

Effect of Human Resource Development on Employee Performance in the Ministry of Public Service, Uganda.

Shamusi Nakajubi¹, Mamerito Nturanabo², Twesigye Nduhura³, Professor Wafula O John⁴

Correspondence:

¹Shamusi Nakajubi - College of Mathematics and computing, Kampala International University
Email: shamusi.nakajubi@studmc.kiu.ac.ug, Tel. No +256(0)759903129

²Mamerito Nturanabo -College of humanities and social sciences, Kampala International University

³Twesigye Nduhura, Department Business Management, College of Economics and Management Sciences, Kampala International University

⁴ Professor Magero Wafula O John, Dean, School of Business and Management Studies, Director, HRM, Kampala University

Abstract: The purpose of the study was to assess the role of human resource development on employee performance in the Ministry of Public Service. The specific objectives of the study were to establish the contribution of training on employee performance in the Ministry of Public Service, to establish the contribution of performance management on employee performance in the Ministry of Public Service and to establish the contribution of leadership development on employee performance in the Ministry of Public Service. A cross sectional study design was adopted. Both quantitative and qualitative techniques were used to analyse data collected. In this study, 122 respondents out of the targeted sample of 151 respondents participated in responding to questions in the questionnaire and interview guide. Analysis involved descriptive statistics such as frequencies and percentages, and inferential statistics such as Spearman's rank correlation coefficient, coefficient of determination and regression. Findings revealed a significant positive moderate correlation ($r_{ho} = .409, p = .000$) between training and employee performance whereby better training contributed to better employee performance and less training activity contributed to lesser employee performance. There was a significant positive moderate correlation ($r_{ho} = .582, p = .000$) between performance management and employee performance and a significant positive moderate correlation ($r_{ho} = .597, p = .000$) between leadership development and employee performance. It was concluded that human resource development measured in terms of training, performance management and leadership development had an important role in enhancing employee performance. Thus, it was recommended that these measures of human resource development have to be improved to help employees perform better at work.

Keywords: Human Resource ; Development; Employee Performance; Ministry of Public Service, Uganda ; Human Resource Development

1.1 Introduction

In the current time of intense global competition, the human resource function is considered as one of the most important factors used to enter or even manage to control the market, Byrne, (as cited in Muda & Rafiki, 2014). This plays a crucial role in maintaining the organisations' sustainability, credibility as well as creation of public trust; thus the need for human resource development. This study was an investigation on the relationship between human resource development and employee performance in the Ministry of Public Service (MoPS). In this study, human resource development was conceived as the Independent variable whereas employee performance was the dependent variable.

Human resource development originated from the massive development effort in the United States during World War II from 1940 to 1945. This development effort, underneath the "Training within Industry" project led to systematic improvement in the way work was done, training based on performance and the enhancement of workplace human relations (Dooley, 1945). It was later referred to as contemporary HRD in the 1970s (HRD & its impact on employees' satisfaction

US perspectives on HRD have dominated academic literature since 1970, where the earliest definitions of HRD can be traced back to (Swanson and Holton; 2009, Walton, 1999).

Here in Uganda, HRD has evolved over the past century. During the early colonial times, Ugandans in public offices only took part in provision of support services while the Europeans occupied the key administrative positions. Therefore, the training and education for Ugandan public servants remained backward until they began to demand for higher positions in government (Guma, 2013). It was then that there was a pursuit for higher education which was later followed towards the 1964 liberation and after. In 1986 when NRM took over, they inherited a public service that was unresponsive, demoralized, ineffective and inefficient. (Human Resource Development Policy/Training Policy and Practice in the Uganda Public Service, n.d.).

According to The Public Service Training Policy (2006), the Government of Uganda has undertaken extensive reforms over the past years to achieve an improved socio-economic status. From 1989 to 1990, Public Service Review and Re-Organisation Commission (PSRRC) carried out research to determine the weaknesses in the public service and it was found that the management of the training

function was inefficient. A number of other studies commissioned by government confirmed this and these included Training Needs Assessment 1989, Skills Gap Study 2003, Leadership and Management Needs for Top and Senior Managers Study 2004 (Human Resource Development Policy/Training Policy and Practice in the Uganda Public Service, n.d.).

In 2006, MoPS designed a training policy for government in a bid to turn the Public Service into a learning organisation, and to create a conducive environment for continuous learning. The policy also gives MoPS overall responsibility over the government training function.

Ministry of Public Service was established under the second schedule of the Public Service Act (2008) and is “mandated to develop, manage and administer human resource policies, management systems, procedures and structure for the Public Service.” It employs 248 employees across the three directorates of Research & Development, Efficiency & Quality Assurance and Human Resource Management. These directorates are further subdivided into nine departments of Public Service Inspection, Management Services, Human Resource Development, Human Resource Management, Compensation, Records & Information Technology, Monitoring & Evaluation, Information, Education & Communication and Finance & Administration.

According to Muganwa (as cited in Boonabana, 2012), the need for employee learning, training and development has been embraced as a way of enhancing competencies of government officials in Uganda to execute their obligations with effectiveness, efficiency and creativity.

