

Relationship between Career Development Programmes and Employee Performance in Local Governments of Uganda: A Case of Kanungu District

Shadrack Natamba¹, Twesigye Nduhura², Toriola Funke Christiana³, Baker Ainebyona Wilcky⁴

Correspondence:

¹ Shadrack Natamba –Department of Development Studies, Faculty of Arts and Social Sciences, Kyambogo University, Email:snatamba@kyu.ac.ug Tel No.+256782- 843010

² Twesigye Nduhura - College of Economics and Management , Kampala International University, Email: twesigye.nduhura@kiu.ac.ug , Tel . No :+256786388199

³ Toriola Funke Christiana - College of Education, Open and Distance Learning, Kampala International University, Email: funkeseinde@gmail.com, Tel; +256773156449

⁴ Baker Ainebyona Wilcky - College of Economics and Management ,Kampala International University

Abstract: *The study established the relationship between career development programs and employee performance in Local Governments in Kanungu District Local Government. The study established the relationship between staff training and employee performance in Kanungu District Local government; determined the relationship between career advancement and employee performance in Kanungu District Local government and; determined the relationship between career planning and employee performance in Kanungu District Local Government. The study espoused a cross sectional research design. The study used a sample of 175 respondents who were both purposively and randomly selected. Data collection in this study was done using questionnaires and interviews. Findings of the study revealed a positive but statistically significant relationship between staff training and employee performance. The Pearson correlation revealed a positive but statistically significant relationship between career advancement and employee performance meaning that career advancement based on competencies of members of staff, provision of scholarship to upgrade their knowledge and skills, having career progression plan guided on equity and merit and career progression guidelines which stipulates conditions for promotion are likely to bring about better employee performance geared towards timely achievement of Town Council targets. The findings indicated a Pearson correlation which showed a positive but statistically significant relationship between career planning prospects and employee performance meaning that having personal career plan, providing career advisory services, having career development plan and internal and external programs that develop members of staff as well as self- assessment tools would result into better employee performance. The study concluded that staff training, career advancement had positive significant relationship with employee performance in Kanungu District Local Government. The study concludes that career planning has a positive significant influence on employees' performance. The study recommended that Town Councils understudy should regularly assess the training needs of staff before undertaking any training. To improve the performance of members of staff in Town Councils, career advancement should be based on competencies of members of staff, equity and merit and more scholarships should be awarded to members of staff to enable them advance career-wise.*

Keywords: Career Development ; Programmes; Employee Performance; Local Governments ; Uganda ; Kanungu District ; Career Development Programmes

1.0 Introduction

Career development programmes are systematic planning methods used to link employee career objectives with the corporate career needs of an organization. They entail activities undertaken by the employees themselves and the organization to achieve career objectives and job requirements. Career development programmes are a key strategic consideration for all organizations regardless of size, sector, market or profile. Organizations which aspire to be successful in today's extremely competitive markets need employees with the right competences to assist in achieving a competitive edge in the industries.

Employee performance is the record of outcomes achieved for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved and performance could be measured by using a variety of parameters which describe an employee's pattern of performance over time. Employee performance is also the art to complete tasks within the defined boundaries.

1.1 Background of the study

1.1.1 Historical Perspective

Globally, career development has evolved to its second century as a professional field which has developed a vast theoretical framework that guides its practice in the modern global economy (Hartung, 2012). Similarly, career development has internationalized with increasing importance attached to the role of manpower in the global economy. Previous studies (Cartwright, 2015; Dowlings & Festing, 2016) affirm that globalization has forced many employees, especially in the developed countries, to improve their competences so as to perform international assignments.

During the early 1950s, General Electric started the Institute of Crotonville career development while Walt Disney established Disney University for staff training (Gerbman, 2009). This trend was followed by McDonald establishing the Hamburger University to train managers in the early 1960s (Garger, 2008). In the early 1970s, career development and planning efforts focused on employees who seemed to have great potential. It was a method for companies to nurture young workers for senior managerial positions and plan for their future. In 1987, African countries made a critical turning point in employee development due to the stock market crash. Nations embarked on a wide-ranging programme of public sector reforms which encouraged employees to do staff training, career advancement and career planning with the aid of international institutions (Gerbman, 2009).

In Asian countries like China, Japan, India, Vietnam, Bangladesh, Malaysia, Indonesia and Hong Kong, an ever rapidly changing local government environment therefore, demanded for a lifelong learning as an essential coping strategy for employee performance. Local government environments change from time to time which calls for career development of government employees in skills and capabilities to improve on their performance, growth and the ability to adapt to the rapidly changing social and economic environments for the government to remain competitive (Adams, 2003).

In European countries like the United Kingdom, France, Germany, Italy, Netherlands, Denmark and Sweden, next to schooling is human capital accumulation after entry into the labour market which is considered key to social and economic performance at both the micro and the macro level. The development of the desired knowledge, skills and abilities of government employees to perform well on the job, requires effective career development programmes that may also effect employee motivation and commitment (Amin, 2005).

In the United States of America, scholars like Elnaga and Imra (2013) further argue that in order for the government to prepare its workers to perform as desired, it provides career development such as training, career advancement and career planning so as to optimize their employees' potentiality. Furthermore, Elnaga and Imra (2013) state that most of the governments apply long-term planning, invest in building new skills in their workforce and enable them to cope with the uncertain conditions that they may face in future, thus improving government employee performance through superior level of motivation and commitment.

Employers in Africa have realized the need to obtain good results from employees through firm career development practices (Mwanje, 2010). Further, African countries have seen the need to learn and embrace career development programmes applied by developed countries to enable them ascend to middle-income country levels. However, Omotayo (2014) notes that application of career development programmes of developed countries has failed in African countries. This has been blamed on some retrogressive African cultures such as glass ceilings for the career development of women in organizations. In addition, Bombuwela and De Alwis (2013) argue that the public sector in African countries is still struggling with massive corruption which has been blamed for lack of transparency in employment and ineffective career development practices. Peter (2014) affirms that employees in Tanzania's public sector have experienced delayed promotions which have led to massive grievances, absenteeism and staff turnover.

In East African countries like Tanzania, Kenya and Uganda, government employee career development may be seen as employees' willingness and ability to help their governments succeed, largely by providing discretionary effort on a sustainable basis and may be effected by many factors which involve both emotional and rational factors relating to work and the overall work experience (Banda, 2004).

In Uganda, career development of public servants' dates way back to the era of colonialism which started effectively in 1900 whereby public servants were foreigners to Africa, representing colonial countries (Olum, 2011). The public service which took over from the regime of colonialists was small and had limited objectives of ensuring good governance, order and law. After independence in 1962, its structure and functions changed to creating the public service that is able to deliver quality, appropriate and timely services, facilitates growth of a wealth-creating private sector and supports national development.

Kanungu District existed as one of the counties of the former Kigezi District (then called Kinkiizi County). In 1974, when

Rukungiri District was created, it was incorporated as part of its administrative structure. In July 2001, it achieved district status, and comprises 13 sub- counties and 4 town councils: Kanungu, Butogota, Kambuga and Kihihi town councils with 53 parishes and 16 wards and 514 villages.

