

Human Resource Training and Employee Performance in Public Corporations in Uganda: A Case of National Water and Sewerage Corporation

TwesigyeNduhura¹, Professor Magero Wafula O John²

Correspondence:

Twesigye Nduhura, Lecturer, Business and Management Sciences, Research Associate, Kampala

University, Email: twesigvenduhura@gmail.com

Professor Professor Magero Wafula O John, Dean, School of Business and Management Studies, Director , HRM, Kampala University

Abstract: *This study explored the effect of training on employee performance in Public corporations, a case of NWSC. The research was guided by the specific objectives; to examine the effect of coaching , mentoring and workshop training on employee performance in public corporations. The study employed a cross sectional research design where both qualitative and quantitative approaches were used with the study sample size of 60 respondents. The study used purposive sampling and simple random sampling methods in selecting of the respondents. Data collected was analyzed using SPSS. The average mean coaching was got to be 3.47 interpreted as very effective; this implies that coaching influences employee. On mentoring, an average mean of 3.12 was got interpreted as effective, The training workshops had an average mean of 3.57 interpreted as very effective this helps employees in acquiring skills and knowledge and this helps them improve on their performance. The study recommended the provision of capacity building to the technical staff, ensure motivation of employees and offer training collectively but not selecting departments and leaving others so as to ensure that all the staff acquire necessary skills.*

Keywords: Human Resources; Training; Performance; Public Corporations; ational Water and Sewerage Corporation

1.0. Introduction

Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect the efficiency and financial performance of any corporation. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and services. Without training, employees both new and current do not receive the proper and required information to develop the skillsets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not. Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities and duties.

Employee training refers to programs that provide workers with information, new skills, or professional development opportunities (Edward, 2005).

This study examined the influence of training on employee performance in public corporations. In this study, training was treated as the independent variable, whilst employee performance was treated as the dependent variable. The term training is defined as a systematic development of the knowledge, skills and behavior required by employees to perform adequately on confirmed tasks or job (Shaheen, Naqvi & Khan, 2013) or simply learning that is provided in order to improve performance on the present job (Amin et al., 2013). On the other hand, Elnaga and Imra (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities.

History traces employee training to the Second World War. During this time, in-service training by employers was a common practice because there was rapid changeover in industries from peace to war which called for training schemes for semiskilled workers, workers transferred to new jobs, and for women newly brought into the industry (Duff, 2003). After which, there was a rapid emergence of contemporary technological advancements in successful economies such as Japan, German, and Sweden which was heavily influenced by global competition. Comparable changes are ongoing in offices today due to the use of computers and data processors invented 20 years ago, which provide for data storage, commuting and recalling of information in amounts unknown.

In the united states training emerged in the period during and after its involvement in World War II. During this period, there was a dramatic increase in the demand for trained workers brought on by the expanding wartime economy and by technological innovations. The rise of the U.S. labor movement during this period also contributed to the growth of employee training and development. After overcoming substantial resistance to its establishment during the early 1900s, the U.S. labor movement has become a strong proponent of training (Glass, 2013).

In developing countries particularly those in Africa, training has entirely been done depending largely on the introduction of new and unfamiliar techniques (Armstrong, 2006). Training in organizations is needed in basic skills, both industrial and clerical, and for the provision of adequate quantities of trained technicians, supervisors, and competent managers so as to achieve planned progress. Job training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviours to meet job requirements” (Gomez-Mejia, et. al., 2007). Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need.

In Kenya, Wachira (2013) linked employee training and development activities to business growth in Barclays Bank. She discusses that training and development activities have been used by the bank to ensure that it had well-grounded staff to support the growth agenda and as a result, many of her employees got opportunities to take on higher responsibilities as well as being able to in achieving the best in all areas of their professional and personal lives.

Employee training in Uganda’s public sector as well as the private sector has evolved. Specifically, in the public sector, employee training has evolved from mere vocational training in the early stages of colonial administration in the early 1920s to being multidimensional today.

Despite Uganda’s efforts to implement the best practices, it is constrained by the financial resources at their disposal and addressing better human resources management in the public sector still desires a lot in providing better service delivery with the introduction of the Training and Capacity Development Policy (2009), the researcher finds it compelling to research about on job training and employee performance in National Water and Sewerage Corporation as a tool geared towards the enhancement of employee performance. In this study, specific focus was placed on the kind of on job training given to employees and how they are implemented by the National Water and Sewerage Corporation Human Resource Manual (2014).

In this case therefore, training of employees in NWSC in form of refresher training, career development and on-job training has for long been used to cope with the changing performance requirements brought about by globalisation and modernisation (Ministry of Public Service (MPS), 2006).

National Water and Sewerage Corporation-Mbale is part of National Water and Sewerage Corporation which is a 100% government owned corporation with a given authority and autonomy and mandate to operate and provide water and sewerage services in areas entrusted to it, on a sound, commercial and viable basis. This mandate was given to the corporation by the 1995 NWSC Statute after being established in 1972 by way of a decree, to serve the urban areas of Kampala, Entebbe and Jinja. The NWSC took over water and sanitation services in the area of Mbale in 1988 therefore forming NWSC-Mbale. According to the Human Resource Manual for the corporation (2014) performance of employees is based on Result Oriented Management (ROM) which emphasizes tasks accomplishment to meet targets, quality service, timeliness, creativity, and outputs. Complementary to that, Training and Capacity Development Policy (2009), the staff performance appraisal scheme (2011), focus on promoting training and having skilled people employed by the corporation. However, despite the prevalence of all these, it appears that the performance of employees is still wanting and this results into questioning the existing training programs in NWSC-Mbale like induction, refresher training and workshops.

2.0 Literature Review

This gives a review of literature on the study on the study objectives and this included the effect of coaching on employee performance in public corporations, the effect of mentoring on performance of employee in public corporations and effect of workshop training on of employee performance in public corporations.

2.1 Coaching and employee performance.

Coaching involves having the more experienced employees coach the less experienced employees (McCourt & Eldridge 2003). It is argued that coaching offers a wide range of advantages for development of the responsibility and relationship building (Torrington *et al.*

2005). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

Further, Johnson (2013) explains that coaching should include giving ongoing support and feedback to a staff throughout the whole year especially in performance management cycle.

Johnson (2013) further notes that coaching allows the employee to be given his or her performance aspects in real time and the

employee can be part of coming up with how best he or she can change their behavior so as to excel well.

Coaching helps in improving Performance. This is because as a coach, the manager is responsible for creating a learning environment where employees are supported in their efforts to continuously improve to meet today's challenges (Bandalos, 2013). The coach improves performance by gauging the employee current ability giving the employee feedback asking the employee to point out why she or needs to perform better and providing opportunities to the employee that can fill the existing gap.