Performance of officers in MoPS has been noted to be less than satisfactory (Performance Management Report for Public Service, 2007). This is manifested by the Inspection Report of Ministry of Public Service (2009) which revealed that targeted outputs weren't being met such as pensions and gratuities of retired civil servants take long to be handled. In a bid to better manage the training function and change how civil servants are trained, the Ministry of Public Service Training Policy was developed in 2006 to encourage effective use of funds spent on development and training.

The study consequently sought to envisage the role of human resource development on employee performance, discover the shortfalls in the Ministry of Public Service and make recommendations where need be.

2.0 Literature Review

Theoretical Review

This section makes a critical review of the major theoretical underlings of this study. The study used principles from the Human Capital Theory by Smith (1977) and the Resource Based Theory by Barney (1991). According to Smith (1776) re-invigorated by Schultz (1961), the Human Capital theory proposes that training and education are an investment in humans and the underlying belief is that when people are educated, assets are created in the form of skills and knowledge hence increasing the workers' productivity. Schultz (1961) argued that skilled human resource is an outcome of investment in people or staff development programs through suitable on-the-job training both outside and within the organisation such as conferences, workshops and seminars.

Becker (1993) also agrees with the Human Capital Theory and he goes on to explain the necessity and importance of formal education in improving the productivity of the workforce. He argued that the knowledge and education acquired improves the productivity and efficiency of employees through an increased level of cognitive stock of the economically productive human ability resulting from investment in individuals and innate abilities. Becker's notions play a significant role in contemporary employee development, as the human capital theory enhances the view that an employee's skills and knowledge can be advanced by investing in training or education, which is, learning.

Oliveira & Holland (cited in Chartered Institute of Personnel and Development [CIPD], 2017) however contend that Becker neglects any training or education that does not necessitate financial inputs and is not formally structured. That is, Becker highly emphasizes investments in formal and ignores the contribution of informal learning or informal training. Essentially, informal learning is learning from hands on experience.

Although all these views combined agree that education and skills development without doubt lead to human resource development and productivity, the researcher has found that these philosophers overlook the instances where HRD subsequently did not lead to productivity and improved performance as observed in the context of MoPS (Human Resource Development Policy/Training Policy and Practice in the Uganda Public Service, n.d.).

The theories were relevant to the study since employees' work performance was seen to be determined through investment in human resource development. Therefore, it was used to describe how best management could use HRD to realize staff performance as an end.

Training and Employee Performance

Training and development which has been debated to be an important function fall under the human resource development component of human resource management (Weil & Woodall, 2005). This section of the study looked at literature on training as a whole in relation to employee performance. According to the Uganda Public Service Standing Orders (2010), short-term training means a course including a workshop, seminar, study tour, symposium, or practical attachment lasting three months or less while long term training means a course including practical attachments or study tours lasting more than three months.

In a study on effects of training on employee performance in telecommunication companies operating in Uganda (Nassazi, 2013), results indicated that employees need continuous development and training programs to stay up to date with not only their skills but company developments as well such as customer related and technological developments so as to have continuous performance improvement. This agrees with the findings of this study as it showed that employees at MoPS require constant training through workshops, seminars and long term courses.

Furthermore, in an ad-hoc expert meeting by (United Nations Economic Commission for Africa (UNECA, 2003), it was reported that the framework for reshaping attitudes of government officials should take into consideration staff training. Traditionally, training programmes have had a skills-based focus, but with the recent focus on a customer-oriented civil service, an attitudinal-focused training is required.

Performance Management and Employee Performance

Performance management in this study was viewed in terms of goal setting and feedback as it focuses on employees' learning of on-job related tasks to get better at current work processes to positively improve an individual employee's performance. Goal setting, being the first step in the performance process should generally take place annually, semi-annually, or quarterly depending on the frequency of the performance cycle. It is during goal setting that the employee is to create his individual goals (Gilley, Gilley, Quatro & Dixo, 2009). During this process, the manager works together with the employee to make out prospective development and performance goals for the employee so that they are appropriately chosen, parallel to the business goals and strategy, and clearly documented for later review. This planning phase should be a collaborative effort involving both managers and employees for its success.

Kalyanasundaram (2013) asserts that when performance targets are set clearly and communicated to staff, they tend to work towards these targets as this gives them more job satisfaction compared to individuals carrying out routine tasks. He also asserts that employees who take part in goal setting with their supervisors will have a sense of purpose as they directly view how their work as individuals in an organisation contributes towards achieving organisational objectives.

Leadership Development and Employee Performance

Leadership development in the study was viewed in terms of leadership courses and mentoring as this equips managers with the knowledge, skills and abilities to enhance performance in the workplace. A report by research firm, Bersin & Associates stated that "leadership development is not just about developing leaders but forming a culture of accountability and performance as leadership development creates a magnet for high performance and nurtures a high performing organisation" (Centre for Creative Leadership [CCL], 2015). This section reviews literature of each of the above concepts in relation to employee performance.