In Kanungu District, each time employees are recruited in town councils, they undergo career development programmes through staff training, career advancement and career planning in order to acquire more knowledge regarding performance. Members of staff undertake short courses, trainings, workshops, seminars and conferences while others are assigned mentors and coaches to acquire knowledge aimed at improving performance (Kanungu District Local Government, 2015).

1.1.2 Theoretical Perspective

The study was based on reinforcement theory propounded by Smith and Ragan (2005). Under the reinforcement theory, learning occurs when learners display the desired reinforcement of an association between a particular response and stimulus. They further state that there has to be reinforcement of learning so as to improve employee performance. This can be in form of feedback where trainees are provided with responses about their progress and achievements during training. Reinforcement theory suggests that for employees to acquire knowledge, skills and modification of attitudes, the trainer needs to identify what outcomes the learner finds positive or negative.

When employees are able to perform a certain task with the required skills, managers should motivate them to ensure that performance keeps on improving from one level to another. Price (2015) asserts that even when skilled employees may be aware of the implications that are invisible to the managers, they should consider employees' views and opinions important for the sustainability of the organization. However, the theory of reinforcement does not clearly elaborate factors which affect the performance of employees. In order to bridge this gap in the theory, the study was further underpinned by the Human Capital Theory by Schultz (2004).

The Human Capital Theory by Schultz (2004) postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in form of knowledge and skills which in turn increase the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff career development or investment in the existing human resource through appropriate on job training both within and outside the organization -- for example, seminars, workshops, conferences -- and by creating conducive environment through appropriate welfare, care and promotion. The theory helped to inform the study on how career development activities helped both members of staff and the organization to adjust skills and competences in order for employees to perform well.

1.1.3 Conceptual Perspective

In this study, the main concepts are employee performance as the dependent variable and career development programmes as independent variables. Each of these concepts has been conceptualized differently by different authors and they have specific application contexts in the study.

Career development programmes are motivational incentives that promote employees' retention and productivity (Musa, Ahmed & Bala, 2014). Career development comprises resolute efforts bound for evaluating an employee's competences identifying possible career advancement for that worker, developing and implementing different types of training programmes and experience to organize that individual for job enlargement and enrichment. In most businesses, it is gradually obvious that career development programmes are cost justified in the same conditions as initial programmes; meaning that each endorsement contributes to enhanced deployment of workers' overall organizational operation and development (Mapelu & Jumah, 2013).

Fieldman and Thomas (2015) define career development as a progression of exercises or the continuous procedure of building up one's vocation. The procedure involves preparing new aptitudes, moving to higher occupation obligations; roll out a profession improvement with a similar association, or beginning one's business. Career development is an effective way to foster future leaders within organization with relevant skills and experience that will be required to implement organization strategies. The concept of career development has evolved over time, with various authorities advancing varied theories on how individuals shape their careers. The programmes of career development are the processes through which employees' career goals and aspirations are nurtured to fulfilment; and at the same time aligning these career goals with the organizational needs, opportunities and goals (Schultze and Miller, 2016).

According to Mathis and Jackson (2015), employee performance is associated with quality of output and timeliness of output, presence /attendance on the job, efficiency of the work completed and effectiveness of work completed. Employee performance is normally looked at in terms of outcomes/productivity, efficiency, effectiveness and quality of work. It can, however, also be looked at in terms of behaviour (Nassazi, 2013).

Employee performance is an important building block of an organization and must be annualized by organizations. Since every organization cannot progress by depending on one or two individual efforts, it is collective effort of all members of the organization. Performance is a major multi-dimensional construct aimed at achieving results and has strong links to strategic goals of an organization (Mwita, 2016). In order to measure employee performance, this study adopted service delivery and rate of

labour retention. Employee performance in Kanungu District was measured by quality of work, quality of services delivered to the people and the efficiency in service delivery.

1.1.3 Contextual Perspective

The study focused on Kanungu District Local Government where employee performance among members of staff was still low and unsatisfactory. The district was created to ensure increased service delivery and provision of quality services to the communities; however, service delivery standards in the district are increasingly declining especially in the sectors of education, health and works (Ssempala & Jones, 2016).

Chabra (2015) postulates that career development in form of training is vital to any business for sustained development and acts as a continuous process for improving the calibre and competence of employees to meet the current and future performances. In addition, employees are valuable resources (assets) of the organization. It provides a competitive advantage at any level; individual, organizational, and societal. Furthermore, it consists of individual or employee and overall growth of the employee and when employees of the organization would develop it. The organization would flourish more and the employee performance would increase.

Kanungu town councils experienced increasingly poor performance of government employees between 2013 and 2018. There was high labour turnover, absenteeism, poor motivation and low performance as some of the features of employees' low commitment in the organizations (Aminah, 2016). Most members of staff joined other organizations, including Non-Governmental Organizations (NGOs). It is possible to assert that some employees are attracted by better benefits ranging from financial to non-financial. Quality of work, quality service delivery and efficiency of employees in Kanungu District Local Government has proven more futile despite efforts made to train members of staff, conduct career advancement and career planning. It is not known whether poor performance is due to career development programmes used in the district. It is against this background that this study was conducted to establish the relationship between career development programmes and employee performance in Kanungu District Local Government in Uganda.

2.0 Literature Review

2.1 Staff Training and Employee Performance in Local Governments

It is widely acknowledged that human beings are one of the most important resources for development in most developed countries such as Britain, Japan, China and United States of America. Therefore, given the rich natural resource potential Uganda possesses and with sufficient financial support, Uganda can also attain this economic success if the needed attention is given to the training and development of human resource. The government is already taking adequate steps through various programmes to ensure that people acquire the necessary knowledge and skills (Rhoades, 2015).

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2016), and therefore prompting these organizations to train their employees is one of the ways of preparing them to adjust and thus enhancing their performance. It is important not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology or a combination of factors of production but also increased efforts towards the development of organizational human resources. It is, therefore, every organization's responsibility to enhance job performance of employees and certainly the implementation of training and development as one of the major steps that most companies need to achieve. As is evident that employees are a crucial resource, it is important to optimize their contribution to the company aims and goals as a means of sustaining effective performance. Therefore, this calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, 2014).

The question that may arise in many instances is why human resources are important. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger 2016) and training is the only way of developing organizational intellectual property through building employees' competences. Organizations have to obtain and utilize human resources effectively. Organizations, therefore, need to design the human resource management strategies in ways that fit into the organization's structure as this will make the organizations achieve their goals and objectives. Moreover, it is also important for organizations to assist their workforce in obtaining the skills needed and thus increase commitment. The management of human resources in Africa in general and Uganda in particular is rather challenging as most organizations have difficulties finding proper human resources. This may be partly as a result of such problems as political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, diseases and famine known to prevail in the African business context (Usman, 2015).

