

**CAREER DEVELOPMENT AND EMPLOYEE PERFORMANCE IN UGANDA
A CASE OF UGANDA NATIONAL BUREAU OF STANDARDS**

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Declaration

I Kyomugisha Caroline, hereby declare that this dissertation on “Career Development and Employee Performance in Uganda” is my own work and that it has not been submitted anywhere for academic award. Sources of information used here have been accordingly acknowledged.

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Signed..........Date.....07th Dec 2018.....

Approval

This dissertation on "Career Development and Employee Performance in Uganda" has been put forward with our approval as the Kyambogo University supervisor.

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Dedication

This work is dedicated to my beloved parents, Mr. John and Mrs. Prossy Nuwagaba. It is also dedicated to brothers Chris, Gilbert, Osbert and my Sister Catherine. It's again dedicated to my Husband Joe and my angelic children Ethan, Elijah and Esther.

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List of Abbreviations

C.V.I	:	Content Validity Index
HRM	:	Human Resource Management
MBA	:	Master's in Business Administration
MTN	:	Mobile Telecommunication Network
SMART	:	Specific Measurable Attainable Relevant and Time-bound
SPSS	:	Statistical Package for Social Science
UNBS	:	Uganda National Bureau of Standards
UCC	:	Uganda communication Commission

Abstract

The study intended to determine the contribution of career development and Employee performance at Uganda National Bureau of Standards (UNBS). The specific objectives of this study included to determine the job training contributes employee performance in UNBS; to examine how career mentoring contributes to employee performance in UNBS and to establish the contribution of job orientation and employee performance in UNBS.

In this study, a case research design was used and both qualitative and quantitative approaches were adopted. Data was collected using questionnaires and interviews, from a sample of 103 respondents where a response rate of 81 respondents was realized and considered for data analysis.

The study findings revealed that job training significantly contributes on employee performance in this organization. The findings also revealed that career mentoring significantly contributes on employee performance in this organization. It was also revealed that job orientation significantly contributes on employee performance in this organization. However, the three selected dimensions of career development moderately contributes on employee performance. It means that the explanatory power of this model is moderately positive since a unit change in job training, career mentoring and job orientation can increase on the performance of employees.

Basing on the first objective, this study recommends that this organization may make employee development a priority. This is a common interview question and also makes sure that performance appraisals are consistent. This study further recommends that this organization may create new approaches to communication. Introduce new ways to communicate throughout the organization. From the last objective, this study recommends that during the employee induction process, the trainer may use a lot of visuals, and try to avoid text based training. This is because human beings are much more likely to remember the images rather than text.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The key component of any organization is its employees (Lockwood, 2007), it was therefore imperative to carry out this study to establish the contribution of career development on employee performance in Uganda and National Bureau of Standards (UNBS) was used as a case study. This chapter was represented by the background to the study, problem statement, purpose of the study, General objectives, research questions and hypothesis that guided the study, scope of the study, significance and the operational definitions of the terms.

1.1 Background to the study

The background to the study was built on the historical perspective of the problem to this study, the theories that have been developed, the conceptual background of the key concepts and the contextual background which shaded more light on current situation in regards to the problem of the study.

1.1.1 Historical Background

The recent decades witnessed drastic changes in every organizational life; therefore, almost all human institutions have modified the process of their production of value, service delivery, and upgraded the skills of their human resources as well as undergoing widespread restructuring. Most organizations are fully aware of the importance of employee performance, increasing employee performance or to find out the ways through which high level of employee's performance can be achieved is becoming one of the decisive factors for any organization (Brewster, 2007).

Globally, the period of industrialization in the Western World was first marked by the development of large business companies within countries. Companies and corporations assumed responsibility for all aspects of the development, production and distribution process, hierarchically organized

and offered the possibility for stable and well-defined career paths within the organizations themselves (Raoul, 2008). It is important not to 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 increased efforts towards development of organizational human resources (Barsoux, 2002).

