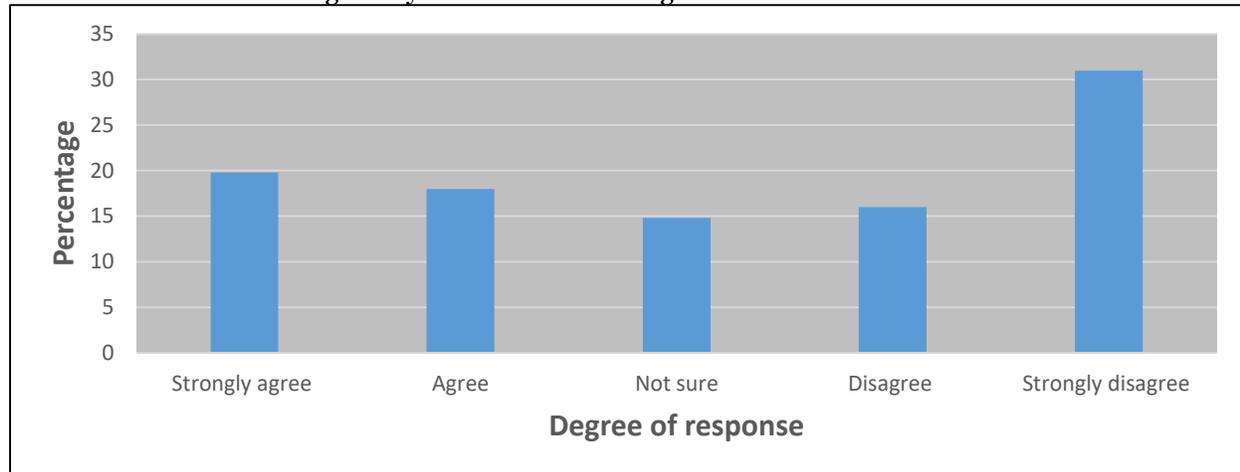
which they would get to know the procedures, policies, rules and regulations, which govern them in performance of their work. This leaves such new staff to trial and error methods of work as they struggle to fit in the new work environment. This revelation is favourably comparable with MISR 2000 which established that it is a common practice for university graduates to be recruited and deployed without any induction and orientation by their supervisors, the resultant effect is that the graduates face unnecessary work related problems that affect their performance in the field.

**The Relevance of training Programs**

The study examines the relevance of the training programs taken by employees in improving service delivery in terms of training policies, training needs and assessments, employee productivity and quality of work. One of the objectives of this study was to establish how training is conducted and evaluated in respect to staff performance in the Local Government. The data to achieve this objective was obtained from both primary and secondary sources. The primary data was obtained from the respondents

who filled the questionnaires and were subjected the questions related to this and were asked whether there existed a training policy to guide the training in the Local Governments. The returned questionnaires indicate that, there are no proper procedures followed when training staff in the district. 48% of the respondents disagreed about the availability of a training policy as compared with 37% who agreed: 5% of the respondents is not sure.

**Existence of a Training Policy to Guide the training in the Local Government**



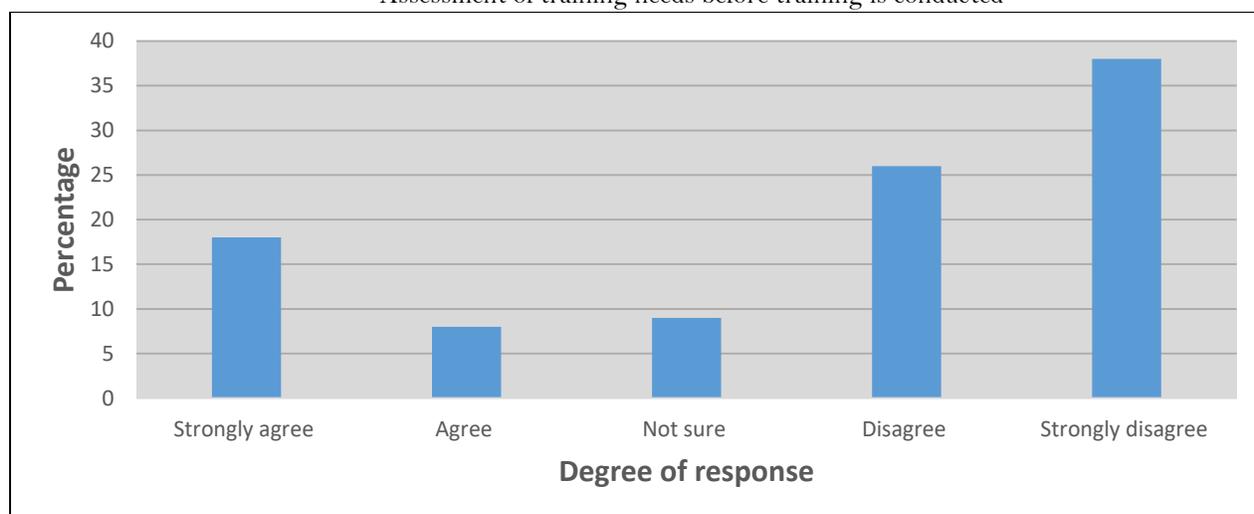
**Figure 5: Existence of a Training Policy to Guide the training in the Local Government (Source: Primary Data)**