The coaching process generally occurs during individualized coaching sessions, which are strategic results-focused business meetings between the coach and executive. The coaching sessions are typically constructed to be time-sensitive and complimentary to the executive's everyday business life (Stern, 2012). There are different ways in which coaching can be structured in line with the needs of the clients and the coach availability (Stern, 2012). Almost 60% of coaching sessions are thirty minutes to an hour (Zackon, 2010).

According to Woolley (2010) phone coaching represents 63% of the goal coaching while face to face coaching makes up 34%. The majority of face-to-face coaching sessions occur in the executive's office (Bono, 2010), thus enabling the often busy client to attend to work matters while accommodating the coaching. The coaching process is generally designed to help a client to independently make choices and decisions that attain goals when the coach is no longer around, so life-long dependency, which is ethically questionable, becomes unnecessary.

When coaching within an organizational setting there is an eighth component to success, which is organizational support for coaching and allotment of sufficient time and money by the organization (Kilburg, 2011). Wasylyshyn's (2013) survey indicated that coaches believe it is their responsibility to manage the relationship with the sponsor, and notes that successful management of this aspect contributes to the likelihood of a positive outcome.

Lowman (2015) added that effective coaching within an organization appears to integrate the dynamics of individual psychology approaches with the needs of the organization on both individual and system levels, taking into account the environmental context of each intervention. A complete understanding of the corporate culture in which the coaching intervention is taking place is also essential according to Richard (2013).

2.2. Mentoring and Performance of Employees.

Mentoring is an example of one to one learning. It is a delivery approach of training, where mentors are the people who have more firm specific knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). Traditionally, mentoring meant helping others learn business related lessons quickly with less risk and also based on chemistry between two people who had a lot in common. However, nowadays mentoring involves everything that is done to support career advancement and professional development in order to maximize learning and development (Miller et al, 2008). Mentoring relationships have proved to have many positive outcomes, including improved socialization (Ostroff et al, 1993), promotions (Dreher et al, 1990), reduced turnover intentions (Viator et al 1991), and career satisfaction (Fagenson, 1989). In addition, mentoring activities

have great value for building an organization with a strong culture that keeps it competitive in the battle for talent and lays the foundation for addressing the succession issues that many organizations face.

Mentoring is frequently used in companies as a systemic solution to increase the performance of employees (Lisa, 2011). Mentoring is essential in the 21st century workplace where there changing business climate, which involves an expected large exodus of executives, increase in the use of technology, and global competition. A large proportion of the executives are between the age of 46 to 64 years and more than 50% are bound to retire in a few years (Callanan and Greenhaus, 2008). When these people retire, they will take with them knowledge that is needed by organizations to continue to grow, be profitable, and sustain employee performance levels. This is because the senior leaders who believed in the organization vision, knowledge, external and internal personal networks, skills and historical context will be lost when these individuals leave the organization (Peterson and Hicks, 2010). Therefore, the need to transfer this knowledge to the next generation of leaders, managers and other is important to sustain employee performance.

In this regard, mentoring is needed to address the great loss of knowledge and lost performance that is anticipated to occur. The term mentoring is usually confused with coaching, although the terms are distinctly different their definitions are based on the specific activity that is taking place and the role of the players (Brockbank and McGill, 2006). Coaching is a term is used to describe a variety of activities from sports coaching, life coaching, leadership and executive coaching to team coaching in

organisations (Thomas, 2011). Coaching is largely used when a person or organisation is working towards some change in growth and development, and improving performance (Ritchie and Genoni, 2012). Whereas, mentoring is often associated with induction, career and personal development and personal change (Cameron, 2007). The current study aims to determine how mentoring can impact on employee performance.

Mentoring can be a useful tool for meeting the needs of the organisation, for managing change and for achieving positive outcomes on employee performance (Barner and Higgins, 2007). They can be seen as meeting the needs of an organisation by helping members of the organization align themselves with the core values of the organisation. This is necessary when members are new or there has been a redevelopment of the core values. The benefits of these relationship leads to organizational benefits such as increased employee productivity and performance, stronger organizational commitment from the mentor and mentee, lower turnover, achievement of strategic goals, enhanced image, and in some cases, attraction of potential employees (Horvath, Wasko and Bradley, 2008). Because of these strong benefits, organizations are recognizing that mentoring programs can offer a considerable return on investment (ROI).

A good mentor is required to have good communication skills. This enables the mentor to share information with the mentee and encourage the mentee to develop their own views and opinions. This skill and experience develop and provide guidance to the mentee by clarifying the mentee's ideas and help them plan to achieve their goals. With good social skills, the mentor helps the mentee expand their network of contacts by developing their networking skills. An informal mentoring programme may aim to induct the mentee into the organization and identify a sympathetic colleague for them to discuss any issues with (Zachary, 2012). A more formal mentoring programme may aim to encourage the mentee to achieve specific development goals set by themselves or by their manager. It may be a good idea to set up a pilot programme with just a few people participating, to see whether mentoring works in the organization. In this regard, the study looked at the impact mentoring on employee performance at public corporations.

2.3 Training Workshops and Employee Performance

Buckley and Caple (2000) say that training workshops and Seminars as a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the workshop sessions, focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

According to Bogonko & Saleemi (1997), training workshops is effective only when it is properly planned and effectively executed. Training workshop methods must be appropriate to the level of employees, the nature of tasks and purpose of training. The effectiveness of a training program should be evaluated so that necessary improvements may be made in it from time to time. Hence, training must be carefully planned and evaluated and staff development fellows must be purposively selected (Tiberondwa, 2000).

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee 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 employee performance (Swart et al, 2005).

According to Lang (1992) training workshops 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), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

3.0 Methodology

Research Design

According to Kombo, (2012) research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose within the procedure. It is the over-all operational pattern or framework of the project that stipulates what information is to be collected from which source by what procedures. The study employed a

cross section research design. This design was adopted because it provides a quick snap shot about the different variables of the research problem Odiya, (2009). This study was mainly qualitative although some quantitative features will especially on finding out percentages. Holloway and Wheeler (2007:30) refer to qualitative research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”. Qualitative approach was used because it’s hoped to enable the researcher to explore the behavior, perspectives, experiences and feelings of people and emphasize the understanding of these elements.

Population of the study

According to Geoffrey, (2014) population refers to the entire group of people events or things of interest that the researcher wishes to investigate. Target population defines those units for which the findings of the study are meant to be generated from. National Water & Sewerage Corporation in Mbale area the number of employees is 71. These included the General Manager, human resource manager, branch managers, accountants, engineers, commercial officers and junior staff. All these respondents play major roles in the daily operations of the corporation as stated briefly. The General Manager is the head overseer of all the activities and operations carried out under the Area office in Mbale. The Principle Human Resource is in charge of management of all employees under Mbale area and their interests. The branch managers are in charge of the respective branches under Mbale area. The accountants handle the financial sector of the corporation and monitor its financial progress and declines if any. The engineers are divided into three categories which include the technical, mechanical and electrical engineers whose major duty is to ensure that all customers have access to clean and safe water at all times. The customers are the greatest stake holders of the corporation therefore their opinions about service delivery from the NWSC staff is very important. These respondents were considered accurate to give us the adequate information needed for the study.