Samuel and Chipunza (2015) in their study of four South African organizations on why long-serving staff had remained in their jobs found out that the four key factors that served to retain staff were training and development, challenging and interesting work, freedom for innovative thinking and job security. Another study on the topic ‘training the knowledge worker: a descriptive study of training practices in Irish software companies’ gives the findings of a survey of 200 employees across 39 software companies. The study collected the information on the types of training and the influence of training on knowledge retention. The end result showed that training narrates positively with the expectations of employee. The good training programmes lead to increased employee job satisfaction. Almost one-third of respondents believed that training provided by their organization did not structure in a way based on employee feedback on requirements (Thomas & Golden, 2013). The above studies show an information gap in that they were done in other South African organizations, not in local governments. Therefore, the situation was different and this prompted the researcher to carry out the study to establish how staff training affects employees’ performance in Kanungu District, focusing on its town councils.

Sultana (2015) in her study in Bangladesh on the effect of training on productivity of employees concluded that “that effective training increases the productivity of employees.” Data was collected from 1,414 employees. The study was done in Dhaka. Correlation methodology was used in the research. She concludes that the employee is the valuable resource for any organization and the success and failure depends upon performance and productivity of the employees and this study proves that training improves the productivity of the employees. From Sultana’s (2015) study, the form of employee productivity was not identified and the study was conducted in Bangladesh and not in Kanungu District, Uganda. Thus, there was a need to carry out this study on the effect of staff training on employee performance in terms of quality of work, quality service delivery and efficiency.

Mohamud (2014) suggested that “training affects the employee performance in public sector organization of Kenya.” Data was collected from 100 staff of Machakos branch. Data analysis was done through descriptive statistic. Findings showed training has a significant impact on employee performance and benefits both the individual employees and the organization at large. Ngugi (2014) pointed out that training plays a significant role in the development of competences of new as well as existing employees for effective performance. Data was collected from 800 employees of geothermal development company in Nairobi. This study shows the relationship between training and development and employee performance. Findings show that the training of employees is very important factors of both the organization and the employees because it enhances work performance, motivates employees and builds confidence in the employees. The employees should acquire knowledge and skills which will assist them in improving their performance by applying relevant courses based on the organizational objectives. The study by Mohamud (2014) did not clearly show the methodology used in carrying out this study, the data collection methods used and the sampling techniques. In addition, it was done in a public sector organization of Kenya not Uganda. Thus, the same study needed to be done in Kanungu District Local Government using purposive sampling and data collection instruments such as questionnaires and interview guide in order to fill the existing gaps.

Onyango (2016) studied the influence of training and development on employee performance at Medete Tea Factory, Kenya. Descriptive survey method was used and data was collected through random sampling method. Findings conclude that if Medete tea factory wanted to hire and keep quality employees, it was a good policy to invest in training and development. Khan (2014) highlighted the impact of training in performance of employee. Some statistical tools or techniques were applied on data like Pearson correlation and regression analysis through SPSS software. One hundred employees were taken as a sample size of Habib Bank and Federal Urdu University of Islamabad. The findings conclude that training contributes significantly to employees’ performance so all organizations which want to enhance the capabilities of their employee performance should focus on training.

Srivastava and Agarwal (2014) said that “training is very necessary in this changing environment.” Primary data was collected through questionnaire which was filled from various branches of Axis Bank and secondary data was collected from annual reports of syndicate banks and axis banks for the years 2008 to 2013 and from RBI publication in India. The findings concluded that training in private sector banks is better than public sector ones. The study by Onyango (2016) about the influence of training and development on employee performance focused on at Medete Tea Factory in Kenya was done using descriptive survey method and respondents were selected using simple random sampling method. However, the present study is about staff training as a dimension of career development programmes and employee performance and cross-sectional survey research design and purposive sampling technique was used to carry out this study. In addition, Srivastava and Agarwal (2014) focused on banks in India and the situation in banks may be different from local governments. Thus, this study was conducted to fill this existing research gap.

Hassan (2013) in a study in the telecommunication sector found out that for better encouragement and loyalty of employees, organizations should induce reward-giving phenomena. In this way, employees are provided with an environment where they are able to embrace career growth and professional skills development. From the two types of job training, on-job training is

preferred by employees. Duration of training is also crucial in delivering benefits related to training for the employees. Supervisory support plays a crucial role in increasing enthusiasm among employees. Every organization must consider job training in their professional conduct as it leads to motivation of the employees. To gain and maintain competitive advantage, organizations required talented and productive employees and these employees need career development to enhance and cultivate their competences (Prince, 2015). The study was conducted in a telecommunication sector yet the current study was in Kanungu District local government. This meant that the situation might be different, which called for a study on the effect of staff training on employee performance in Kanungu District Local Government.

2.2 Career Advancement and Employee Performance in Local Governments

Career advancement is the process of progressing of an individual's career (Chanin, 2015). The researcher asserted that career advancement is measured in terms of job accomplished through the efforts of the employee in pursuit of personal career goals. A Study by Weng (2014) found out that career advancement entails two main dimensions namely, career growth and job promotions. The study postulated that individual career advancement included the acquiring of new competences which are worthwhile to the organization and employees in meeting future career needs. Career advancement was also found to indicate an increase in job security for the employees. Further, the study found out that there existed a positive relationship between career advancement and employee performance. Okurame (2015) argues that employees occasionally hope to progress in their jobs and to attain a notable career. That expectation for career advancement, for instance, promotion and enjoying of career growth results into an increase in individual effort and a passionate undertaking of organizational activities (Lieberman, 2013).

Kasule (2015) conducted a study on employee motivation and organizational performance in public sector using Ministry of Internal Affairs as a case study. Kasule used a cross-sectional research design and the findings revealed that motivating employees for better performance encompasses several critical factors: employee engagement, organizational vision and values, management acknowledgment and appreciation of work well done, overall authenticity of leadership, financial reward and career advancement, among others. He further stated that employees are expected to come to the workplace with the intrinsic motivation and desire to be successful, be value-added and contribute to the attainment of an employer's vision. In his study, he did not mention how career development improved employee performance; therefore the current study intended to fill the gap.

Avey (2015) asserts that career advancement leads to job effectiveness and greater employee retention. Furthermore, career advancement leads to employees being more receptive to change and are up-to-date with their job activities. Employees who perceive their organization as attaching great significance to their career growth and promotions have improved work effectiveness and efficiency (Savickas, 2014). The Commission for University Education established criteria for career advancement of academic staff in Kenyan public universities. Savickas (2014) outlines research and publication, administration and responsibilities, quality of teaching, community engagement and contribution as metrics to be used in career growth and promotions of academic staff in Kenyan public universities. Further, the commission established weighing points which are used to gauge the career progression of academic staff.

Nyambura and Kamara (2015) investigated the influence of career development practices on employee retention in Uganda public universities. The study adopted a descriptive research design and studied the effect of training and development and mentoring on employee retention in Uganda public universities. The study found out that training, career development and mentoring had positive effect on employee retention. The study recommended more training and development activities for employees so as to improve their skills on pertinent issues in the organization.