This response consistently encountered challenges, requiring in-depth investigation using the structured interview guide to verify the answers. Employing a similar query, the researcher approached heads of directorates and departments, resulting in 90% confirmation regarding the absence of a training policy within the Local Government. They openly acknowledged a comparable situation across the entire civil service and the Ministry of Public Service, responsible for overseeing Human Resources development in the civil service, including districts. Notably, they acknowledged that Public Service was in the process of formulating such a policy. This lack of a training policy granted Local Governments the discretion to select individuals for training, leading to a somewhat arbitrary approach. Significantly, 85% of the 53 respondents emphasized the predominance of department heads' recommendations in this process. This underscores the perception that training responsiveness is primarily driven by requests from line ministries, as asserted by heads of departments. The absence of a comprehensive training policy in the broader Public Service signifies a systemic issue in managing training initiatives. Researcher in [4]

argued that a well-defined training policy and its thoughtful design are prerequisites for effective training. The current ad-hoc approach, according to Cole, risks inadequately aligning training concepts, contents, and methodologies with the local environment, ultimately hindering the desired contributions to improved performance. These findings in [22] echoed observations that training in the civil service, particularly for the administrative cadre, has fallen short of its intended impact. In light of these circumstances, training, being reactive and lacking clearly defined objectives, struggles to achieve its intended outcomes. This aligns with the perspectives of [23] [24] and [22], who both contended that training, more often than not, is undertaken reactively without precisely defined goals or objectives.

Addressing the issue of training needs assessment, a substantial 65% of respondents expressed disagreement with the assertion that such assessments are conducted before training sessions, contrasting with the 25.8% who held an opposing view.

## Assessment of training needs before training is conducted



**Figure 6: Assessment of training needs before training is conducted (Source: Primary Data)**

From the statistics above, it is apparent that the majority of the respondents hold a view that needs training assessment is not undertaken prior to the training. This finding validates the research of the crown Agents Report of 1998 on Uganda Civil Service findings that established that needs assessment in the Public Service is rarely done before gaining is conducted [25]. Under such circumstances, it would be difficult to create a relationship between training and performance because training could just be reactive and of no consequence at all that it would bring about improvement in staff performance as a result. Therefore for any training to make a contribution to the need of an organization, it must be based on clear analysis of issues it aims to address, as sometimes

training percent might not solve all performance related problems. This means that before training is undertaken. Effort must be made to ascertain that it is the most appropriate in the circumstances; otherwise it may not bring about the desired change. In respect to 25.8% of the respondents who held that training needs assessment is normally undertaken before training is conducted, it was necessary as well to establish the methods through which it was being done. It was also necessary to find out as to what happens to new comers joining the Local Government for the first time and the respondents were asked whether the new entrants were given the necessary induction and orientation to enable them get acquainted with their new work environment.