Table 3.1: Population of the study.

S/N	Category	Population
1	General manager	1
2	Human Resource	2
3	Accountants	4
4	Engineers	4
5	Commercial officers	24
6	Junior staff	36
Total		71

Source: NWSC -Mbale Human Resource (2020).

3.4. Sampling Procedures

3.4.1. Determination of the Sample Size

The sample size was 60 determined using Slovene’s formula shown below. $n = \frac{N}{1 + N(e)^2}$

Where
 n = sample size
 N = population
 e = level of significance = 0.05

$$n = \frac{71}{1 + 71(0.05)^2} = \frac{71}{1 + 71(0.0025)}$$

Table 3. 2: Sample Size of Respondents and Sampling Technique

Category of Population	Population Size	Sample Size	Sampling Technique
General manager	1	1	Census Inquiry
Human Resource	2	2	Census inquiry
Accountants	4	4	Census inquiry
Engineers	4	3	Simple Random sampling
Commercial officers	24	20	Simple Random sampling
Junior staff	36	30	Simple Random sampling
Total	71	60	

Source: NWSC Human Resource Manual (2020).

3.4.2. Sampling Techniques.

The study employed census and simple random sampling techniques as explained below:

Census Sampling

According to Patton, (2010) census sampling is a type of non-probability sampling technique. Non-probability sampling focused on sampling techniques where the units that are investigated were based on the judgment of the researcher. The researcher used census sampling in the selection of General Manger, Human Resource Officers and Accounts Staff

Simple Random Sampling (SRS)

The researcher used simple random sampling technique (randomization) as it gave the same probability and equal chances to all members in the population. Therefore, the researcher made a random survey in selecting the respondents for the study, this method was used on selection of junior staff and engineers to get the required sample because of their understanding of the phenomena. The researcher wrote numbers on pieces of people, fold them and put them in a box mix with empty folded paper the respondent who picks a number had a chance to participate in the study.

3.5. Quality Control

Controlling quality entails ensuring acceptable levels of validity and reliability of instruments. The instruments were piloted amongst select judges who are seasoned researchers and experts in the field of Human Resource Development (HRD), after which they were modified to improve their validity and reliability coefficients to at least 0.70. Items with validity and reliability coefficients of at least 0.70 are accepted as valid and reliable in research (Kathuri & Pals, 1993).

Validity

Validity is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2008). The researcher used the expert judgment of the reviewers to verify the validity of the instruments. To assess this, the supervisors were contacted to evaluate the relevance of each item in the instruments to the objectives. The experts rated each item as either relevant or not relevant. Validity was determined using Content Validity Index (C.V.I). C.V.I=Items rated relevant by both judges divided by the total number of items in the questionnaire as shown hereinafter.

$$CVI = \frac{\text{No. of items rated relevant}}{\text{Total no. of items}}$$

The value of CVI obtained was interpreted by use of a scale by George and Mallery (2003). The value of the CVI was got to be 0.76 which is acceptable validity according to Chronbach Alpha.

Reliability

Reliability is the extent to which a research instrument yields consistent results across the various items when it is administered again at a different point in time (Sekaran, 2003). In other words, it is the ability of the research tools to collect data that can be replicated i.e. where different other people can go to the field to carry out the same research being carried out and get the same results that the researcher got. Cronbach Alpha Index was also used to test the reliability of the instruments. There was a pretest of the instruments on 10 respondents to justify on the simplicity and reliability of the instruments, and the respondents found it easy to answer the questions and understand them this enabled the researcher to go ahead and use the questionnaire. This helped in ensuring that the data collected was reliable

Reliability Statistics

Cronbach's Alpha	No. of Items
.875	52

Source; Field Data (2020)

The alpha of the variables were all above .80 and thus the questionnaire were considered suitable for data collection.

3.6. Data Analysis

Data analysis is a process of inspecting, cleaning, transforming and modeling data with the goal of discovering useful information, suggesting conclusions and supporting decision making. The research was carried out using both qualitative and quantitative method.

Quantitative Data Analysis

The responses to the questionnaires, interviews and the information got from the documents were grouped according to themes basing on the views of the respondents. The views were coded in preparation for analysis and data from questionnaires was analyzed. SPSS was used to determine the distribution of respondents. For each objective, frequency and percentages was first presented, analyzed and discussed before moving a correlation at the end of the objective.

Qualitative Data Analysis

Qualitative data was analyzed thematically by the organization and categorization of meaningful themes which are in line with the objectives of the study. The transcribed data from the interviews was classified and categorized according to the themes and objectives of the study. This was done by use of content analysis to provide insights about the opinions and perceptions

of the respondent's for instance some direct quotes were used in the study which greatly supplemented and strengthened the quantitative data collected.

4.0. Results and Discussion of the Study Findings

4.1 Demographic characteristics of Respondents

The study respondents were however, of different category, thus there was need to classify them according to their different social background. The demographic data of respondents was collected so as to identify the category of respondents who participated in the study. The table below presents the demographic characteristics of respondents who participated in the study and this included the gender, age, level of education, period worked with NWSC.

4.1.1. Gender

The respondents were asked about their gender and the responses are presented in the table below.

Table 4.1. shows the gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	33	66.0	66.0	66.0
Female	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Source: Primary data, (2020).

From table 1 above it can be seen that 33 (66%) of the respondents male, 17 (34%) of the respondents were female. This is an indication that both gender participated in the study. Having both genders participating in the study is important for the research because it helps to a void biasness. Since both gender participated in the study, the findings

of the study can therefore be dependable. Morgan (1998) who notes on caution while choosing respondents on the basis of gender if a study is to be valid.

4.1.2. Age

The respondents were of different age groups, and the study categorized them into age brackets so as to discover the respondents by their age. The table below shows the respondents by their age brackets.

Table 2. Shows the age of the respondents inform of age brackets

	Frequency	Percent	Valid Percent	Cumulative Percent
below 20years	2	4.0	4.0	4.0
20-25 years	10	20.0	20.0	24.0
26-36years	18	36.0	36.0	60.0
31-35years	9	18.0	18.0	78.0
36-40years above	7	14.0	14.0	92.0
40years Total	4	8.0	8.0	100.0
	50	100.0	100.0	

Source: Primary data, (2020).

4.1.3. Education level

Respondents were asked about their education level, and the study found out that the respondents had attained different academic levels; the findings are presented in the table below.

Table 3. Shows the education level of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	7	14.0	14.0	14.0
Diploma	15	30.0	30.0	44.0
Bachelors	17	34.0	34.0	78.0
Masters	5	10.0	10.0	88.0
Others	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Source: Primary Data, (2020).