However, comparative research that includes the UK complement was undertaken by Maurice et al. (1982). Louart (2003) for instance drawing on research funded by the European Commission shows that in contrast with the German approach (importance of sector-level regulation and high degree of investment and 'self-discipline' at the level of the firm) and the French one (importance of provision by the State, weak investment by the firms), in the UK, development and training is very much a matter to be dealt with by the individual himself, through gaining a diversified experience through his/her working life. It is in this country that experience (however acquired) is valued as a training and development tool rather than formal qualifications acquired in relation with internal requirements (as in Germany) or externally (as in France).

Similarly, Irene and Dr. Hazel (2016) studied the effects of career development on employee performance in the public sector in Kenya and revealed that career development often used to close the gap between current performances and expected future performance. Many employees in the public sector have trained but they have remained stagnant with little evidence of career advancement. The work performance of public sector workers in Kenya has been a major concern to the Kenyan government, civil society, development partners and the people of Kenya. The prevailing situation at the work place has been one of low work performance and poor service delivery. The poor work performance has led to the decline in service delivery and timelines in

the public sector. Therefore, this study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of career development and employee performance in particular at UNBS in Uganda.

1.1.2 Theoretical Background

This study was guided by expectancy theory, as the study was to determine the contribution of career development on employee performance. The expectancy theory was developed in 1964, by Victor H. Vroom through his study of the motivations behind decision making. Vroom's theory is based on the belief that employee effort leads to performance and performance leads to rewards (Vroom, 1964). Expectancy theory proposes an individual behaves or acts in a certain way because they are motivated to select a specific behavior over other behaviors due to what they are expected and the result of that selected behavior should be (Oliver, 1974). Expectancy theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices. The expectancy theory underlies the concept of employee performance as it is believed that employees will perform to their best if they are influenced by the expectations concerning future events for example career development.

The theory explains that an organization can implement a training program as a motive to improve the performance of its employees in form of productivity, improved service delivery, quality of work delivered by such employees. Essentially, the expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Robbins, 1989). Therefore, in relation to this study, it was believed that career development through training of employees could work as a motivation factor that could enable employees to improve on their

performance and the researcher thought that improved career development in an organization as per this theory, would mark improved employee performance.

1.1.3 Conceptual Background.

The key concepts of this study included career development and employee performance. Hooley (2014) defined career development as the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future. According to Greenhaun et al (2010), Career is defined as the pattern of work related experience that spans the course of a person's life. Peterson & Tracey (2009) defined career development as the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Armstrong (2001), defined training as the process through which learning formally and systematically modifying behavior through education, instruction, development and planned experience. According to Kinicki & Kreitner (2006), described career mentoring as the process of forming and maintaining intensive and lasting developmental relationships between a variety of developers (i.e people who provide career and psychosocial support) and a junior person. Edward (2005) described job orientation as the process of switching a person from job to job which increases an employee's capability and value to an organization.

The other variable of this study employee performance was described as record of outcome or record of a person's accomplishments (Armstrong, 2006). Similarly, employee performance is seen as a systematic, continuous and flexible process which involves managers and employees acting as partners within the framework that sets out how best they can achieve the required results in the accomplishment of its goals (US Office of Personnel management, performance overview,

2001). According to Shaheen (2013), employees' performance is basic foundation associated with an organization knowledge staff designed the best of the effectiveness of which can be analyzed during the organization 's performance. According to Ahmed & Shahzad (2011), performance refers to as the results or effect of individual activities within a certain period of time.

1.1.3 Contextual background

The Uganda National Bureau of Standards (UNBS) is a statutory body under the Ministry of Trade, Industry and Co-operatives established by the UNBS Act Cap 327 and became operational in 1989. It is governed by the National Standards Council and headed by the Executive Director who is responsible for the day-to-day operation of UNBS. At UNBS Human resource department offers a supportive role with the main objective of attracting, developing and retaining competent and motivated human resource to enable UNBS achieve its objectives. During the financial year 2015/2016 UNBS implemented a new staff performance management system was rolled out and staff were sensitized on its implementation. Most staff successfully adopted to the system and some had submitted their 1st cycle reports and also set their performance targets for the next planning period. Training on the use of the tool is continuous and there is noted progress in every department. The department developed the staff training plan which was approved by Management. 30 staff accessed trainings, internally, nationally and internationally (UNBS Annual Report, 2015/2016).