The responses were as the table below:

#### Employees are facilitated in their organization

**Table 9: Employees are facilitated in their organization (Source: Primary Data)**

Degree of response	Line Ministry		Donor/Project		District council	
	No.&%	No.&%	No.&%	No.&%	No.&%	No.&%
Strongly agree	26	19.1	26	19.1	24	17.6
Agree	55	40.4	78	57.4	22	16.2
Not sure	20	14.7	17	12.3	18	13.2
Disagree	12	8.8	9	6.6	24	17.6
Strongly disagree	23	16.9	6	4.4	48	35.2
<b>Total</b>	<b>136</b>	<b>100</b>	<b>136</b>	<b>100</b>	<b>136</b>	<b>100</b>

In table 9, 59.5% and 76.5% of the total respondents agreed that line ministries and donor agencies of projects fund and conduct training for district Local Government respectively while 34% hold that it has been the responsibility of the Local Government. This implies that the interest of the donors/projects would take precedence over those of the Local Government in designing the training programmes. The participation of LGs would only be limited to

appreciating the input of donors because of their vulnerable position. From this revelation, one can comfortably say that training programmes in the Local Government were not related to any needs and plan, because they only strive to explore any opportunity available that comes their way in the name of training. In such circumstances the training cannot respond to their specific needs. The study further revealed that most training programmes for

the Local Government are largely funded and conducted by either line ministries, donors or projects. This is evident with 53% of the respondents disagreeing about the District Council conducting its own training, while 60% and 75% of the respondents agree that it is the line Ministries and donors or projects that fund training for staff in the Local

Government, a fact heads of department admitted during a further inquiry into the subject. Under such circumstances of donor dependence, it would be for them to fund induction for the Local Government for it is unlikely that every time, new staff are recruited they could be in position to fund the program. This would practically be unsustainable.

**Working Environment**

When staff were asked how experienced employees perform compared to their in-experienced counter

parts, the results from the respondents are illustrated in the table below;

**Table 10: Experienced employees perform better than in-experienced ones (Source: Primary Data)**

Degree of Responses	Frequency	Percentage (%)
Strongly agree	60	44.1
Agree	35	26.5
Not sure	0	0.0
Disagree	17	12.5
Strongly disagree	23	16.9
<b>Total</b>	<b>136</b>	<b>100</b>

As shown in Table 10 the findings confirm the assertion that actually experienced employees perform better. 70.6% of the respondents agreed that experienced employees perform better than their inexperienced counterparts compared with 30% who held contrary views.

also necessary to find out how skilled staffs perform compared with those that are less skilled. This was because it was envisaged that skilled employees perform better than unskilled employees. When the respondents were asked about this, the findings revealed the contrary as illustrated in table 11, 66% of the respondents disagreed that skilled staff perform any better than their counterparts, as compared with 25% who agreed, 10% of the respondents were undecided.

This means that when staff was exposed to different real work situations, they tend to discover more and develop competences to handle any work challenges they may be confronted with. This was attributed to the training gained over time (experiences). It was

**Skilled Employees perform better than unskilled ones**

**Table 11: Skilled employees perform better than unskilled ones (Source: Primary Data)**

Degree Responses	Frequency	Percentage (%)
Strongly agree	60	44.1
Agree	35	26.5
Not sure	0	0.0
Disagree	17	12.5
Strongly disagree	23	16.9
<b>Total</b>	<b>136</b>	<b>100</b>

This implies that skills requirements vary from one job to another and as one would overly start that skilled employees perform better than the unskilled,

which is very true in the real sense because skills that are relevant to one job may not necessarily be relevant to another job.

### Performance Management

Participants were asked whether was done after the training in Local Government, the response from this inquiry are shown in table below

**Table 12: Monitoring and Evaluation (Source: Primary Data)**

Degree of Response	After training			
	Monitoring		Evaluation	
	No.	%	No.	%
Strongly agree	23	16.9	20	14.7
Agree	24	17.6	20	14.7
Not sure	11	05.4	05	01.0
Disagree	35	28.4	11	32.8
Strongly disagree	43	31.6	50	36.8
<b>Total</b>	<b>136</b>	<b>100</b>	<b>136</b>	<b>100</b>