Table 3 shows that only 7 of the respondents 14 percent were certificate holders, only 15 of them 30 percentage had diplomas, 17 of them 34 percent were bachelor holders, 5 of the respondents 10 percent were masters holders, only 6 (12%) fell in other options. The findings indicate that at least majority of the respondents had acquired education. Education background is paramount on grounds of reasoning. The education level of respondents was important in the study as it helped to justify the capability of the respondent's ability to understand and interpret the phenomena under study. The respondents had at least attained education, thus this gives guarantee that their response can be dependable. Amin (2005: 60) cites education as a key aspect of consideration as the level of respondents' education determines their input into the study for them to be scientific in nature.

4.1.4. Employment Duration

The respondents were asked about the period of time they have spent working with NWSC. This was arranged in age brackets, the findings are presented in the table below.

Table 4. Period worked with NWSC

	Frequency	Percent	Valid Percent	Cumulative Percent
less than a year	6	12.0	12.0	12.0
1-4 years	15	30.0	30.0	42.0
5-8years	13	26.0	26.0	68.0

9-12 years	10	20.0	20.0	88.0
13years above	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Source: Primary data, (2020).

Table 4 above shows that only 6 of the respondents 12 percent had spent less than 1 year, 15 of them 30 percent had spent between 1-4 years and 13 of the respondents 26 percent of them had spent at least between 5-8 years only 10 of them 20 percent had spent between 9-12 years with the organization and only 6 of the respondents 12 percent had spent 13 years and above. From the findings it can see that majority of the respondents had spent at least between 1-4 years in the organization, duration with the organization is important in the study research in that it guarantees the capacity of the respondents to give valid information, thus since majority of the respondents had spent more than 1 year this means that they are aware of the organization system.

4.2. Effect of Coaching on Employee Performance in NWSC

The Respondents were asked about coaching and the responses are presented in the tables below.

Table 5: shows the descriptive statistics on coaching

Frequency	SA		A		U		D		SD		M	SDV
	F	%	F	%	F	%	F	%	F	%		
NWSC has a systematic policy on employee coaching to ensure efficiency.	16	32	17	34	5	10	5	10	7	14	3.6	1.03
Coaching has enabled me to improve interpersonal relationships within the corporation	5	10	17	34	8	16	10	20	10	20	2.94	0.84
Coaching has helped me change my attitude towards work so as to excel in my job.	30	60	7	14	1	2	7	14	5	10	4.0	1.15
NWSC provides a good coaching environment that has helped employees in acquiring of skills	18	36	11	22	4	8	7	14	10	20	3.4	0.97
Coaching has enabled me to independently make choices and decisions to attain higher goals	8	16	16	32	0	0	8	16	18	36	2.76	0.79
Coaching in NWSC is done at regular interval basing on the performance need	19	38	8	16	10	20	4	8	9	18	3.48	1.00
All staff has gained better experience through coaching	12	24	31	62	0	0	4	8	3	6	3.9	1.12
Average mean											3.47	

Source: filed data, (2020).

On whether NWSC has a systematic policy for employee coaching to ensure their efficiency, the findings indicates that only 7 of the respondents 14 percent strongly agreed, 5 of them 10 percent disagreed, however, 5 of the respondents 10 percent were not sure, 17 of them 34 percent were of agreement and 16 of the respondents 32 percent strongly agreed. From the findings, the majority were of agreement that NWSC has a systematic policy on employee coaching to ensure efficiency. A systematic policy helps the organization to ensure that regular activities like training of employees are done as due.

In an interview a respondents as well said that;

“the organization has a system that guides employee training, in that every new member is assigned a senior official to work with”.

The training has helped the employees to gain skills and knowledge to perform their tasks this has helped the organization

to render better services. This is in line with McCourt & Eldridge (2003) they assert that coaching involves having the more experienced employees coach the less experienced employees. Torrington *et al.* (2005) argued that coaching offers a wide range of advantages for development of the responsibility and relationship building.

The findings on whether coaching has enabled improvement of interpersonal relationships within the corporation the responses shows that 10 (20%) of the respondents strongly disagreed, 10 of them 20 percent also disagreed, only 8 of them 16 percent were not sure, 17 of the respondents 34 percent agreed, only 5 (10%) of them strongly agreed. From the table it can be observed that majority of the respondents were of agreement that coaching has enabled them to improve interpersonal relationships within the corporation. Coaching has helped to improved on employee performance as it has facilitated high level of responsibility and accountability amongst employees. During training employees acquire skills of doing the job, and how to relate with other members in the organization. Coaching involves having the more experienced employees coach the less experienced employees. (Mccourt & Eldridge, 2003). It is argued that coaching offers a wide range of advantages for development of the responsibility and relationship building (Torrington *et al.* 2005).

Coaching is best used when the team seeks to address two of the interventions at the beginning or midpoint of the process. While one intervention sought to improve interpersonal relationships among group members the other sought to come up with the most appropriate strategy for the task at hand (Woolley, 2010, Hackman & Wageman, 2015).

Findings on whether coaching has helped me change my attitude towards work so as to excel in my job, the findings indicates that 5 of the respondents 10 percent strongly agreed, 7 of them 14 percent disagreed, 1 of the respondents 2 percent was not sure, however 7 of them agreed and 30 of the respondents strongly agreed. The findings indicates that majority of the respondents were of agreement that coaching has helped in changing workers attitude towards work so as to excel in their job. Johnson (2013) explains that coaching should include giving ongoing support and feedback to a staff throughout the whole year especially in performance management cycle. Johnson (2013) further notes that coaching allows the employee to be given his or her performance aspects in real time and the employee can be part of coming up with how best he or she can change their behavior so as to excel well.

Model	Unstandardized Coefficients		Standardized Coefficients	T
	B	Std. Error		
1 (Constant)	-.032	.426		-.076
Coaching.	.673	.100	.696	6.718

The respondents were asked whether NWSC provides a good coaching environment that has help employees in acquiring of skills. The responses shows that 10 of the respondents strongly disagreed, 7 of them 14 percent disagreed, 4 of them 8 percent were not sure, 11 of them 22 percent agreed, and 18 of the respondents strongly agreed. Majority of the agreement implies that NWSC provides a good coaching environment that has helped employees in acquiring of skills. A conducive environment enables the training to be carried on and also for the trainees to love the training and be able to gain from it. During an interview a response said that,

“the training is very interactive and open, one can easily ask for clarification were he / she didn’t pick well”.

Thus for training to be effective in an organization there should be a suitable environment because a good environment helps in interplay of financial and human resources for a positive achievement. Coaching helps in improving Performance. This is because as a coach, the manager is responsible for creating a learning environment where employees are supported in their efforts to continuously improve to meet today's challenges (Bandalos, 2013). Coaching improves performance by gauging the employee current ability by giving the employee feedback asking the employee to point out why she or needs to perform better and providing opportunities to the employee.