However, employce performance was still faced with constant and unique challenges due to its complicated set up which called for survival organization tactics. This was compounded by the diverse and complex workforce in different departments. As such, the organization had a wide mix of intergenerational staff with divergent career needs which were very difficult to satisfy as the

organization was bogged with poor and uncoordinated organization system. It was revealed that employees in this Organization trained but their performance still lacked due to poor attitude towards their work, high level of turnover and inability to concentrate which affected them being creative and innovative on their job thus poor service delivery and productivity of employee. This study therefore sought to establish the contribution of career development on employee performance at UNBS.

1.2 Statement of the Problem

When an employee is not meeting the job expectations the company's bottom line and the team's morale can suffer which results into poor quality work, avoiding responsibility or reduced productivity (Nassazi, 2013) UNBS as co-operate organization always gives its employees room to develop their career individually through refresher and enrolling in professional courses internally, nationally and internationally (UNBS, Report, 2016-2017) premised to improve employee performance. Human resource management of UNBS offered a supportive role with the main objective of attracting, developing and retaining competent and motivated workers to enable UNBS achieve its objectives, In the financial year of 2015/16 with a total staff number of 235,30 staff were trained, internally, nationally and internationally. In the financial year of 2016/2017 out of the total staff number of 240,36 staff were trained. However, it has been revealed that employees in this Organization have trained but their performance is still lacking, thus echoing poor service delivery reflecting low productivity of employee and low quality of work which is evidenced by counterfeit goods distributed in the country associated with poor quality work delivered by those employees (UNBS, Report, 2016-2017). It's upon this background that this study sought to investigate the contribution of career development on employee performance at Uganda National Bureau of Standards.

1.3 General Objectives

The purpose of the study is to determine the contribution of career development on Employee performance at Uganda National Bureau of Standards.

1.4 The specific objectives

- I. To determine how job training contributes to employee performance in UNBS.
- II. To examine how career mentoring contributes to employee performance in UNBS.
- III. To establish the contribution of job orientation on employee performance in UNBS.

1.5 Research Questions

1. How does job training contribute to employee performance in UNBS?
2. How does career mentoring contribute to employee performance in UNBS?
3. What contribution does job orientation has on employee performance in UNBS?

1.6 Conceptual framework

The conceptual frame work in figure 1 below illustrates the contribution between the career development and employee performance.