Anderson (2013) explains that leadership training does not work because becoming a better leader or manager requires one to have the zeal to want to learn, then acquiring new behaviours and putting them into practice as opposed to what actually takes place. She further stated that most leadership trainings look at what ought to be done and discussion and; case studies on how it's supposed to be done. However, managers need to have the chance to practice the learned behaviour in a low risk situation for leadership trainings to be effective.

Employee Performance

Employee performance is regarded as a perception by a manager or an employee of an employee's better morale, productivity and output. In this study, performance indicators were viewed in terms of timely accomplishment of tasks, reports being submitted in time, timely processing of deliverables and attendance to duty.

Employee performance deals with the "accomplishment of tasks which are given by management, timely reporting, attendance to duty and timely processing of deliverables. The indication of employee performance being used as a dependent variable is largely used in industrial and organisational psychology" (Kahya, 2009). Therefore, there is need for organisations, MoPS in particular to put emphasis on the aspects that increase the output of the employee because it is a significant component for organizational performance. (Abbas & Yaqoob, 2009).

3.0 Methodology

Research Design

To realise the objectives of this study, a cross-sectional study design was adopted as it is best suited to studies that aim at discovering the prevalence of a situation or phenomenon, by taking a cross-section of the population which the study did (Kumar, 2011). It was suitable in attaining a general "picture" as it stood at the time of the study. According to Creswell 2013, this research design "takes a cross-section of the population at one time and gives a numeric/quantitative description of the opinions and attitudes of a population by studying a sample of the population; as well as collecting data from various sources at one point in time."

Both quantitative and qualitative techniques were used to analyse data collected. The quantitative data was used to obtain data that can be expressed in numeral which were statistically manipulated to explain the findings. The qualitative data on the other hand used

to get textual data for in-depth explanation of the findings. The decision to collect data with different methods was founded on the idea of triangulation which creates an in depth perspective of the topic of study and to increase validity of research findings (Mathison, 1988).

Study Population

The study was conducted in the Ministry of Public Service. The study population was 248 civil servants across the 9 departments at MoPS. Because of costs, time and additional restraints, the researcher used a sample of the population in the study.

Sample size and Selection

Of the target population of 248, the sample size was calculated by use of Taro Yamane’s formula. Taro Yamane (1967) offers a basic formula to compute sample sizes.

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

Where n is sample size, N is population size and e is level of precision, sampling error of 0.05 and with a confidence level of 95%. Therefore, using Taro Yamane’s formula, a sample size of 151 was taken on for the study.

Table 1

Sample Size

Category	Study population	Sample size	Sampling technique
Top management	28	17	Purposive sampling
Technical staff	134	82	Simple random sampling
Support staff	86	52	Simple random sampling
Total	248	151	

Source: *Data from the field*

Sampling Techniques and Procedure

Both probability and non-probability sampling methods were used. The study adopted a simple random sampling method to select technical and support from the 9 departments in order to ensure representativeness and because it avoids biasness (Amin, 2005). In selecting top management, purposive sampling was used where all heads of departments were required to participate. According to Tongo (2007), purposive sampling is a key tool for selection of informants, as they possess the relevant information regarding the study.

Data collection Methods

A triangulation of methods was used to gather qualitative and quantitative data as triangulation creates an in-depth comprehension of the phenomenon and increase the validity of research findings (Mathison, 1988). These included questionnaire survey and interviews.

Data Collection Instruments

Questionnaire.

The questionnaire is a carefully designed instrument used to collect data in accordance with the provisions of the hypotheses and research questions (Amin, 2005). A self-administered questionnaire with a standard structure was used to gauge the human resource development programs namely training, performance management and leadership development and their impact on employee performance dimensions namely timely accomplishment of tasks, reports submitted in time, timely processing of deliverables and attendance to duty.

Interview Guide.

This is an oral questionnaire where direct verbal interactions with the respondent are used to gather data (Amin, 2005). The interview guide had a set of open ended questions to ask questions basing on the objectives of the study to obtain relevant responses. It was used with senior level officers specifically to find out why employee performance remains poor despite the presence of the prevailing human resource development initiatives in place and how it can be improved.

Documentary review checklist.

These are lists of documents that the study has consulted to get relevant data for the study. It has aided in the verification of facts especially during data collection (Amin, 2005). A documentary review checklist listed all the existing sources of literature that the researcher reviewed with the intention of collecting independently verifiable data.

Quality Control

1. Validity.

The study applied face and content validity due to its main advantage- it is easy to apply. Face and content validity is the judgement that an instrument is measuring what it is supposed to be measuring on the logical link between the objectives and questions of the study (Kumar, 2011).

2. Reliability.

According to Mugenda and Mugenda (2003), "reliability refers to the measure of the degree to which instruments yield consistent results after repeated trials." Cronbach's alpha (α) was conducted to estimate the internal consistency reliability for the sample in this study using the following formula.

$$\alpha = \frac{K\bar{r}}{1+(K-1)\bar{r}}$$
 Where K is number of variables; \bar{r} is the average correlation

Cronbach's alpha is a "coefficient that shows how well the items in a set are positively correlated to one another; the closer it is to one, the higher the internal consistency reliability" (Mugenda & Mugenda, 2003). The reliability for the importance and satisfaction scales was determined using Statistical Package for Social Scientists (SPSS) software.