Respondents were asked whether coaching has enabled them to independently make choices and take decisions that enables them attain higher goals. The responses shows that 18 (36%) of the respondents strongly disagreed, 8 of them 16 percent disagreed, 16 of the respondents 32 percent agreed and only 8 of the respondents 16 percent were of agreement. Since majority of the respondents were of a disagreement this implies that coaching may not enable individuals independently to make choices and decisions to attain higher goals. This so because coaching enables the individuals to acquire skills and knowledge to perform their tasks within the organization thus individual decision making may not be supported by the organization. However, a large number of agreements implies that coaching helps individuals to acquire skills of making independent choices and decisions and thus this helps them to perfect their work performance. The coaching process is generally designed to help a client to independently make choices and decisions that attain goals when the coach is no longer around, so life-long dependency, which is ethically questionable, becomes unnecessary.

The respondents were asked whether coaching is done at regular interval basing on the performance need. The findings shows that 20 of the respondents 18 percent of the respondents were of a disagreement, 4 of them 8 percent disagreed, 10 of the respondents 20 percent were not sure, 8 of them 16 percent agreed and 19 of the respondents 38 percent. The findings indicates that majority of the respondents were of agreement that coaching is usually done basing on the performance need, coaching of employees has helped them gain gains and knowledge to perform tasks, coaching has helped the employees to learn time management, and to work on a time frame. Coaching of employees is very necessary especially to the new recruits and also where there is need to improve on the performance. Thus coaching creates an environment of knowledge sharing and training of employees on how they should performance their assigned tasks. Coaching is largely used when a person or organization is working towards some change in growth and development and improving performance (Ritchie and Genoni, 2012).

The findings on whether staff gains better experience through coaching indicates that that majority of the respondents over 43 of the respondents 86 percent were of agreement, only 14 percent disagreed that coaching helps the staff gain better experience. However, since the majority was of agreement this implies through coaching staff members enables them gain more experiences this is so because through coaching the new staff are directed on how to perform certain activities. Coaching helps the staff to become skillful and can therefore perform their tasks effectively this helps the organization to minimize losses that would arise from ineffective staff Lowman (2015) added that effective coaching within an organization appears to integrate the dynamics of individual psychology approaches with the needs of the organization on both individual and system levels, taking into account the environmental context of each intervention.

From the table above the average mean on the findings was 3.47 which is very effective, thus this implies that coaching of employees helps in improving their performance.

The study examined the coaching and how it affects employee performance. Results are presented in the table below;

Table 6 shows the model Summary of coaching and employee performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 ^a	.485	.474	1.022

a. Predictors: (Constant). Coaching

From the table above the model summary using predictor coaching produced an Adjusted R Square value of 0.474. This means that 47.4% (0.474 * 100) variations in employee performance are due to the sole cause of coaching while the reaming 52.6% are due to the other factors

Table 7. Below shows the regression of coefficient of coaching and staff performance Coefficient

Frequency	SA		A		U		D		SD		M	SDV
	F	%	F	%	F	%	F	%	F	%		
NWSC emphasizes one on one learning through mentorship of staff.	10	20	34	68	1	2	3	6	2	4	3.94	1.26

Mentorship has helped me get used to NWSC activities quickly	18	36	29	8	1	2	1	2	1	2	4.24	1.35
Mentorship has enabled me to align myself with the core values of the organization	17	34	22	44	3	6	3	6	5	10	3.86	1.23
NWSC allocates enough funds and time for mentorship of new staff.	0	0	17	34	8	16	6	12	19	38	2.46	0.78
Mentorship has helped me to develop good problem solving skills to improve Performance.	6	12	31	62	1	2	6	12	6	12	3.64	1.16
Working under experienced persons helped me cope up with the demands of my job	12	24	38	76	0	0	0	0	0	0	4.24	1.35
Average mean												3.12

Source: Primary data, (2020)

a. Dependent Variable: Employee performance

The results in the table indicates a co-efficient of 0.696 at a 95% confidence interval indicating that coaching explains employee performance to 69.6% the remaining percentage catering for variables beyond the scope of this study.

4.4. Effect of Mentorship on Staff Performance

Respondents were asked the effect of mentorship on staff performance. A number of questions were set and presented to the respondents; their respondents are presented in the table 8 below.

Respondents were asked whether NWSC emphasizes on one on one learning through mentorship. The responses shows that shows that only 2 (4%) of the respondents strongly disagreed, 3 of them 6 percent, disagreed, only 1 of them 2 percent was not sure, 34 of the respondents, 68 percent and 10 (20%) strongly agreed. From the table above it can be observed that majority of the respondents were of agreement, this is so because mentorship helps acquaint the staff with relevant skills of job performance. Through mentorship the staff is acquainted with relevant skills of performing their assigned tasks and hence are capable of better performance. Mentorship is a delivery approach of training, where mentors are the people who have more firm specific knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). NWSC emphasizes on mentorship because it gives the newly recruited and low skilled staff members opportunity to gain more skills from the seniors in the organization.

On whether mentorship helps employees get used to NWSC activities quickly, the responses shows that majority of the respondents 29 (95.8%) of them were of agreement, 18 of them 36 percent strongly agreed. Only 2 of the respondents 4 percent disagreed. However, since majority of the respondents were of agreement this implies that mentorship helps employees get used to organization activities. This in line with Ostroff et al, (1993) traditionally, mentoring meant helping others learn business related lessons quickly with less risk and also based on chemistry between two people who had a lot in common. However, nowadays mentoring involves everything that is done to support career advancement and professional development in order to maximize learning and development (Miller et al, 2008). Mentoring relationships have proved to have many positive outcomes, including improved socialization. Thus the staff of NWSC are introduced to organization activities, as they are shown how to do certain activities, through this the staff are acquainted with relevant technical knowhow on how to perform different tasks in the organization, this as well helps the employees to cope up with the organizational system, this has as well helped the employees to better their performance.

The findings on whether mentorship has enhanced my career and personal development, the responses shows that majority of the respondents 48 (96%) were of agreement that mentoring enhances career and personal development, only 2 (4%) disagreed, however, since majority of the respondents were of agreement, this implies that mentorship enhances career and personal development. Through mentorship the juniors get opportunity to interact with highly skilled professionals who helps them to learn how to do their job. This is line with Lisa, (2011), also says that Mentoring is frequently used in companies as a systemic solution to increase the performance of employees Mentoring is essential in the 21st century workplace where there changing

business climate, which involves an expected large exodus of executives, increase in the use of technology, and global competition. A large proportion of the executives are between the age of 46 to 64 years and more than 50% are bound to retire in a few years (Callanan and Greenhaus, 2008).