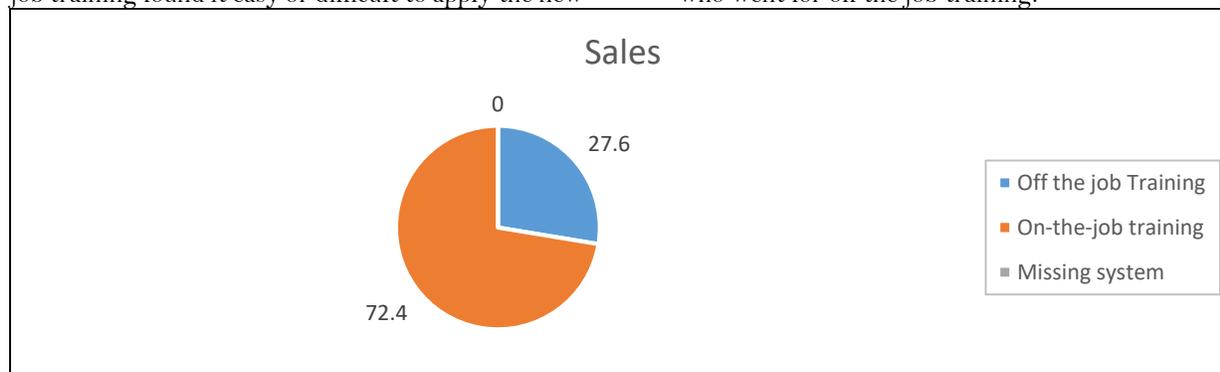
As illustrated in table 12, 65% and 70% of the total respondents disagreed that Monitoring and Evaluation was not done after training is done in Local Government as compared with 34% for monitoring and 29% for evaluation who agreed. From a further inquiry, it was revealed that, training institutions did not take trouble to find out the effect of the training they provided. The district does not also evaluate the effect of training on performance. Skilful evaluation of training enhances the quality of training programmes. Results from such evaluations

would be used to enrich the training curricula by training institutions and for intervention purposes by the district. The conclusion one draws from the above is that training which is being provided in the public services is appropriate to the field realities. This contrasts sharply with the assertions of [19], [26], [27], [28] and [29] that was being provided in the public service was too theoretical and irrelevant to the work context. It was believed to have lost touch with reality.

### Staff Development

The researcher tested whether people who got on the job training found it easy or difficult to apply the new

knowledge acquired from training compared to those who went for off the job training.



**Figure 7: Specimen correlation test between location of training and performance (Source: Primary Data)**

Trainees who had gone for off job training could as well be able to transfer learning to their jobs and thus improve even those who lack knowledge was not a limitation before they went for training admitted to have acquired new knowledge which they were able to transfer to their job performance. Training on how to effectively and efficiently make documented training visible to other works to retrain themselves outside the training arena are also paramount [30]. This was in line with the internationally held views about on job and off job training. According to [31], job training was given in the normal work situation

the trainee using the actual tools, equipment's, documents or material s/he uses, that under this type (on job training) to trainee it was regarded as partly productive workers from the time training commences. This type of training program may be of advantage to the organization in that it may be less costly he /she normal equipment's in the normal surroundings one used, learning takes place on the equipment that actually used when the trainer was proficient and the trainee was in the production environment right from the beginning.

The researcher established that the on job training benefited in the said fields such as nursing assistants. However similar to what [31] asserted the researcher through deep probing found out that the on job training had limitation such as the supervisors who were supposed to pass on some knowledge and skills having no sample time and committed to do so and most importantly not all training could be done on the job. What's true and clear was that not all trainings can either be on job or off job. There are skills, knowledge which can be acquired better on job and there are those which can be acquired better while

### Summary of Findings

This research utilized a cross-sectional survey research design, encompassing all staff, including department heads from selected departments. Human Resource Management considers training as a critical function, aiming to enhance present and future competencies by elevating skills and knowledge. The rationale behind this is that organizations investing in human resource training tend to exhibit greater efficiency. The study identified that among 136 respondents, only 15.4% held Bachelor's degrees, potentially explaining the suboptimal performance post-training. This stemmed from a limited number of degree-holders assuming managerial roles, resulting in less qualified staff handling operational tasks beyond their training capacity. Moreover, the study found an absence of a defined training procedure and policy in the Local Government. Induction and orientation were not prioritized, causing challenges for newly recruited officers adapting to the work environment. Evaluation parameters for staff performance were unclear, with only timekeeping being deemed important. The selection of officers for training lacked criteria, and the overall training lacked a professional approach,

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off-job. Off job training when one borrows the view of [31][30] was one that takes place away from the normal work situation, usually employing specially simplified tools and equipments. The trainees are not regarded as a productive worker from the start and the initial work always involves exercise. It may take place on the employer's premises at a training centre attend by trainees from several employees in or at school. One fundamental advantage of this type as established by the researcher was that it exposed the trainee's specialized instructors.