Data Analysis

1. Quantitative data analysis.

Quantitative data analysis in this study followed Kumar's (2011) data processing steps. It was edited with the view of checking for completeness and accuracy during collection. Then data was coded and entered into the computer using the SPSS program. This was done to create descriptive statistics such as percentages and frequencies for data analysis. In addition, quantitative data was used to test the hypotheses of this study and the statistics computed included Spearman's rank correlation coefficient and coefficient of determination which were used to determine the contribution of training, performance management and leadership development on employee performance. Spearman's rank is used to summarise the direction and strength (positive or negative) of a relationship between any two variables.

2. Qualitative data analysis.

In qualitative data analysis, the researcher used the thematic analysis to identify, analyse and report patterns within the data (Kumar, 2011). The researcher went through the data for familiarity, then generated initial codes, searched for themes and then these themes were reviewed and defined.

Ethical Considerations

"Ethics is a moral philosophy which deals with one's conduct and serves as a guide to one's behaviour" (Mugenda & Mugenda, 2003). This study took into account the following ethical issues; to avoid plagiarism and fraud, the researcher acknowledged all the work of other scholars used in relation to this study and also used the anti-plagiarism turn it in software to ensure originality. The study respected the respondents by seeking informed consent and further ensuring their information provided was kept confidential through coding of data. To avoid any biasness, the research was undertaken outside the researcher's workplace for an outsider's perspective. The researcher also gave a correct and an unbiased report as "reporting findings in a way that deviates or slants them to serve one's own interests is unethical" (Kumar, 2011).

4.0. PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

Response Rate

Response rates are used in research to determine the quality of results got from the field (Biemer & Lyberg, 2003). They help in determining how successfully respondents' responses are representative of the population they were drawn from in a given study expressed as a ratio (percentage) of respondents that actually participated in the study to the targeted sample of respondents. A high response rate indicates that research results are representative of the population from which the sample of respondents was selected. In this study, 134 respondents out the targeted sample of 151 respondents participated in responding to questions in the questionnaire and interview guide as shown in Table below.

Table ; Response Rates

	Targeted sample size	Actual sample size	Response rate
Top management	17	12	70.6
Technical staff	82	74	90.2
Support staff	52	48	92.3
Total	151	134	88.7

Source: Data from the field

Thus, the response rate was 88.7%. This response rate was good given that it was above the recommended 67% (Amin, 2005) and thus the results were acceptable. Because of this, the findings were taken to have been illustrative of what would have been got from the population.

4.4.1 Descriptive results about training.

Two dimensions (that is short-term training and long-term training) were used to measure training. Employees responded to five items about these dimensions indicating their agreement using a five-point Likert scale. Findings are presented in Table below.

Table ; Findings about Training at MoPS

Items about training	SD	D	NC	A	SA	Total
1. I am aware of the available training activities	15 (12%)	12 (10%)	6 (5%)	51 (42%)	38 (31%)	122 (100%)
2. Learning occurs with mainly short term trainings	11 (9%)	27 (22%)	27 (22%)	43 (35%)	14 (11%)	122 (100%)
3. I attend at least five short term trainings in a year	62 (51%)	40 (33%)	10 (8%)	2 (2%)	8 (7%)	122 (100%)
4. Learning occurs with mainly long term training	29 (24%)	30 (25%)	28 (23%)	23 (19%)	12 (10%)	122 (100%)
5. I have attended at least one long term training since joining MoPS	61 (50%)	16 (13%)	17 (14%)	11 (9%)	17 (14%)	122 (100%)

Source: Primary data

Note. SD = Strongly Disagree, D = Disagree, NC = Non-committal, A = Agree, SA = Strongly Agree

In order to summarize the descriptive statistics as well as to make sense of them, the proportion of employees who responded negatively to the items (those who strongly disagreed and those who disagreed) were compared to those who were non-committal and those who responded positively to the items (those who strongly agreed and those who agreed). Thus, three categories were compared in order analyse the findings from which interpretation was then drawn as shown in the following paragraph.

Item 1 in the Table was general in that it applied to both short and long term training. Thus, it was analysed separately as follows. It is shown that more employees (73%) responded positively to this item 1 about training compared to those who were non-committal (5%) and those who responded negatively (22%). Thus, these findings show that more employees were aware of the available training activities. Employees who are aware of the available training activities are more likely to have an opportunity to undertake training which can improve their performance at work compared to those who are not.

Items 2 and 3 in Table were about short-term training and thus were analysed together to finding out employees' views concerning this dimension as follows. Findings show that more employees (46%) responded positively to one item about short-term training (that is item 2) compared to those who were non-committal (22%) and those who responded negatively (31%). This shows that for more employees, their learning occurred with mainly short term trainings while a reasonable proportion were non-committal or responded that it did not occur. Furthermore, findings show that more employees (84%) responded negatively to one item about short-term training (that is item 3) compared to those who were non-committal (8%) and those who responded positively (9%). This shows that more employees did not attended at least five short term trainings in a year while a very small proportion were non-committal or responded that they did. Basing on these findings, it is argued that there would be poor employee performance were employees their learning did not occurred with short term trainings and they did not attended at least five short term trainings in a year.