Figure 1: The Contribution of career development on employee performance

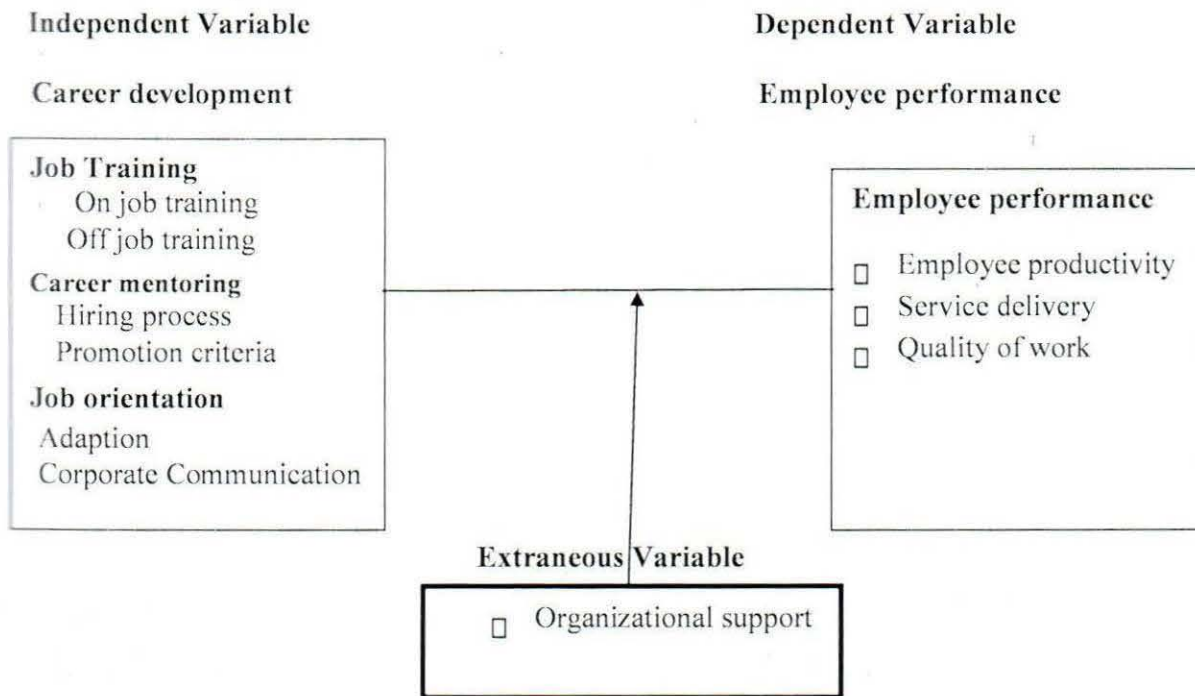


Figure 1: The Contribution of career development on employee performance Independent Source: Shaheen (2013) and modified by the researcher.

The researcher employed a conceptual frame work to explain the conceptualized contribution on career development and employee performance. Career development was conceived as the independent variable (IV) while employee performance as the dependent variable (DV) as illustrated in figure1 above. The independent variable was conceptualized as job training, career mentoring and job orientation as well as the dependent variable was defined as; employee productivity, service delivery, quality of work and timeliness. It further illustrated the Extraneous variable which included organizational support and organizational policy although these variables were not studied in this study. The major intent to this study was to determine the contribution of career development on Employee performance. Therefore, the conceptual framework above was

to guide the researcher to determine the contribution the two main variables (career development and employee performance).

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out at Uganda National Bureau of Standards offices located at Plot 2 - 12, Bypass Link, Bweyogerere Industrial & Business Park, Kyaliwajala road in Wakiso district. The main reason for selecting this case study is due to the current situation in the organization and easy accessibility of information by the researcher.

1.6.2 Content/ Variable Scope.

The study focused on Career development and how it was linked to employee performance. The sub variables of career development included job training, career mentoring and job orientation by determining their contribution to employee performance.

1.6.3 Time Scope

This study was to cover a period from 2015 to 2018 this is the period when performance of Uganda National Bureau Standards has much tried to improve employee performance through career development but it has not improved as expected.

1.7 Significance of the Study

This study would enable the human resource management department and other interrelated departments at UNBS to determine the contribution of career development on employee performance. It would also help Management to understand what career development practices should be put in place to enhance performance of employee and meet its mission and objectives.

This study would also provide empirical evidence existing about the extent to which career development contributes to employee performance and what the study intended to fill in this knowledge gap.

There could be a number of academicians, organizations and researchers who would like to know what career development programs avail in the unique operating system of the UNBS and their contribution to improve employee performance in the ever changing job market.

To the employees of UNBS would know what career development program are available for them on the onset of joining UNBS given that the UNBS would have unique operating system. Also, the employees would also have the chance to express their views and prove their relevance to their job situation like during training.

1.8 Operation Definitions

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 2002). In the context of this study, training is a cautious action focused at bringing about career development and hence facilitating career performance.

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee, 2000).

Career Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara, 2008).

Career mentoring involves having the more experienced employees coach/help the less experienced employees (McCourt & Eldridge, 2003).

Job Orientation involves introducing a new member to workmates, given information such as working hours, place of work, performance targets, performance standards, benefits, and facilities among others (Asare-Bediako, 2008).