2.3 Career Planning and Employee Performance in Local Governments

Felix (2015) postulates that career planning is the intentional process where an organization or individual gets to know of personal competences and focuses on plans to achieve specific career goals. It aims at discovering the goals for a person's career and undertaking manpower programmes to support that career (Antoniou, 2013). The researcher argues that career planning leads to matching of individual and organizational career goals. Further, he postulated that to achieve these, career counselling activities should be embraced and provided to the employees. This would be done by professionals with psychological training who are well versed with both individual and organizational needs. Manolescu (2016) asserts

that there are mainly two approaches to career planning namely: the organizational centred planning system and the personal centred planning system. Furthermore, organizational centred career planning primarily focuses on the development of manpower while the personal centred planning system aims at discovering the competences and interests of an individual. Henceforth, career planning lays down the roles of the two parties -- the individual and the organization.

George (2017) asserts that psychologically, career opportunities provide an important source of intrinsic motivation for employees. Hence, most of them do have individual career plans which they review periodically to adjust to the ever-changing demands of

their careers.

Baruch (2016) defines organizational centred planning as all the integrative approaches undertaken by an organization which are aimed at achieving its career goals. It involves the organization’s preparations for future employee job roles. The researcher argues that organizational centred career planning is the basis of an organization’s career development practices. It focuses on the career needs of the organizations and establishes action plans to achieve them (Manolescu, 2015). However, the traditional career path characterized by upward job mobility has continuously diminished, making organizations to plan for job rotations and the development of a multi-skilled workforce (Neveanu, 2015). This has been attributed to the reduction of jobs and fewer promotion opportunities in organizations.

3.0 Methodology

3.1 Research Design

Cross-sectional survey research design was used in the study. This design was used because it was appropriate for collecting data from a sample of respondents at one point in time and it allowed the collection of both quantitative and qualitative data. Quantitative and qualitative approaches were used to support the research design. The qualitative approach was of particular importance to this research because of its ability to penetrate into the different expressions and experiences of respondents to the subject matter. Quantitative approaches were used due to the desire to establish the magnitude of the problems using statistical data and evidence.

3.2 Study Population

The study used a population of 311 who included staff from Kambuga Town Council, Kanungu Town Council, Kihihi Town Council and Butogota Town Council of Kanungu District and community members.

3.3 Sample Size Determination

The researcher used a sample size of 175 respondents that was drawn from the population of 311 because it was enough to provide adequate and relevant data for the study since it involved people who were affected by the problem that was being investigated. The sample size was determined using Israel Glenn’s (2012) formula $n = \frac{N}{1+N(e)^2}$ where **n** is the sample size, **N** is the study population, while **e** is the level of precision which is **0.05**

$$n = \frac{311}{1+311(0.05)^2} = \quad n = \frac{311}{1+311(0.0025)} \quad n = \frac{311}{1.7775} = 175$$

The distribution of the sample was as shown below:

Table 3.1: Distribution of Sample Respondents

Town Councils	Study population	Sample size	Sampling Techniques
Butogota Town Council	26	26	Purposive Sampling
Kihihi Town Council	30	30	Purposive Sampling
Kambuga Town Council	25	25	Purposive Sampling
Kanungu Town Council	30	30	Purposive Sampling
Community members	200	64	Simple Random
Total	311	175	

3.4 Data Collection Instruments

3.4.1 Questionnaires

This study used both close-ended questions and open-ended questions to collect data. The questions were administered to members of staff in selected town councils. Close-ended questions were used where respondents were restricted to direct their answers without further explanation while open-ended questions sought respondents' views on variables being studied. The questionnaire included Likert scale psychometric constructs with a scale ranging from 1-5 where each respondent was required to rate each and every statement given describing a particular variable. The scale ranged from 5=Strongly Agree, 4=Agree, 3=Undecided, 2= Disagree and 1=Strongly Disagree. Open-ended questions were used to collect data from citizens to allow them give information regarding the performance of staff in the selected town councils of Kanungu District.

3.4.2 Interview Guide

Interview guide is an instrument which consists of unstructured questions used for in-depth interviews with key respondents to validate the range of information (Amin, 2005). Interviews refer to dialogue or conversation between two or more parties. In this case, the researcher interacted with town clerks using an interview guide. Interviews were used for qualitative data to capture in-depth information in order to complement data collected by structured questionnaires. This gave the researcher room to probe and capture nonverbal cues not covered by the questionnaire. Interviews were used because they provide opportunity for clarification of issues and gaining insight and context into a topic. It allows respondents to describe what is important to them and useful for gathering quotes and stories (Patton, 1990; Amin, 2005)

3.5 Data Quality Control

3.5.1 Validity

Mazaki (2009) defines validity as the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately. To ensure validity, the research instrument covered all the dimensions of the phenomenon under study as clarified in the conceptual framework. The questionnaires were discussed with colleagues and the supervisor to assess its structure, contents, clarity, consistency and relevance in relation to the research objectives. The level of accuracy of the instruments was also determined through computation of the content validity index (CVI), an indicator of level of accuracy of the instrument. The CVI formula by Amin (2005) was applied: $CVI = \text{Number of items declared valid} / \text{total}$

Number of items. After computing the CVI as a way of determining the level of accuracy of the instrument, the researcher interpreted the CVI on the basis of George and Mallery's (2003) rule of thumb who stated that an instrument with a CVI of 0.7 and above is considered valid for data collection.

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items in an instrument}} = \frac{23}{26} = 0.88$$

Total number of items in an instrument

The content validity index was 0.88 which meant that questionnaires were considered valid and worth for data collection.

3.5.2 Reliability

Reliability tests the extent to which the measuring instruments produce consistent scores when the same groups of individuals were repeatedly measured under the same conditions. Reliability of the research instruments was also tested through a pilot study that was conducted among respondents purposively and simple randomly chosen from the target area. The research instruments were piloted on ten respondents who were requested to check the questionnaires on the following aspects: question construction, language, clarity and comprehensiveness. These comments were used to effect necessary changes. Items that were found irrelevant or vague were established using Cronbach's Alpha coefficient (1951). The scores were found using Statistic Package for Social Scientists (SPSS) version 20.

The reliability alpha coefficients for career development items were as follows: staff training,

$\alpha = .973$, Career Advancement, $\alpha = .978$, Career Planning $\alpha = .978$, Employee Performance α

= .988. The results showed a Cronbach-alpha coefficient of greater than 0.60, which was used to indicate a factor as reliable (Suhr & Shay, 2009).