In addition, Items 4 and 5 in the Table were about long-term training and thus were analysed together to finding out employees' views concerning this dimension as follows. Findings show that more employees responded positively to the two items about short-term training compared to those who were non-committal and those who responded negatively. For example, the proportion of those that responded negatively ranged from 49% to 63% while those that were non-committal ranged from 14% to 23% and those that responded positively ranged from 23% to 29%. This shows that more employees were of the view that their learning did not occur with mainly long term training and that they had not attended at least one long term training since joining MoPS. Thus, in terms of long-term training, most employees' performance would be compromised under the prevailing circumstances.

Interview study findings shade more light about training. For example, interviews revealed the following. Top management official A revealed that the methods used for training were mainly workshops. "Because it is the easiest way. However, training people should be more than workshops; they are not very effective as people do not tend to take them very seriously." (*Top management official A, personal communication, September 22, 2017*).

4.4.2 Descriptive results about employee performance.

Employees responded to nine items about employee performance by indicating their agreement using a five-point Likert scale. Findings are presented in Table below.

Table ; *Findings about Employee Performance*

Items about employee performance	SD	D	NC	A	SA	Total
1. I know what is expected of me in my job	0 (0%)	1 (1%)	8 (7%)	50 (41%)	63 (52%)	122 (100%)
2. My performance goals are specific	2 (2%)	4 (3%)	25 (20%)	49 (40%)	42 (34%)	122 (100%)
3. Activity reports are always submitted in time	5 (4%)	4 (3%)	25 (20%)	68 (56%)	20 (16%)	122 (100%)
4. I complete my tasks on time	0 (0%)	4 (3%)	18 (15%)	58 (48%)	42 (34%)	122 (100%)
5. I sometimes need more time to accomplish my tasks	8 (7%)	29 (24%)	10 (8%)	52 (43%)	23 (19%)	122 (100%)
6. Time management & absenteeism are effectively monitored	2 (2%)	5 (4%)	30 (25%)	48 (39%)	37 (30%)	122 (100%)
7. My supervisor is satisfied with my work output	0 (0%)	0 (0%)	22 (18%)	67 (55%)	33 (27%)	122 (100%)
8. Poor performance is effectively addressed in MoPS	7 (6%)	17 (14%)	38 (31%)	46 (38%)	14 (11%)	122 (100%)
9. Those who do not meet targets are helped to improve	8 (7%)	25 (20%)	29 (24%)	44 (36%)	16 (13%)	122 (100%)

Source: *Primary data*

Note. SD = Strongly disagree, D = Disagree, NC = Non-committal, A = Agree and SA = Strongly agree

Table above shows that more employees responded positively the all items about employee performance (that is items 1 to 9) compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 0% to 31% while those that were non-committal ranged from 7% to 31% and those that responded positively ranged from 49% to 93%. Thus, findings show that more employees were of the view that they knew what was expected of me in my job, their performance goals were specific, activity reports were always submitted in time, they completed their tasks on time and they sometimes needed more time to accomplish my tasks. In addition, more employees were of the view that time management and absenteeism were effectively monitored, their supervisor was satisfied with their work output, poor performance was effectively addressed in MoPS and those who did not meet targets were helped to improve.

4.5.1 Descriptive results about performance management.

Two dimensions (that is goal setting and performance feedback) were used to measure performance management. Employees responded to nine items about these dimensions indicating their agreement using a five-point Likert scale. Findings are presented in Table below.

Table : *Findings about Performance Management*

Items about performance management	SD	D	NC	A	SA	Total
1. I regularly receive useful and constructive feedback	10 (8%)	17 (14%)	22 (18%)	50 (41%)	23 (19%)	122 (100%)
2. Most of the feedback encourages me to learn from my mistakes	3 (2%)	12 (10%)	21 (17%)	51 (42%)	35 (29%)	122 (100%)
3. Most of the feedback demoralizes me	25 (20%)	49 (40%)	28 (23%)	14 (11%)	6 (5%)	122 (100%)
4. Feedback is mostly verbal	16 (13%)	18 (15%)	20 (16%)	43 (35%)	25 (20%)	122 (100%)
5. Feedback is mostly written	22 (18%)	26 (21%)	42 (34%)	23 (19%)	9 (7%)	122 (100%)

6. I set performance targets with my supervisor	6 (5%)	10 (8%)	20 (16%)	55 (45%)	31 (25%)	122 (100%)
7. Setting goals enables me to perform better	4 (3%)	5 (4%)	12 (10%)	53 (43%)	48 (39%)	122 (100%)
8. Set goals are reviewed at the end of the review period	4 (3%)	12 (10%)	22 (18%)	55 (45%)	29 (24%)	122 (100%)
9. Goal setting creates a principle of entrepreneurship in my performance	16 (13%)	8 (7%)	30 (25%)	42 (34%)	26 (21%)	122 (100%)

Source: Primary data

Note. SD = Strongly disagree, D = Disagree, NC = Non-committal, A = Agree and SA = Strongly agree

Items 1 to 5 in the Table above were about performance feedback. Findings show that more employees responded positively to three items about performance feedback (that is items 1, 2 and 4) compared to those who responded positively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 12% to 28% while those that were non-committal ranged from 16% to 18% and those that responded positively ranged from 55% to 71%.