CHAPTER TWO

LITERATURE VIEW

2.1 Introduction

This chapter covers literature related to the study variables. It consists theoretical review, review of literature based on the themes of the study and summary of literature review. The researcher based her literature review on the objectives of the study.

2.2 Theoretical View

This study was guided by expectancy theory, as the study would be to determine the contribution of career development on employee performance. The expectancy theory was developed in 1964, by Victor H. Vroom through his study of the motivations behind decision making. Vroom's theory was based on the belief that employee effort would lead to performance and performance would lead to rewards (Vroom, 1964). Expectancy theory proposed an individual would behave or act in a certain way because they are motivated to select a specific behavior over other behaviors because what the expected result of that selected behavior would be (Oliver, 1974). Expectancy theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices. The expectancy theory underlies the concept of employee performance as it is believed that employees would perform to their best if they were influenced by the expectations concerning future events for example career development.

The theory explains that an organization can implement a training program as a motive to improve the performance of its employees in form of productivity, improved service delivery and quality of work delivered by such employees. Essentially, the expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Robbins, 1998). Therefore, in relation to this study, it can be believed career development through training

of employees could work as a motivation factor that could enable employees to improve on their performance and the researcher thought if career development improved in an organization as per the theory, employee performance would also improve.

The theory suggests that an individual's perceived view of an outcome will determine the level of motivation. It assumes that choices being made maximize pleasure and minimize pain. This is also seen in the Law of Effect, one of the principles of reinforcement theory, which states that people engage in behaviors that have pleasant outcomes and avoid behaviors that have unpleasant outcomes (Thorndike, 1913). In regard to this study, when employees are involved in training program related to their work, their performance in terms of productivity, serviced delivery and quality work would also improve when engaged in activities with pleasant outcome. Vroom suggests that prior belief of the relationship between people's work and their goal as a simple correlation is incorrect. Individual factors including skills, attitude, knowledge, experience, personality, and abilities can all have an impact on an employee's performance (Grant, 2011).

Vroom also believed that increased effort would lead to increased performance; given the person has the right tools to get the job done. The expected outcome is dependent upon whether or not the person has the right resources to get the job done, has the right skills to do the task at hand, and they must have the support to get the job done. That support may come from the boss or by just being given the right information or tools to finish the job (Mathibe, 2008).

However, besides the expectancy theory, a number of other competing theories have been utilized to underpin this study. The Erikson's Theory of Development by Erik Erikson in 1968. He set forth a theory of ego identity development to account for the interactions between psychological, social, historical, and developmental factors in the formation of personality. Erikson viewed human

development as being influenced by culture, social and historical events, economic, religious and familial forces; all these have an impact on employee performance. The other theory is the Herzberg's Two Factor Theory of Motivation. Herzberg's two factor theory of motivation, on the other hand classified job factors into two; motivation factors and the hygiene or maintenance factors (Herzberg, 1968). The social cognitive career theory, proposed by Holt and Brown in 1931 on the premise of all animals wants to fulfill their psychological needs and that an individual cannot learn to imitate as long as they are imitated first. Other theories include systems theory, developmental systems theory and the social exchange theory. The social exchange theory was propagated by George Homans in 1958 among others can be applied to explain career development and employee performance.

2.3 Conceptual Review to the Study

Career development as an independent variable connotes a continuous stream of career-relevant events that are not necessarily linear or positive in impact and that may or may not be subject to personal agency (e.g., being born into poverty, losing a job due to the bankruptcy of one's company" (Brown and Leht, 2013). Peterson and Tracey (2009) defined career development as the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities.

Employees are resources in organizations, and as such they need to be trained and developed properly in order to achieve an organization's goals and expectations (Brewster, 2007). Performance is associated with quantity of output, quality of output, presence/ attendance on the job, efficiency of the work completed and effectiveness of work completed

(Mathis and Jackson 2009). Employee Performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to predefined acceptable standards while efficiently and effectively utilizing available resource within a changing environment.