The respondents were asked whether mentorship has enabled them to align themselves with the core values of the organization, the findings shows 10 percent of them strongly disagreed, only 3 of the respondents 6 percent disagreed, 3 of them 6 percent were as well not sure, 22 of them 44 percent agreed and 17 of the respondents 34 percent strongly agreed. The findings indicates that majority of the respondent were of agreement that mentorship enables employees align themselves with the core values of the organization, more so mentorship helps the new staff to get acquainted with the tasks they are to perform in the organization. Mentorship in an exercise that exposes new employees to all the organizational in and outs and expectations, thus through this the mentors emphasize on the key issues they wish the mentees to understand especially regarding the organization and their tasks to be performed.

Respondents were asked whether NWSC allocates enough funds and time for mentorship of new staff. The responses shows that 19 of the respondents 38 percent strongly disagreed on whether NWSC allocates enough funds and time for mentorship of new staff, 6 of them 12 percent disagreed, 8 of them 16 percent were not sure, 17 of them 34 percent however agreed. The findings indicates that majority of the respondents were of a disagreement thus this implies that NWSC does not allocate enough funds and time for mentorship of new staff. Lack of enough resources in other wards has affected the smooth running of mentorship program in the organization since in most cases the mentors are not facilitated. Lack of mentorship programs hinders skill and knowledge sharing among employees hence affecting effectiveness among the employees.

The respondents were asked whether mentorship has helped them to develop good problems solving skills to improve performance the responses that 6 of the respondents 12 percent strongly disagreed, only 6 of them 12 percent disagreed, 1 of the respondents 2 percent however was not sure, 3 of them 62 percent agreed and 6 of them 12 percent strongly agreed. Majority being of agreement shows that mentorship helps to develop good problem solving skills to improve performance. Through mentorship the unskilled employees are exposed to a number of relevant skills and this helps in the development of relevant skills of problem solving and thus this helps employees to employee independence and has the capability to performing tasks and taking certain decisions. Mentoring is frequently used in companies as a systemic solution to increase the performance of employees (Lisa, 2011). Mentoring is essential in the 21st century workplace where there changing business climate, which involves an expected large exodus of executives, increase in the use of technology, and global competition.

The responses as to whether working under experienced persons helps staff cope up with indicated that 76 percent strongly agreed, 12 of them 24 percent of them agreed that working under experienced persons helps staff cope up with the demands of the job. This is so because mentorship helps in skill building and confidence among staff because they learn from the seniors (mentors) how to do certain tasks.

Mentoring can be a useful tool for meeting the needs of the organization, for managing change and for achieving positive outcomes on employee performance (Barner and Higgins, 2007). They can be seen as meeting the needs of an organisation by helping members of the organisation align themselves with the core values of the organization. This is necessary when members are new or there has been a redevelopment of the core values. The benefits of these relationship leads to organizational benefits such as increased employee productivity and performance, stronger organizational commitment from the mentor and mentee, lower turnover, achievement of strategic goals, enhanced image, and in some cases, attraction of potential employees (Horvath, Wasko and Bradley, 2008).

The average mean was got to be 3.12 which is effective, this however also implies that mentorship is important in improving on the performance of staff.

To test the effect of mentorship on employee performance regression analysis was got. Table 9 below shows model summary for a Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.519	.509	.838

a. Predictors: (Constant), Mentorship.
Source: Primary Data, (2020).

Table 9 above shows a model summary from a regression analysis on mentorship and employee performance shows that mentorship influences employee performance by 50.9 %. And other factors are responsible for 49.1%. This implies that there

are only other factors that influence employee performance other than mentorship.

Table 10 below shows the regression analysis of mentorship and employee performance

Model	Unstandardized Coefficients ^{ts}		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.009	.490		-.018	.986
Mentorship	.774	.121	.679	6.400	.000

a. Dependent Variable: Employees performance

The results in the table indicates a co-efficient of 0.679 at a 95% confidence interval indicating that mentorship explains employee performance to 67.9% the remaining percentage catering for variables beyond the scope of this study.

4.5. Effect of training Workshops on Employee Performance

Respondents were asked on the effects the effect of training workshops on the staff performance.

The researcher set a number of questions to ascertain this objective and responses are presented in the tables 11 below.

	SA		A		U		D		SD		M	SD V
	F	%	F	%	F	%	F	%	F	%		
I have been attending training workshop at NWSC	10	20	40	80	0	0	0	0	0	0	4.2	1.17
During workshops, presentations of how to improve performance are given	14	28	30	60	0	0	3	6	3	6	3.8	0.07
I have gained a lot of knowledge from training workshops	24	48	3	6	0	0	9	18	14	28	3.28	0.91
Training workshops have improved my attitude towards achieving organizational Goals. Optimistic	15	30	19	38	4	8	7	14	5	10	3.64	1.01
Training workshop have resulted into organizational commitment of staff members	7	14	15	30	10	20	4	8	14	28	2.94	0.82

Training workshops at NWSC are highly educative.	16	32	10	20	7	14	8	16	9	18	3.32	0.92
Training workshops has helped me to acquire relevant skills to do NWSC duties.	14	28	25	50	3	6	4	8.	4	8.	3.82	1.07
Average Mean	3.57											

Source: Filed data, (2020).

Respondents were asked whether they have ever attended training workshops at NWSC. The responses show that all respondents 50 of them 100 percent were of agreement implying that they have ever attended training workshops organized by NWSC. Buckley and Caple (2000) says that training workshops and Seminars as a training and development method involve presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole, not all trainees follow at the same pace during the workshop sessions, focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

The respondents were asked whether during workshops, presentations of how to improve performance are given the findings indicates that majority of the respondents were of agreement that during training workshops that presentations of how to improve performance are given. During training workshops the trainers emphasize on performance improvement especially in areas that are crucial and need improvement and also to impart knowledge and skills in others on how to perform their tasks. Buckley and Caple (2000) says that training workshops and Seminars as a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee 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 employee performance (Swart et al., 2005).

Respondents were asked whether they gain a lot of knowledge from training workshops, the responses indicated that 14 of the respondents 28 percent strongly disagreed that they don't gain enough knowledge during training workshops, 9 of them 18 percent disagreed, 3 of the respondents 6 percent, 23 of them 46 percent strongly agreed that they gain a lot of knowledge from training workshops. This is because training works brings a number of experienced staff together and train and guide others on how to perform their tasks for the betterment of the organization. This is in line with Kroehnert (1995) conclusively states that performance among the employees of the organization increases even while the training seminar takes place. Most times, staffs who receive formal training are found to be up to more productive than their untrained colleagues who might be working on the same role.

Respondents were asked whether training workshops have improved their attitude towards achieving organizational goals the findings indicated that only 5 of the respondents strongly disagreed, 7 of them 14 percent disagreed only 4 (8%) were undecided and 19 of the respondent

38 percent agreed and 15 of the respondents 30 percent strongly agreed, majority of the respondents `agreeing implies that implies that training workshops have improved the attitude of staff towards achieving organizational goals. This in line with Kroehnert (1995) conclusively states that performance among the employees of the organization increases even while the training seminar takes place. Most times, staffs who receive formal training are found to be up to more productive than their untrained colleagues who might be working on the same role.