Table 3.2: Reliability Statistics

	Number of Items	Cronbach's Alpha
Staff Training	5	.973
Career Advancement	4	.978
Career Planning	5	.978
Employee Performance	9	.988

3.6 Data Analysis

Data analysis consists of running various statistical procedures and tests on the data (Cooper

& Schindler, 2006). The researcher used SPSS software to analyse the data. Quantitative data analysis began with editing after all the questionnaires were centrally collected to ensure completeness and accuracy. Editing started after coding which involved assigning numbers and symbols to ease analysis. Coding was done by carefully numbering questionnaires manually. Thereafter, further coding of questionnaires was done and data was entered on computer using the variable view of the SPSS programme. The researcher cleaned the data and tabulated the emerging results. Quantitative data was analysed using descriptive statistics such as mean, frequency, percentages and standard deviation.

Descriptive statistics (mean, standard deviation, frequencies and percentages) were used to portray the sets of categories formed from the data. Descriptive statistics enable the researcher to meaningfully describe a distribution of measurements and summarize data (Kothari, 2009; Mugenda & Mugenda, 2003). Mean was used to indicate the level of employee performance based on career development programmes. Mean took into account each score in the distribution (Mugenda & Mugenda, 2003). In this study, mean score of below 3.00 indicated that many respondents disagreed, a mean score above 3.0 meant that many respondents agreed. On the other hand, the standard deviations were used to show the extent of variance on employee performance. A standard deviation of more than one was interpreted as high variation while a standard deviation of less than one indicated less variation. Standard deviation is the most widely used and stable measure of dispersion and takes into account each score in the distribution (Kothari & Garg, 2014). In the study, correlation analysis was also performed using Pearson rank correlation analysis to determine the relationship between career development programmes and employee performance. Correlation is a statistical tool with the help of which relationships between two or more variables are determined (Saunders et al., 2007). Pearson correlation coefficient was used to test associations between the independent and the dependent variables.

Qualitative data generated from interviews was analysed through careful interpretation of meanings, contents and through organizing them into themes and summarizing in accordance with the issue under investigation.

4.0 Data Presentation, Analysis And Discussion Of Results

4.1 Staff Training and Employee Performance in Kanungu District Local Government The researcher set five questions to ensure that the responses were elicited from respondents to exhaust the variable of training. The table below indicates the responses of the respondents on the relationship between staff training on employee performance in Kanungu District Local Government.

Table : Descriptive Statements on Staff Training

Statement	SA	A	UD	D	SD	Mean	StdD ev

My training needs are regularly assessed before I undertake any training	20(18.7%)	22(20.6%)	10(9.3%)	25(23.4%)	30(28.0%)	2.79	1.511
Training is designed to address my training needs	30(28.0%)	34(31.8%)	0(0%)	25(23.4%)	18(16.8%)	3.31	1.507
The initial training I had before I started my job was helpful	35(32.7%)	45(42.1%)	0(0%)	17(15.9%)	10(9.3%)	3.73	1.322
I have undertaken a long training during the time of my current employment	30(28.0%)	42(39.3%)	0(0%)	20(18.7%)	15(14.0%)	3.49	1.430
I am regularly taken for short trainings	18(16.8%)	26(24.3%)	0(0%)	35(32.7%)	28(26.2%)	2.73	1.496

Table 4.6 reveals that ‘my training needs were regularly assessed before I undertake any training’ was strongly agreed by 20(18.7%) of the respondents, 22(20.6%) of the respondents agreed, 10(9.3%) were undecided, 25(23.4%) of the respondents disagreed, while 30(28.0%) strongly disagreed. The respondent scored mean value was 2.79 and the standard deviation was 1.511, indicating that the majority of the respondents disagreed that their training needs ‘are regularly assessed before they undertake any training’.

In addition, findings revealed that ‘training was designed to address my training needs’ was strongly agreed by 30(28.0%) of the respondents, 34(31.8%) of the respondents agreed, 0(0%) were undecided, 25(23.4%) disagreed while 18(16.8%) strongly disagreed. The scored mean value for this sub-construct was 3.31 and the standard deviation was 1.507. Since the majority of the respondents, 74(59.8%), agreed, it implies that training was designed ‘to address my training needs’. The mean value of 3.31 implies that Kanungu District Local Government designed training to address training needs of staff. The standard deviation of 1.507 implies much variation in the responses. The findings mean that much as the members of staff avail their training requirements, for instance short and long course trainings during the appraisal process and thereby incorporating it in the budget planning where most members of staff participated, the requirement were not much considered since the budgeting exercise was performed once in a financial year. To this effect, therefore, the training needs were provided, captured and documented but were not fully given attention as a means to improve staff performance.

In response to whether the training was designed to address staff training needs, the majority responses agreed. This could be attributed to the fact that members of staff during every appraisal exercise availed their training requirements in short and long course training in line with their existing areas of operation which makes it easier for the planning and finance department to allocate resources for such training. One responding official said, “Training needs are there among members of staff of Town Councils in Kanungu District since they have different capabilities and when we are doing staff appraisals, we realize members of staff have different capabilities.”

It was also revealed that ‘the initial training I had before I started my job was helpful’ was strongly agreed by 35(32.7%) of the respondents, 45(42.1%) agreed, 0(0%) were undecided, 17(15.9%) disagreed while 10(9.3%) strongly disagreed. The scored mean value for this sub-construct was 3.73 and the standard deviation was 1.322. Most of the respondents, 80(73.8%), agreed implying that the initial training provided to members of staff for Kanungu District town councils before they started their jobs was helpful in terms of improving their performance. The mean value of 3.73 implied that initial training given to members of staff of town councils in Kanungu District Local Government was helpful. The findings signify that the value the town councils in Kanungu District attach to enabling their employees get initial training relating to mainly induction and or orientation, exposed the respondents to the vision and mission of the town councils. This meant that the district prepared the recruited employees for the challenges that lay ahead in executing tasks in their new jobs. This points to a requisite process the Town Councils in Kanungu District Local Government must ensure that the new employees are fully prepared before being rolled

out.

This can be supported by one responding official who stressed that, “*Members of staff in my town council come from various disciplines, for example, social scientists, lawyers, records management, accountants and scientists. When they come here, they need to be trained in their field in order to improve their performance.*”

The finding was supported by Furqan and Ameerq-ul-Ameerq (2013) in a study conducted on the impact of training on employee’s development and performance in Hotel Industry of Lahore, Pakistan, who found that 60% respondents agreed that training induction was useful and going on in each department every year.

Table 4.6 clearly reveals that 30(28.0%) of the respondents strongly agreed, 42(39.3%) of the respondents agreed, 0(0%) were undecided, 20(18.7%) disagreed while 15(14.0%) strongly disagreed that they ‘have undertaken a long training during the time of my current employment’. The scored mean value for this item was 3.49 and the standard deviation was 1.430. The findings mean that the majority of the respondents, 72(67.3%), agreed with the statement that I have undertaken a long training during the time of my current employment. The scored mean value of 3.49 implies that the majority of the respondents agreed that members of staff undertook long training during their current employment. The standard deviation implies there was much variation in the responses given by respondents.