2.3.1 Job Training and Employee Performance

According to Weil and Woodall (2005) training is regarded as one of the most important functions of Human Resource Management (HRM). It may be defined as the planned and systematic process of changing behavior through learning events, activities and programs, which assist the participants to acquire knowledge, skills, competencies and abilities to carry-out their work efficiently and effectively (Gordon, 1992). Off-the-job training methods are conducted separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression.

Beardwell et al. (2004) revealed that it is worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Related to the above, Beardwell et al. (2004) add that technological developments and organizational change would gradually lead some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development. Therefore, it should be noted that from the researchers' view training is an important policy in the management of human resources with the aim of improving employee performance

thus the need for the for this study to examine the contribution of training on employee performance.

McNamara (2008) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job alternations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail.

Armstrong (1995) argues that on-the-job training consisted of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; depending on the organization's strategy, goals and resources available, depending on the needs identified at the time, and the target group to be trained which included among others individual workers, groups, teams, department or the entire organization. An attempt was made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers would be put on similar jobs in the actual workshop. This would enable the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second

World War II, this method was used to train a large number of workers in a short period of time. It would also be used as a preliminary to on-the job training. Duration ranges from few days to few weeks. It would prevent trainees to commit costly mistakes on the actual machines and thus improving productivity, service delivery and quality of work delivered by such trained employees.

According to Wright and Geroy (2001), in Nassazi (2013) revealed that employee competencies change through effective training programs. It not only improved the overall performance of the employees to effectively perform the current job but also enhanced the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies would develop and enable them to implement the job related work efficiently, quality of work, service delivery and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover could be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they would have developed with their inherent capabilities. Therefore, this study would be of great importance to examine the contribution of training on employee performance.

Kiweewa and Asiimwe (2014) studied the effect of training on employees' performance at Uganda communication commission (UCC) using data for a sample of 80 out of 108 respondents drawn through self-administered questionnaires. In order to analyze the data, the study used qualitative method of data analysis in the form of tables and percentiles as well as quantitative technique, especially Pearson correlation analysis. The results showed that training increases the performance of employees at UCC particularly when UCC has handled issues related to needs assessments, training methods and evaluations carefully. The study concluded that UCC and other sister

organizations in Uganda should always use competent staff or external consultants to formulate strategic plans to guide the implementation and evaluation of organization objectives to enhance achievement of their mandate at all times. However, Kiweewa and Asimwe (2014) used a sample size of 80 out of 108 and this study used a sample size of target population which is higher than their study and that they only used the questionnaires and interviews and this study went ahead on using documentary review to gather more information to determine the contribution of training on employee performance. Therefore, this study would give more representations on the training program that most organizations in Uganda would use to improve on employee performance given a case study of UNBS.

Nassazi (2013) also examined the effects of training on employee performance at telecommunication industry in Uganda. In particular, this study focused on three biggest telecommunication companies in Uganda namely; Mobile Telephone Network (MTN), Warid and Uganda Telecom (UTL). In this study, the data was collected through the structured questionnaire, which was distributed to 120 respondents at these three companies and was analyzed through descriptive statistics techniques especially the frequency and percentage distributions. The analysis of the results revealed that training had a positive impact on the performance of employees of these companies in Uganda. Therefore, the study concluded that these findings would be helpful to human resources policy decision makers, government and academic institutions in Uganda. However, this study concentrated on one organization in Uganda and in her study, she distributed a total number of 140 questionnaires and in this study the researcher distributed 95 questionnaires were self-administrated although the total sample size of the respondents was 103, the 8 participated in the interviews. Therefore, the researcher thought that if she concentrated in one

organization, she would be in position to examine the contribution of training on employee performance at UNBS.

In Pakistan, Ahmad, (2014) in Mamofokeng et al (2018) also studied the impact of employees training and development on employees' performance in the banking sectors in North Punjab, Pakistan. The paper used a structured questionnaire to collect data from a sample of 100 employees of 11 banks in the districts of Multan and Bahawalpur Punjab Province and employed regression analysis based on SPSS 20 version for data analysis. The results showed a significant positive relationship between training and development and the performance of employees. In addition, the empirical findings supported a positive relationship between on-job- training and employees' performance and a positive relationship between mode of training delivery and employees' performance in banking sector in Pakistan. However, Ahmad in his study, he used a cross sectional case study by studying different banks in North Punjab and this study concentrated on one organization in Uganda and semi-structured interviews were conducted on 8 respondents and a total of 95 questionnaires distributed from a sample size of 103.