The respondents were asked whether training workshop have promoted organizational commitment of staff members the responses are presented in the table below shows that majority of the respondents were of agreement (44%) that training workshops promotes commitment among employees. According to Lang (1992) training workshops 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).

Respondents were asked whether training workshops at NWSC are highly educative. The responses are indicated that 9 of the respondents 18 percent strongly disagreed 8 of them 16 percent disagreed, only 7 of the respondents 14 percent were not sure, however, 10 of them 20 percent agreed and 16 of them 32 percent of the respondents strongly agreed, majority being of agreement implies that training workshops are very educative. This is so because it brings people together into interactive sessions where skills and knowledge are passed on to different people at the same time, more so training workshops promotes educative interactions, this helps employees to become efficient and effective in performing their tasks. Buckley and Caple (2000) says that training workshops and Seminars as a training and development method involves presentations by more than one person to a wide audience.

Respondents were asked whether training workshops has helped them to acquire relevant skills to do NWSC duties. The responses are presented in the table below. The responses indicates that 4 of them 8 percent strongly disagreed, 4 of them 8 percent as well disagreed, only 3 of them 6 percent were not sure, 25 of them 50 percent agreed, 14 of them 28 percent strongly agreed.

Majority being of agreement implies that training workshops helps staff acquire relevant skills for performing their tasks, thus this helps in improving the performance of staff in the organization. Through Training workshops staff are taught and trained on relevant skills on how to do their job. Kroehnert (1995) conclusively states that performance among the employees of the organization increases even while the training seminar takes place. Most times, staffs who receive formal training are found to be up to more productive than their untrained colleagues who might be working on the same role.

4.6. Employee Performance

The researcher sought to ascertain the impact of training on performance, a number of questions were asked to ascertain whether training influences performance, the responses are presented in the table 14 below.

	SA		A		U		D		SD		M	SDV
	F	%	F	%	F	%	F	%	F	%		
The work produced by employees has been of high quality for the last three years.	11	22	12	24	5	10	9	18	13	26	2.98	0.94
Training at NWSC has led to enhanced competence of staff.	7	14	19	38	7	4	9	18	8	16	3.16	1.00
New ideas are easily generated by the employees.	5	10	12	24	10	20	7	14	16	32	2.66	0.84
The Employees actively explores new possibilities to complete the given tasks due to training.	20	40	18	36	4	8	4	8	4	8	3.92	1.24
Enhanced training has resulted in timely completion of tasks.	15	30	11	22	2	4	9	18	13	26	3.12	0.98
Enhanced training has resulted into timely completion of tasks.	14	28	22	44	4	8	4	8	6	12	3.68	1.16
Average Mean	3.25											

Source: Field, 2020.

Respondents were asked whether employees have been able to produce high quality work in the last three years. The findings indicated that majority of the respondents 13 of them 26 percent strongly disagreed, 9 of them 18 percent disagreed, 5 of them 10 percent were not sure, 12 of them 24 percent agreed, 11 of them 22 percent strongly agreed. However, the majority being of agreement implies that the performance of the staff is still lack in the past three years, though there as an equivalent response of

those agreeing, this implies that more training is still needed in the organization and also looking at the other factors they might affect organizational performance. Employees are judged by their output.

Respondents were asked as to whether training at NWSC has led to enhanced competence of staffing, only 8 of the respondents 16 percent strongly agreed, 9 of them 18 percent disagreed, 7 of them 14 percent were not sure, 19 of them 38 percent of the respondents agreed, only 7 of them 14 percent strongly agreed, however since the majority were of agreement this implies that training has resulted into provision of quality services by employees at NWSC. Well trained staff are skill full and therefore know what to do, thus they are capable of doing a good job. Good performance in any corporation is determined by the time invested in training the workers on how to accomplish their tasks and duties to ensure efficiency in the running of the corporation as a whole.

The findings as to whether trainings enables employees are able to generate new easily, the findings indicates that 16 of the respondents 32 percent strongly disagreed, 7 of them 14 percent disagreed 10 of them 20 percent were not sure, only 12 of them 24 percent agreed, 5 of the respondents 10 percent strongly agreed. Majority being of a disagreement implies that training of employees may not foster them into generation of new ideas. This is because they are trained to gain skills on already established tasks that they are meant to accomplish. When workers are trained, the orientation opens their minds to a wide range of possibilities which inspire their creativity and innovation of better, if not improved ways to accomplish tasks given. An employee is therefore motivated and inspired to share their new talents and creativity with the corporation, hence promoting excellence in performance.

Responses as to whether the employees actively explore new possibilities to complete the given tasks due to training the findings shows that only 8 of the respondents 16 percent were of the disagreement, 4 of them were as well not sure and 38 of them 76 percent agreed with the statement that employees actively explores new possibilities to complete the given tasks due to training. This is so because training helps in imparting and generation of new skills for the accomplishment of different tasks. When employees are properly trained, they pay more attention to detail by following protocol to ensure that every task is tackled appropriately to avoid mismanagement. During training, all employees are taken through every step towards accomplishment of their different tasks in order to ensure accuracy. This therefore guarantees effective performance and efficiency of the corporation.

On whether enhanced training has resulted into timely completion of tasks 6 (12%) of the respondents strongly disagreed, 4 of them disagreed, 4 of them were not sure, 22 of them 44 percent agreed and 14 of the respondents 28 percent, strongly agreed. Majority of the respondents being of agreement implies that well trained employees are efficient and effective in doing their work thus they perform their tasks as fast as possible. Employees tend to always finish their tasks in time when they are properly trained. This enables efficiency in a corporation since tasks are completed in time. It also helps in beating deadlines and meeting targets hence enabling excellence.

In conclusion the average mean was got as 3.25 interpreted as effective, thus this implies that training of employees helps in enhancing their performance

5.0 Discussion of the study findings.

5.1. Effect of coaching on employee performance in public corporations.

The study found out that coaching influences employee performance by 47.4 %) and other factors are responsible for 52.6%. Coaching enhances development of staff this is so because coaching supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. Coaching involves having the more experienced employees coach the less experienced employees (McCourt & Eldridge 2003). It is argued that coaching offers a wide range of advantages for development of the responsibility and relationship building (Torrington *et al.* 2005).

5.2. Effect of mentoring on performance of employee in public corporations.

The study found that mentoring influences employee performance by 51.9%. The majority of them were of the agreement that mentorship influences employee performance. Mentoring is an example of one to one learning. It is a delivery approach of training, where mentors are the people who have more firm specific knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise.