More still, ‘I am regularly taken for short trainings’ was strongly agreed to by 18(16.8%) of the respondents, 26(24.3%) of the respondents agreed, 0(0%) were undecided, 35(32.7%) disagreed while 28(26.2%) strongly disagreed. The mean score value for this item was 2.73 and the standard deviation was 1.496, implying that members of staff were not regularly taken for short trainings. The findings meant that as members of staff were newly recruited, they worked under a probationary period of six months and therefore were not financed for any extra training except the on-the-job training. Further, the majority disagreed with the notion of their being taken for regular training which could be attributed to the town councils having many technical employees who may not need a lot of training.

4.2 Relationship between Career Advancement and Employee Performance in Kanungu District Local Government

This section of the study analyses the participants’ perceptions regarding career advancement and employee performance in Kanungu District Local Government. Descriptive statistics were used and the findings are presented in Table 4.8.

Table: Descriptive Statements on Career Advancement

Statement	SA	A	UD	D	SD	Mean	StdD ev
Career advancement in the town councils is based on competencies of staff	22(20.6%)	28(26.2%)	10(9.3%)	25(23.4%)	22(20.6%)	3.03	1.470
Our town council support career development through provision of scholarships to its staff	16(15.0%)	22(20.6%)	8(7.5%)	38(35.5%)	23(21.5%)	2.72	1.399

Our town council has a well-structured career progression plan guided on equity and merit	30(28.0%)	34(31.8%)	9(8.4%)	20(18.7%)	14(13.1%)	3.43	1.408
Our town councils have a career progression guideline which stipulates conditions for promotion	30(28.0%)	34(32.7%)	9(8.4%)	20(18.7%)	14(13.1%)	3.43	1.408

The study sought to establish whether career advancement in town councils of Kanungu District Local Government under study was based on competences of members of staff. The distribution of findings as shown in Table 4.8 revealed that 22(20.6%) of the respondents strongly agreed, 28(26.2%) of them agreed, 10(9.3%) of them were undecided, 25(23.4%) disagreed while 23(21.5%) of them strongly disagreed. Overall, 50(46.8%) of the respondents agreed that career advancement in the town councils under study was based on competences of members of staff. The mean score of 3.03 implies that Career advancement in the town councils was based on competences of members of staff and the standard deviation of 1.470 indicates that there was variation in the responses given by members of staff.

Table 4.8 also reveals that 16(15.0%) of the respondents strongly agreed, 22(20.6%) agreed,

8(7.5%) of the respondents were undecided, 38(35.5%) disagreed whereas 23(21.5%) strongly disagreed that our town council supports career development through provision of scholarships to staff. Since the majority of the respondents 61(57%) disagreed, it implies that the town councils did not support career development through provision of scholarships to staff. The scored mean value for this item was 2.72 while the standard deviation was 1.399. This implied that career development through provision of scholarships to members of staff was not being done in Town Councils of Kanungu District Local Government.

‘Our town council had a well-structured career progression plan guided on equity and merit’ was strongly agreed by 30(28.0%) of the respondents, 34(31.8%) of members of staff respondents agreed, 9(8.4%) of the staff were undecided, 20(18.7%) disagreed while 14(13.1%) strongly disagreed. The majority of the members of staff 64(59.8%) felt that ‘our town council had a well-structured career progression plan guided on equity and merit’. Since the majority of the respondents agreed, it implies that the town councils had well-structured career progression plan guided on equity and merit. The scored mean value for this item was 3.43, indicating that there were many staff who were in agreement with the statement and the standard deviation of 1.408 shows that there was variation in responses.

More still, findings indicated that 30(28.0%) of the respondents strongly agreed, 34(31.7%) agreed, 9(8.4%) were undecided, 20(18.7%) of the respondents disagreed while 14(13.1%) strongly disagreed that ‘our town council had a career progression guideline which stipulates conditions for promotion’. The mean score of this item was 3.43, the standard deviation was 1.408 and overall 64(59.8%) of the respondents agreed, implying that the town councils had a career progression guideline which stipulates conditions for promotion.

The findings concur with a study by Weng (2014) who found out that career advancement entails two main dimensions namely, career growth and job promotions. The study postulated that individual career advancement included the acquiring of new competences which are worthwhile to the organization and employees in meeting future career needs. Career advancement was also found to indicate an increase in job security for the employees.

Further, the study found out that there existed a positive relationship between career advancement and employee performance.

In support of the above findings, Okurame (2015) argues that employees occasionally hope to progress in their jobs and to attain a notable career. That expectation for career advancement, that is, promotion and enjoyment of career growth results into an increase in individual effort and a passionate undertaking of organizational activities as argued by Lieberman (2013).

One town clerk reported that, “Some members of staff have been promoted from one level to another on attainment of requisite qualifications alongside performance and experience.” Similarly, it was stated that, “previously promotions were based on qualifications. At the moment, there has been a move to have promotions according to performance and experience”, while another official said that, “Promotions are based on hard work. If you perform very well, and you achieve your targets, you get promoted.”

A town clerk attested that “employees who come to the Town Councils with the right competences and have a positive attitude to the assigned work exhibit better performance and have greater opportunity to grow within the Town Councils”. In agreement with this, another official stated that, “For me my perception about career is a way about ambitions and here my present job presents good prospects”. Likewise, an official commented that, “Very many officers who perform very well develop their careers”.

4.3 Relationship between Career Planning and Employee Performance in Kanungu

District Local government

The researcher set out the following statements to elicit responses about career planning and employee performance in Kanungu District Local Government. Table 4.10 below reveals the varying responses that were given by the respondents.

Table:Relationship between Career Planning and Employee Performance in Kanungu District Local government

Statements	SA	A	UD	D	SD	Mean	StdDev
I have a personal career plan that I review every year with specific action plans, steps and timelines	30(28.0%)	38(35.5%)	0(0%)	20(18.7%)	19(17.8%)	3.37	1.502
My town council provides career advisory services that determine competencies and interests of its staff	20(18.7%)	26(24.3%)	0(0%)	28(26.2%)	33(30.8%)	2.74	1.562
My town councils has in place a career development plan for its staff	18(16.8%)	25(23.4%)	0(0%)	30(28.0%)	34(31.8%)	2.65	1.536
My town council has both internal and external programs that develop its staff for future positions	32(29.9%)	38(35.5%)	0(0%)	20(18.7%)	17(15.9%)	3.45	1.481
The town councils has a self-assessment tool that helps its staff understand their aspirations, desires, likes and dislikes	22(20.6%)	28(26.2%)	0(0%)	30(28.0%)	27(25.2%)	2.89	1.544

From Table 4.10, ‘I have a personal career plan that I review every year with specific action plans, steps and timelines’ was strongly agreed by 30(28.0%) of the respondents, 38(35.5%) agreed, 0(0%) were undecided, 20(18.7%) disagreed while 19(17.8%) strongly disagreed. The mean score value for this item was 3.37 and the standard deviation was 1.502 implying that staff from the town councils had a personal career plans that they reviewed every year with specific action plans, steps and timelines. The study findings concur with those of George (2017) which posited that psychologically, career opportunities provide an important source of intrinsic motivation for employees. Hence, most of them do have individual career plans which they review periodically

to adjust to the ever-changing demands of their careers.