Therefore, findings demonstrate that more employees were of the view that they regularly received useful and constructive feedback, most of the feedback encouraged them to learn from their mistakes and feedback was mostly verbal. On the other hand, show that fewer employees responded positively to four items about performance feedback (that is items 3 and 5) compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 39% to 60% while those that were non-committal ranged from 23% to 34% and those that responded positively ranged from 16% to 26%. Therefore, findings demonstrate that more were of the view most of the feedback did not demoralize them and feedback was not mostly written.

Items 6 to 9 in the Table above were about goal setting. Findings show that more employees responded positively to all items about goal setting compared to those who responded positively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 7% to 20% while those that were non-committal ranged from 10% to 25% and those that responded positively ranged from 55% to 82%. Thus, findings show that more employees were of the view that they set performance targets with their supervisor, setting goals enabled them to perform better, set goals were reviewed at the end of the review period and goal setting created a principle of entrepreneurship in their performance.

Interview findings got from top management officials about performance management were in support of the findings got using the questionnaire. For instance, all top management officials revealed that they always gave feedback and that performance goals are set with their subordinates. Top management official

4.6 Contribution of Leadership Development on Employee Performance

The following are descriptive results relating to leadership development presented, analysed and interpreted in this section before testing the third hypothesis. The following subsection presents the findings.

4.6.1 Descriptive results about leadership development.

Two dimensions (that is leadership courses and mentoring) were used to measure leadership development. Employees responded to 11 items about these dimensions indicating their agreement using a five-point Likert scale. Findings are presented in Table below.

Table : Findings about Leadership Development

Items about leadership development	SD	D	NC	A	SA	Total
1. MoPS offers an excellent leadership development program	10 (8%)	6 (5%)	21 (17%)	50 (41%)	35 (29%)	122 (100%)
2. Managers attend appropriate leadership courses to enhance their skills	0 (0%)	6 (5%)	30 (25%)	54 (44%)	32 (26%)	122 (100%)
3. MoPS displays equality in selection for leadership courses	8 (7%)	18 (15%)	32 (26%)	51 (42%)	13 (11%)	122 (100%)
4. Leadership development courses offered enable managers to lead more effectively	3 (2%)	9 (7%)	25 (20%)	58 (48%)	27 (22%)	122 (100%)
5. My manager encourages and supports my development	12 (10%)	12 (10%)	22 (18%)	54 (44%)	22 (18%)	122 (100%)
6. Mentoring enables me to advance in my job	0 (0%)	11 (9%)	16 (13%)	60 (49%)	35 (29%)	122 (100%)
7. My supervisor mentors me effectively	9 (7%)	12 (10%)	25 (20%)	48 (39%)	28 (23%)	122 (100%)
8. My supervisor shares his/her personal experiences with me	17 (14%)	13 (11%)	28 (23%)	37 (30%)	27 (22%)	122 (100%)

9. My supervisor takes personal interest in helping me to get ahead at my job	12 (10%)	13 (11%)	29 (24%)	41 (34%)	27 (22%)	122 (100%)
10. My supervisor demonstrates a high level of professionalism & integrity	10 (8%)	13 (11%)	18 (15%)	34 (28%)	47 (39%)	122 (100%)
11. Future leaders are developed from within the organisation	17 (14%)	20 (16%)	25 (20%)	34 (28%)	26 (21%)	122 (100%)

Source: Primary data

Note. SD = Strongly disagree, D = Disagree, NC = Non-committal, A = Agree and SA = Strongly agree

Items 1 to 4 in the Table above were about leadership courses. Findings show that more employees responded positively to all items about leadership courses compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 5% to 22% while those that were non-committal ranged from 17% to 26% and those that responded positively ranged from 53% to 70%. Thus, findings show that more employees were of the view that MoPS offered an excellent leadership development program, managers attended appropriate leadership courses to enhance their skills, MoPS displayed equality in selection for leadership courses and leadership development courses offered enabled managers to lead more effectively.

Items 5 to 11 in the Table above were about mentoring. Findings show that more employees responded positively to all items about mentoring compared to those who responded negatively and were non-committal as shown by the following statistics. The proportion of those that responded negatively ranged from 9% to 30% while those that were non-committal ranged from 13% to 24% and those that responded positively ranged from 49% to 78%. Thus, findings show that more employees were of the view that their manager encouraged and supports their development, mentoring enabled them to advance in their job and that their supervisor mentored them effectively and shared their personal experiences with them. In addition, more employees were of the view that their supervisor took personal interest in helping them to get ahead at their job and demonstrated a high level of professionalism and integrity and that future leaders were developed from within the organisation.