5.3. Effect of training workshop on employee performance in public corporations.

The study found out that training workshops influences employee performance by 88.6%. The findings indicated a positive significant relationship between training workshop and trainings. Thus training workshop helps the staff gain skills and knowledge of how to perform different tasks. This helps staff to become effective in performing their tasks hence better performance. Buckley and Caple (2000) says that training workshops and Seminars as a training and development method involves presentations by more than one person to a wide audience.

6.0 Conclusions

The study revealed that staff training and performance in NWSC was to enable employees to acquire knowledge and skills for the purposes of preparing them to perform, efficiently and effectively at their work place. Therefore, it is important for NWSC to appropriate training policies that will promote staff performance like coaching, mentorship and training workshops.

The study revealed that coaching influences employee performance as it gives opportunity for the staff to get trained by the seniors, more so mentorship is as well instrumental in improving on employee performance as it enables the seniors to mentor the young into a productive workforce. Also training workshops are a suitable opportunity to enable employees share and acquire skills and knowledge, this as well helps to improve on the performance of employees in the organization.

In conclusion, therefore, there are several factors that hinder staff training and performance in NWSC. This includes limited funds, political interference and low qualifications, however, there are also other factors that hinder employee performance other than training alone.

7.0. Recommendations

There is need for NWSC to provide capacity building to the technical staff so as to equip them with relevant skills and competencies, this will enable them to perform as expected in terms of innovation and being proactive.

NWSC should solicit for funds from agencies like Government and other Non- governmental organizations, donors, so as to overcome the challenge of limited funds, this will help the organization facilitate training workshops and mentorship programs.

NWSC should undertake routine assessment of staff minimum conditions and performance measures in order to ensure that the capacity gaps identified there from are integrated in the capacity building plans.

The organization should ensure that employees are always motivated to make them achieve the target goals and to fight out fraudulent tendencies, this will help the employees put their skills and knowledge into practice and better their performance.

Training should be extensively done, but not selecting departments and leaving others so as to ensure that all the staff acquire necessary skills. When training is done in the entire organization this helps the organization to have well trained staff in all departments and this helps to avoid lagging behind of given departments.

NWSC should consider personal and organizational factors that hinder performance after staff training such as lack of team work and motivation as this will still affect employee performance.

References

- Amin E. M. (2005). *Social Science Research, Conception, Methodology and Analysis*. Kampala: Makerere University Press.
- Armstrong. M. (2006). *A Handbook of Human Resource Management*. London: Practice Kogan Page and Philadelphia.
- Arnold and Felderman (2016). *Effects of human resource systems on manufacturing*. goal theory. *Journal of Educational Psychology*, 95(3), 604-616.
- Bogonko & Saleemi (1997). *Does training generally work?. The returns to in company training*. *Industrial and Labour Relations Review*, 54(3): 647-662.
- Bono. C. 2010. *"Experiential learning. Introducing faculty and staff to a university leadership develop program"*, *Simulation and Gaming*, Vol. 25 No.4, pp.461-75.
- Buckley, R. & Caple, J. (2000). *The theory and practice of training (4th ed.)*. London: Koga Page.
- Cosgel and Miceli (1999). *The relationship between training and organizational commitment. A study in the health care field*. *Human Resource Development Quarterly*, 12(4): 335-352.

- Edward (2005). *Conceptualizing how job involvement and organizational commitment affect Turnover and absenteeism*. The Academy Management Review, 12 (2): 288-300.
- Erikson. T. and Ortega, J. (2006). "The adoption of job rotation: testing theories", Industrial and Labour Relations Reviews, Vol. 59 No. 4, pp. 653-66. University of Aarhus, Aarhus School of Business, Department of economics.
- Gaertner and Nollen (1989). *Job-related education and training. Their impact on earnings*. Monthly Labor Review, 116(10): 21-38.
- Hackman. B, & Wageman, N. (2015). *Personnel Administration*. A point of view and method, 9th Ed. New York. McGraw Hill Book Company.
- Harrison, G. (2000). *Research in strategy, economics, and Michael Porter*", Journal of Management Studies, Vol. 3 No. 1, pp. 1-24.
- Johnson. S. (2013). Olympic medalists' perspective of the athlete-coach relationship. Psychology of Sport & Exercise, 4(4), 313-331.
- Kilburgs. D. (2011). *A unified account of cognitive impairments following frontal lobe damage*. The role of working memory in complex, organized behavior. Journal of Experimental Psychology: General, 122, 411-428.
- Lowman, R. (2015). *Constructing a literature from case studies. Promise and limitations of the method*. Consulting Psychology Journal: Practice and Research, 53(2), 119-123.
- McCourt & Eldridge (2003). *Training and turnover in the evolution of organizations*. Organization Science, 8(1): 84-96.
- Meyer and Smith (2000). *The impact of training on labor mobility: Individual and firm-level evidence from Britain*: British Journal of Industrial Relations, 38(2): 261-275.
- Mugenda O. M and Mugenda. A.G. (2003). *Research Methods, Quantitative and Qualitative Approaches*: Nairobi Kenya, African Centre for Technology Studies (ACTS),
- Mugenda, A. (2008). *Social Science research: Theory and principles*. Applied research and Training: Nairobi. Services Publishers.
- NWSC Annual Report-Mbale, 2016-2017
- NWSC Human Resource Manual (2018).
- Ortega, J. (2001). *Job rotation as a mechanism for learning*. Centre for labour market and social research. (Work paper 2000-04).
- Parker, E. (2000). *Succession planning for Senior Staff positions*. Executive Fire Officer. Research paper. Emmitsburg: MD: National Fire.
- Richard, J. (2013). *Ideas on fostering creative problem solving in executive coaching*. Consulting Psychology Journal: Practice & Research, 55(4), 249-256.
- Stern. P. (2012). *Managing Human Resources in Africa*: London: Routledge.
- Swart. E, Lincoln, J. R. & Kalleberg, A. L. (2005). Commitment, quits and work organization in Japanese and U.S. plants. *Industrial and Labor Relations Review*, 50(1): 39-59. Tiberondwa. F. (2000). *Dimensions of organizational commitment in the public sector: An empirical assessment*. Public Administration Quarterly, 18(1): 99.
- Torrington and Hall (2001). *General and specific training*. Evidence and implication. The Journal of Human Resources.
- Torrington T, Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (2005). *Meeting trainees' expectations. The influence of training fulfillment on the development of commitment, self-efficacy, and motivation*. Journal of Applied Psychology.
- Wasylyshyn's, Y. (2013). "An empirical analysis of team-building research", Group and Organization Studies, Vol. 6 pp.357-78.
- Woolley, F, (2010). *Effects of Training Framing, General Self-efficacy and Training Motivation on Trainees'*. Training Effectiveness, Emerald Group Publishers.
- Zackon, M. (2010). *Reframing human resource management in Africa a cross-cultural perspective*. International Journal of Human Resource Management 13, 7, 998-1018.