'My town council provided career advisory services that determined competences and interests of its members of staff' was strongly agreed to by 20(18.7%) of the respondents, 26(24.3%) of the respondents agreed, 0(0%) were undecided, 28(26.2%) disagreed while

33(30.8%) strongly disagreed. Since the mean value for this item is 2.74, it implies that the town council did not provide adequate career advisory services that would determine competences and interests of staff. The standard deviation of 1.562 indicated variation in responses given. These findings depict that Town Councils in Kanungu District Local Government are not meeting the expectations of their members' staff as far as career advisory services are concerned. Zeus (2016) argues that this can be attributed to their unwillingness to engage in career advisory services or are unable to relate fully to them to understand their individual needs.

From Table 4.10, 'my town councils had in place a career development plan for its members of staff' was strongly agreed to by 18(16.8%) of the respondents, 25(23.4%) of the respondents agreed, 0(0%) were undecided, 30(28.0%) disagreed while 34(31.8%) strongly disagreed. The mean of this item was 2.65, implying that the majority of the respondents revealed that the town councils did not have in place a career development plan for staff while a standard deviation of 1.536 indicated that there was high variation in responses given by members of staff of Kanungu District Local Government Town Councils.

Furthermore, 'my town council had both internal and external programs that develop its members of staff for future positions' was strongly agreed to by 32(29.9%) of the respondents, 38(35.5%) agreed, 0(0%) were undecided, 20(18.7%) disagreed while 17(15.9%) strongly disagreed. Since the majority 70(68.4%) of the respondents agreed, it implied that the town councils had both internal and external programmes that develop their staff for future positions. The mean of this item was 3.45 which indicated that most of the respondents were in agreement with the statement that the town councils had both internal and external programmes that develop their staff for future positions. The findings concur with Cranshaw (2016) who postulates that organizations provide career development opportunities which include internal and external seminars, conferences and workshops which disseminate knowledge and innovations to their staff.

An official put it that,

There are both internally and externally opportunities for members of staff because people are allowed to grow through their work. If you make a contribution, you are appreciated. The experience you have is valued. For example, if you do work and you are a senior officer; if you produce quality work, you are allowed to train others, for instance, you become a team leader. Externally, people who want to develop their careers are not stopped. People who want to develop their careers externally do it on their own initiative. Some people may train outside their known professions with a focus of getting on board of the Town Councils basing on professions relevant to the Town Councils.

In agreement with the findings, Antoniu (2013) states that developing and effecting a career planning system is vital to organizations in finding employee development needs and linking them to corporate needs. Antoniu (2013) contends that the organization should put in place a good career planning system which will lead to heightened professional satisfaction because it helps to develop positions which match their individual needs. In addition, career planning reduces the required period to fill a job vacancy, assists in succession planning and ensures all employees have the opportunity to develop career objectives and subsequent action plans to achieve them.

'My town council had a self-assessment tool that helped staff understand their aspirations, desires, likes and dislikes' was strongly agreed to by 22(20.6%) of the respondents, 28(26.2%) agreed, 0(0%) were undecided, 30(28.0%) disagreed while 27(25.2%) strongly disagreed. From the findings, the mean score of this item was found to be 2.89, implying that many staff disagreed that the town councils had a self-assessment tool that helped members of staff understand their aspirations, desires, likes and dislikes. This meant that Kambuga Town Council, Kanungu Town Council, Kihihi and Butogota Town Councils did not have a self-assessment tool that helped members of staff understand their aspirations, desires, likes and dislikes.

4.4 Employees' Performance in Town Councils of Kanungu District

The study sought to establish the developments made in performance of members of staff in

Town Councils of Kanungu District. The findings are presented in Table below.

Table: Description of Statements on Employees' Performance in Kanungu District Town Councils

Statements	SA	A	UD	D	SD	Mean	StdDev
My targets are clearly set out	35(32.7%)	30(28.0%)	0(0%)	25(23.4%)	17(15.9%)	3.38	1.527
My performance is measured against the targets	28(26.2%)	38(35.5%)	15(14.0%)	16(15.0%)	10(9.3%)	3.54	1.283
I attend to my work on time	35(32.7%)	45(42.1%)	0(0%)	17(15.9%)	10(9.3%)	3.73	1.322
I complete my assignments with accuracy	36(33.6%)	47(43.9%)	0(0%)	16(15.0)	8(7.5%)	3.81	1.260
My performance has continually improved	34(31.8%)	40(37.4%)	0(0%)	18(16.8%)	15(14.0%)	3.56	1.442
There is quality service delivery	18(16.8%)	22(20.6%)	15(14.0%)	28(26.2%)	24(22.4%)	2.83	1.424
Services are delivered as expected	16(15.0%)	20(18.7%)	18(16.8%)	29(27.1%)	24(22.4%)	2.77	1.384
Staff in my Town Council are usually on duty	15(14.0%)	20(18.7%)	30(28.0%)	28(26.2%)	14(13.1%)	2.94	1.243
Citizens build trust and confidence in members of staff because they deliver efficiently	15(14.0%)	18(16.8%)	40(37.4%)	20(18.7%)	14(13.1%)	3.00	1.205

From Table 4.12, 'my targets were clearly set out' was strongly agreed to by 35(32.7%) of the respondents, 30(28.0%) agreed, 0(0%) were undecided, 25(23.4%) disagreed while 17(15.9%) strongly disagreed; the score mean value was 3.38 while the standard deviation was 1.527. This indicates that 65(60.7%) of the respondents agreed while 42(39.3%) disagreed with the statement. The mean score of 3.38 shows that most respondents agreed while a standard deviation of 1.527 means that there was much variation in the respondents' views on this item.

'My performance was measured against the targets' was strongly agreed to by 28(26.2%) of the respondents, 38(35.5%) of the respondents agreed, 15(14.0%) were undecided, 16(15.0%) disagreed while 10(9.3%) strongly disagreed. Since the mean value for this item was 3.54, it implied that performance of members of staff was measured against the targets. The standard deviation of 1.283 indicated some high variation in responses given.

From Table 4.12, 'I attended to my work on time was strongly agreed to by 35(32.7%) of the respondents, 45(42.1%) of the respondents agreed, 0(0%) were undecided, 17(15.9%) disagreed while 10(9.3%) strongly disagreed. The mean of this item was 3.73, meaning that the majority 80(74.8%) of the respondents agreed that they attended to their work on time. The standard deviation of 1.322 means that there was much variation in views given by respondents.

Furthermore, 'I complete my assignments with accuracy was strongly agreed to by 36(33.6%) of the respondents, 47(43.9%) agreed, 0(0%) were undecided, 16(15.0%) disagreed while 8(7.5%) strongly disagreed. Since the majority 83(77.6%) of the

respondents agreed, it implied that assignments given to members of staff in the town councils of Kambuga, Kanungu, Kihihi and Butogota were given with accuracy. The mean of this item was 3.81 which indicated that most of the respondents agreed with the statement and the standard deviation of 1.260 indicated that there was some variation in views of respondents.