Interview findings about leadership development supplemented the findings obtained using questionnaires. For example, top management official A revealed that opportunities were available to management to develop like international certified trainings which improve subordinates' performance in the long run but in the case of mentoring, A said it was a slow process (*Top management official A, personal communication, September 22, 2017*). Top management official B said the opportunities included leadership training courses and promotions which give their subordinates room for career growth. B acknowledged her participation in mentoring employees as it helped with growth, development and learning new skills, thus improved performance (*Top management official A, personal communication, September 22, 2017*). Top management official C mentioned that career development was used to help managers develop so as to create effective knowledge transfer and ensure experienced talent is preserved (*Top management official A, personal communication, September 26, 2017*).

The previous results focused on leadership development separately without performing a statistical test to determine if the leadership development significantly affected employee performance.

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Discussion of Findings

5.1.1 Influence of training on employee performance.

The significant positive influence of training on employee performance in MoPS established in this study is supported by Wright and Geroy (cited in Elnaga & Imran, 2013) who explained that employee competencies are seen to change through training programs as it improves the skills, attitude and knowledge of workers and also increases the general output of the staff to perform effectively both the current and future job, thus leading to greater firm performance.

The findings of this study are in line with the human capital theory that supports the notion that skilled human resource is an outcome of investment in people or staff development programs through suitable on-the-job training both outside and within the organisation (Schultz, 1961). In particular, this study established training programs used in MoPS as workshops, long term courses, lecture method, short training courses and refresher training programs for skills enhancement.

Given that training helps employees improve their competencies Wright and Geroy (cited in Elnaga & Imran, 2013), then this may explain why it positively affected employee performance in this study. It therefore increases the general ability of the employees to efficiently execute their work roles by enhancing their knowledge, skills and attitudes of the workers. Training has been proved to "generate performance through the development of employee knowledge, skills, ability, competencies and behaviour" (Appiah, 2010).

Training helps an organisation to escalate employee productivity and increase actual performance. Ameerq-ul-Ameerq & Furqan Hanif (2013) asserted that employees who are exposed to training "have a higher chance of acquiring more new knowledge and skills, as well as competence." Therefore, these employees tend to perform job tasks more effectively and with better quality. However the

study found that the majority of staff (56) undertake 1-3 trainings a year and 47 undertake no training at all. This could therefore explain the performance being less than satisfactory as reported by BMAU (2015).

Training helps organisations to address skill deficits and performance gaps to improve employee performance. According to Swart, Mann, Brown and Price (2005), organisations can bridge the performance gap by implementing training intervention that is relevant in developing particular employees' skills and abilities which leads to improved employee performance. This study found that trainings used enable employees gain unique knowledge, experience and clear understanding of job related tasks and skills.

5.1.2 Influence of performance management on employee performance.

As indicated earlier, findings of this study revealed performance management had a significant influence on employee performance in MoPS. This may be explained from literature that shows that performance management helps employees to address their performance problems given that it provides the opportunity for employees to measure the degree to which performance targets have been attained and an extra chance to measure the degree to which employees have shown behavioural employee performance (Locke & Latham, 2002).

In this study, goal setting one of the dimensions that measured performance management was found poorly handled among some employees in MoPS. Yet, performance management is supposed to involve setting targets that spell out what each employee is supposed to achieve. Goals are crucial for enhancing employee performance since they rouse employees' focus, intensity, and energy. (Gruman & Saks, 2011).

Green, Medlin and Whitten (2009), in their study that examined the relationships between workplace optimism, goal setting and individual performance established that goal setting affects employee performance. Their results showed that goal setting improved employee performance. Hence, findings of this study regarding the contribution of goal setting on employee performance were similar to Green et al.'s (2009) findings. Therefore, the researcher of this study suggests that in order to enhance employee performance, MoPS and other organisations should device a satisfactory goal setting process as it serves to inform employees of their specific duties and responsibilities.

The findings of this study indicating that better goal setting increases employee performance are supported by Anderson, Dekker and Sedatole (2010) who observed that goal setting influences the direction, amount of effort as well as the persistence of a certain action. The reason why goal setting positively affected employee performance in this study can be explained by Goller and Bessant's (2017) concept of how goal setting influences the process by which individuals indirectly develop strategies to reach a goal.

Basing on Fletcher (2001), performance management in this study had a significant influence on employees' performance because it creates a common visualisation of the aims and purpose of the organisation thus enabling an employee to better appreciate and know their part in the path to organisational success. Through interviews conducted, it was revealed that goal setting and continuous feedback guarantees that employees are focused on their duties in ways that lead to achieving organisational success. Therefore, it acts as an agent that converts employees' potential into performance by identifying and addressing problems that management should address through goal setting and performance feedback to enhance employee performance.

The findings of this study also support Stewart and Brown (2011) as he argued that people who receive frequent or immediate feedback generally attain better performance compared to those not getting any. The study found that giving feedback increased the employees' capability to perform their tasks effectively.