being arranged without assessing specific needs. These factors compromised the intended benefits of training and hindered improved staff performance in the Local Government. The study highlighted the risk of excessive and unnecessary training expenses, as crucial policy issues like study leave administration and funding were overlooked. Employees were not obligated to return to Bukedea district after training due to the absence of bonding agreements. The field study revealed no discernible relationship between training policies and performance in Bukedea District. Further investigation revealed the absence of training policies, leading to arbitrary decision-making by managers, favoring some individuals over others. This research also established a correlation between training location and performance in Bukedea District. Those lacking prior knowledge before training benefited from both on-the-job and off-the-job training, while those attending on-the-job training found it easier to apply their learning to their roles. Additionally, individuals without a knowledge deficit still gained new insights applicable to their jobs.

### DISCUSSION

1. Training sessions, both on-the-job and off-the-job, were conducted and attended during the studied period. Regardless of the training setting, participants acquired valuable knowledge. Nevertheless, those engaged in on-the-job training found it more seamless to apply their learning to their work compared to those involved in off-the-job training.
2. Trainers invest a significant amount of time managing training events, from scheduling courses and selecting materials to handling enrollment, coordinating conferences and workshops, and collecting and analyzing evaluation forms. Unfortunately, they allocate less time to critical interventions that impact performance, such as facilitating change management activities and

reinforcing managerial support for applying newly acquired skills on the job. This underscores the importance of effective training materials for optimal training outcomes.

3. Dismissing the significance of induction programs has contributed to a decline in staff performance. Achieving organizational objectives is best realized when employees comprehend the rules, regulations, procedures, and systems governing their performance. The belief that the Local Government lacks the resources for induction neglects the potential benefits of investing in human resources. Assuming that well-performing interviewees can start work without further guidance may prove costly in the long run, as induction serves as an

- investment and avoids costly trial-and-error approaches.
4. The majority of respondents believed that training needs assessment was not conducted in the Local Government before training sessions. This oversight hampers the effectiveness of training programs in influencing staff performance. Aligning with the findings of the Crown Agents report on the Uganda Civil Service, the absence of training needs assessment makes it challenging to establish a meaningful connection between training and performance improvement.
  5. Inadequate supervision contributes to suboptimal staff performance. Middle-level personnel play a role in this deficiency, as the strategy of

In conclusion, the effectiveness of training programs lies in the immediate application of learned skills, emphasizing a shift from fixing weaknesses to building on strengths and managing weaknesses. Induction programs play a crucial role for new and promoted staff, serving as milestones in their career paths. However, the absence of a guided policy for training implementation leaves room for malpractices, underscoring the importance of

The recommendations have been made in respect of the findings, discussions and conclusions of the study.

- The person accountable for employee performance should also handle training responsibilities, including performance reviews and addressing poor performance. Managers need enhanced coaching skills to champion training instead of being gatekeepers.
- Ensure performance applications are applied during and after training, allowing employees to utilize their strengths. Managers and heads of departments should play a role in capacity building, transforming training into a results-driven initiative.
- Stakeholders' efforts should be coordinated to avoid resource wastage in Local

## CONCLUSION

## RECOMMENDATIONS

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Apolot and Emuron, 2024 identifying training needs is underutilized. Current training in the Local Government is supply-driven, and without serious supervisory responsibilities, staff are unlikely to overcome performance-related issues. Establishing a coherent training policy and local guidance for planning, monitoring, evaluating, and managing training activities is essential. Ad-hoc decisions should be replaced by long-term planning, and the Central Government should expedite the implementation of a comprehensive training policy for the entire Public Service to foster the creation and development of key skills and capabilities.

a participatory and systematic approach. Furthermore, both training institutions and Local Governments should actively evaluate the impact of training on performance, with the latter taking a leading role in identifying and budgeting for staff development needs. A holistic and well-structured training framework is essential for optimizing organizational performance and ensuring sustained growth.

Government training. Establish a training policy outlining goals, beneficiaries, program details, responsibility, and evaluation criteria for effective management.

- Emphasize performance planning as the framework for employee expectations and agreements. Regular performance monitoring should provide feedback for necessary changes and further training.
- Trainees and sending organizations should participate in evaluating training programs. Knowledgeable supervisors are crucial for effective appraisal and performance management. Urgent refresher training for middle line managers in supervisory and performance management skills is recommended.

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