When it came to the item concerning ‘my performance has continually improved’, 34(31.8%) of the staff strongly agreed, 40(37.4%) of the members of staff agreed, 0(0%) were undecided, 18(16.8%) disagreed while 15(14.0%) of the staff strongly disagreed and the respondents’ scored mean value for this sub-construct was 3.56 while its standard deviation was 1.442. From the findings, one can infer that the majority of the members of staff had their performance continually improving.

As regards ‘there was quality service delivery’ 18(16.8%) of the respondents strongly agreed, 22(20.6%) agreed, 15(14.0%) were undecided, 28(26.2%) disagreed while 24(22.4%) strongly disagreed. From the findings, the mean score of this item was found to be 2.83 with a standard deviation of 1.424 implying that there was still ineffective service delivery and the quality of the services had not yet reached the desired level of the service users. This meant that the Town Councils still have poor quality service delivery.

From Table 4.12, ‘services were delivered as expected’ was strongly agreed by 16(15.0%) of the respondents, 20(18.7%) of the respondents agreed, 18(16.8%) were undecided, 29(27.1%) disagreed while 24(22.4%) strongly disagreed. The mean score value for this item was 2.77 and the standard deviation was 1.384, implying that services were not being delivered as expected, which indicated that there was poor performance of members of staff of Kambuga, Kanungu, Kihihi and Butogota Town Councils as regards delivering services needed by the people.

‘Members of staff in my Town Council are usually on duty’ was strongly agreed by 15(14.0%) of the respondents, 20(18.7%) of the respondents agreed, 30(28.0%) were undecided, 28(26.2%) disagreed whereas 14(13.1%) strongly disagreed. Since the mean value for this item is 2.94, it implies that some staff were not always on duty, indicating that there was high rate of absenteeism in the town councils which affected service delivery. The standard deviation of 1.243 indicated high variation in the views of respondents.

‘Citizens build trust and confidence in members of staff because they deliver efficiently’ was strongly agreed to by 15(14.0%) of the respondents, 18(16.8%) of the respondents agreed, 40(37.4%) undecided, 20(18.7%) disagreed while 14(13.1%) strongly disagreed. The mean of this item was 3.00, implying that the majority of the respondents were undecided that citizens built trust and confidence in members of staff because they deliver efficiently while a standard deviation of 1.205 means differences in respondents’ views.

One Town Clerk attested that my members of staff try to serve people but not to the expectations of citizens because citizens continue to complain. This problem was found high especially in the health sectors where health care workers do not handle and serve well. *“For me my perception about career is a way about ambitions and here my present job presents good prospects”*. Likewise, a management official commented that, *“Very many officers who perform very well develop their careers”*.

4.5 Findings of Citizens on Performance of Staff in Kanungu District Local Government

The researcher sought to find out whether citizens in the selected Town Councils of Kanungu

District were served well and Table 4.13 below shows the findings.

Table Showing how Citizens are served in Kanungu District

Responses	Frequency	Percentage
Fairly well	12	21.1
Moderately	15	26.3
Average	10	17.5
Poorly	20	35.1

Total	57	100
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From Table 4.14, it is indicated that majority of the respondents 20(35.1%) of the respondents revealed that they were poorly served, 15(26.3%) of the citizens indicated that they were moderately served, 12(21.1%) revealed that they were fairly served while

10(17.5%) showed that they were averagely served. Since the majority of the respondents reported that they were poorly served, it implies that there were still gaps in employee performance in Town Councils of Kanungu District Local Government. Also, citizens were not satisfied with the way staff in the selected Town Councils served them. This could be attributed to low salaries, limited customer care training, absenteeism and late coming of some of the members of staff of the selected Town Councils. One member of staff noted that employees provided services but they were not up to the expectations of the people/service seekers.

Suggestions of Citizens about how staff can provide Quality Services

The study sought the possible suggestions of citizens about how members of staff could provide quality services to the citizens.

Table Suggestions of Citizens about how staff can provide Quality Services

Responses	Frequency	Percentage
Being present at work when needed	13	22.8
Late coming should be checked	9	15.8
Increased number of workers	15	26.3
Increasing salaries	20	35.1
Total	57	100.0

Regarding citizens' suggestions, 20(35.1%) of the respondents suggested increased salaries,

15(26.3%) of respondents suggested increased number of workers, 13(22.8%) of respondents suggested being present at work when needed, whereas 9(15.8%) of respondents suggested that late coming should be checked. Lack of motivation in terms of increased salaries was the major factors for poor performance among staff in Town Councils of Kanungu District Local Government.

5.0 Conclusions and Recommendations

5.1 Conclusions

5.1.1 Staff Training and Employee Performance in Kanungu District Local Government Grounded on the findings of the study, it can be concluded that staff training had positive significant relationship with employee performance in Kanungu District Local Government.

This was a result of designing training to address the training needs of members of staff; the initial training provided before they started their jobs was helpful. Members of staff undertook long-term on-job training and staff were regularly taken for short training to enhance their performance.

5.1.2 Career Advancement and Employee Performance in Kanungu District Local

Government

The study concludes that career advancement has a positive significant influence on employees' performance in Kanungu District Local Government. Career progression among the Town Councils was guided by specific criteria, career advancement in the Town Council based on competences of members of staff and having a well-structured progression plan guided on equity and merit would improve on employees' performance.

5.1.3 Career Planning and Employee Performance in Kanungu District Local

Government

The study sought to determine the relationship between career planning and employee performance in Kanungu District Local Government. The study concludes that career planning has a positive significant influence on employees' performance. Town Councils under study in Kanungu District had both internal and external programmes that develop their members of staff for future positions, but lacked enough self-assessment tools to help members of staff understand their aspirations, desires, likes and dislikes. However, they did not provide career succession plan for its members of staff as well as adequate career advisory services that determine competences and interests of members of staff.

5.2 Recommendation

Basing on the findings of the study, the researcher made the following recommendations.

5.2.1 Staff Training and Employee Performance in Kanungu District Local Government Town Councils under study should regularly assess the training needs of members of staff before undertaking any training. This will help in identifying areas where training is required and thus improve knowledge and skills to enhance performance.

5.2.2 Career Advancement and Employee Performance in Kanungu District Local

Government

To improve performance of members of staff in these Town Councils, career advancement should be based on competences of members of staff, equity and merit, and more scholarships should be awarded to members of staff to enable them advance career-wise.

5.2.3 Career Planning and Employee Performance in Kanungu District Local

Government

There should be a self-assessment tool that will help staff to understand their aspirations, desires and dislikes. Town Councils in Kanungu District Local Government should provide adequate career advisory services to their members of staff as well as having adequate and proper career development plan so as to improve on overall performance. Furthermore, Town Councils should have a proper performance appraisal system that can be used to determine attainment of set goals like training needs and career needs of their members of staff, among others.

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