5.1.3 Influence of leadership development on employee performance.

The significant positive influence of leadership development on employee performance established in this study is supported by earlier academic work. For example, Gilley et al. (as cited in Mankin, 2009), assert that leadership development is crucial not only because organisational performance is depends on a manager's quality but also because managers act as the gate keepers of quality and performance improvement.

Findings from this study suggest that an operative leadership development program would be of substantial help in identifying and building leadership qualities among individuals within an organisation. In the study, the influence of leadership on employee performance was positive (direct) thus proving the significance of enhancing leaders' capability through leadership development activities.

The findings from this study also support Alexandre (2012) as he argued that mentoring, as part of a general development and training strategy can improve both individual and organisational performance. Alexandre further stated that mentoring aids the mentee's success through addressing strengths and weaknesses as well as increased confidence thus allowing a mentee to develop and learn faster through continuous exchange of information. The study found that mentoring subordinates provides an opportunity for growth, development and new learning opportunities.

The significant positive effect of leadership development on employee performance established in the study could be attributed to improved employees' skills at the operational level, tactical level, strategic level and personal level (Abbas & Yaqoob, 2009). In addition, leadership development can help employees embrace the leadership attributes that they can effectively use to accomplish their job responsibilities. Furthermore, leadership development helps organisations to transfer their organisational culture and values

to employees that is important for collective knowledge distribution within the organisation so to reach the organisational goals (Hamilton & Bean, 2005).

5.2 Conclusions

5.2.1 Contribution of training on employee performance.

The first objective of this study investigated the contribution of employee training on employee performance in MoPS. Thus, it was discovered that employee training had a moderate positive significant effect on employee performance in MoPS. This showed that employee training is of great importance to MoPS and other organisations. Thus, it is important for organisations to invest in employee training for improved performance. With the knowledge and skill to perform their duties, the employees will then be competent and this can be achieved through better employee training. It was established that short term employee training is mostly carried out in MoPS because it is cost effective and employees also acknowledged that they learn more from short term training programs. However, employees in the lower cadres received less training opportunities, while those who attend the short term workshops do not tend to take them serious and this compromised their learning and performance consequently.

5.2.2 Contribution of performance management on employee performance.

The second objective of this study examined the contribution of performance management on employee performance in MoPS. There was a moderate positive effect of performance management on employee performance in MoPS. The study concluded that effective performance management offers an employee with the chance to air out their views and get to know what is expected of them in order to not only meet their targets, but the organisational goals as well. Effective performance feedback leads to better employee performance. Feedback gives an employee the opportunity to find out the exact expectations that an employer has got. Findings however indicated shortcomings in performance management, which were in goal setting and performance feedback. These included some workers rarely getting feedback about the outcome of the performance appraisal exercise, lack of clarity about the performance management, delayed feedback and goal setting not being followed up. The empirical results of the study emphasize the importance of goal setting in improving employee performance given that there was significant effect of goal setting on employee performance. Thus, goal setting is crucial for employee performance if handled well in organisations. It has been shown in this study that setting goals motivates employee productive work behaviour.

5.2.3 Contribution of leadership development on employee performance.

The third objective of the study examined the contribution of performance management on employee performance in MoPS. Findings revealed a moderate strong positive effect. Resulting from the study, it may be resolved that leadership training is essential for managers to be able to lead from a knowledgeable point of view so as to generate knowledge transfer in the service for improved employee performance.

It can also be concluded that mentoring of subordinates is essential for their growth and to also enable them learn new skills for improved performance and meet performance standards defined by MoPS.

5.3 Recommendations

5.3.1 Contribution of training on employee performance.

The study recommends that employee training should be improved to enhance employee performance. Improvement in employee training can be achieved through increasing awareness among employees of the available training activities, ensuring that learning occurs during short-term and long-term trainings by designing the training with a well-defined strategy that facilitates it achieved through a thorough training needs analysis. Relevant training programs should also be designed for staff in the lower cadres to cater for their performance gaps. However, when improving training at MoPS priority should be on short-term training as it more significantly affected employee performance compared long-term training.

5.3.2 Contribution of performance management on employee performance.

It is recommended that the performance management should be heightened so as to improve employee performance. Goal setting and performance feedback should be focused on the contributions of the employees to meet set objectives. For every opportunity possible, the manager should formally discuss the performance of a subordinate to ensure targets are being met and feedback should be provided to enhance work performance. However, priority should be given to goal setting as it significantly affected employee performance more compared to giving performance feedback.

5.3.3 Contribution of leadership development on employee performance.

This study recommends that leadership development should be improved to enhance employee performance at MoPS through the following ways; Priority in improving leadership development at MoPS should be on mentoring as it significantly affected employee

performance more in comparison to leadership courses. The study also recommends that the management in MoPS should develop solid mentoring structures in which all employees joining MoPS are attached to a mentor within the ministry. The mentor should be someone that the mentee is able to communicate to at a personal level to ensure a close relationship to promote skills and knowledge transfer as well as contributing to constructive advice and guidance from the mentor. The researcher recommends that to ensure that the program is beneficial; both parties should allocate sufficient time for advancement of the relationship targets.

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