Mamofokeng et al (2018) studied the impact of training on employees' performance using the case of the Banking Sector in Lesotho. In this study, she employed stratified sampling technique to draw a sample of 171 employees from a population of 300 employees through self-administered questionnaire to examine the impact of training on employees' performance, employee's motivation and job-satisfaction in the banking sector in Lesotho. The findings of the study generally revealed that training not only increases employees' performance but also positively affects employees' motivation and job satisfaction within the banking sector in Lesotho. However, in her study, she used a sample of 171 out of the 300 target population and for this study, sample

size of 103 respondents out of 140 target population which has been selected using Krejcie & Morgan (1970). In this study a purposive and simple random sampling techniques were used to select respondents from each strata as illustrated in chapter three of this study.

Lyons (2008) argued that policies are necessary to ensure that employee performance is evaluated, which in turn ensured that the appropriate training and development took place. With the help of the performance appraisal reports and findings, the organization could be able to identify development needs. However, individuals themselves could help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs. Therefore, this meant that if employees are trained in a given field or activity, they would eventually develop their career and improve on their performance and this study intended to examine the contribution of training on employee performance where case study research design was used.

2.3.2 Career mentoring and employee performance

Mentoring is a process that can only be defined within a contextual setting. A mentoring relationship is a socialization and reciprocal relationship which transforms the identity of both the mentor and the mentee (Brock bank and Mc Gill, 2006). Formal and informal mentoring had over time became an integral part of a human resource strategy which organizations sought to develop their human resources to achieve competitive success and improving employee performance.

According to DeLong (2004), knowledge transfer is a key mechanism for organizations success. Similarly, Von Krogh, (2000) emphasized on importance of knowledge sharing. Another researcher, Becerra Fernandez and Sabherwal (2001) found that social processes played an important role in the transfer of tacit knowledge among members in an organization. However,

these researchers did not emphasize on the impact that mentoring has on knowledge transfer which is obviously important for employee performance of any organization.

According to Nonaka and Takeuchi (2001), workplace relationships such as mentoring should be fostered to promote transfer of tacit knowledge. Wright, (2003), stressed the importance of human resource development to organization success. This researcher did not emphasize on the factors that would have a positive impact on the HR development. Mentorship was such a factor in that it promoted guidance on career development and role modeling which both contribute greatly to employee's development.

Scandura (2007), emphasized that mentoring relationships could significantly affect individual career development with both the mentor and the person being mentored (protégé) benefiting from the relationship. I concurred with Crocitto (2005), who said that mentoring could be beneficial to the careers of the mentor and the protégé while assisting the organization to achieve its mission. Therefore, this study sought to bridge a gap between career mentoring and employee performance.

Dawson (2015) revealed that mentors were accorded recognition based on the fact that they had a deeper understanding of a subject matter. Being a mentor gave them a leadership opportunity that allowed them to guide the mentee in developing and advancing their career. Like in the case of the mentees, the mentor was also exposed to fresh perspectives in their field of expertise as well as new ideas and approaches on various subjects. Also Eliades (2014), proposed that the success of a mentorship relationship ensured that a mentor was recognized by others within the organization which expanded their professional development record which made them the most sought after for career advice and improving on their performance. Therefore, this study would be of a great

importance to determine the contribution of career mentoring on employees as it intended to use a self-administered questionnaire.

2.3.3 Job Orientation and Employee Performance

Orientation is viewed as a special kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work places a vital ingredient of internal corporate communication (Bennett, 2001). Employee orientation was broadly defined as the familiarization with, and adaptation to, a new work environment. It refers to the process by which a new employee is introduced to the organization, to the work group, and to the job.

By tradition, organizations approach orientation by describing to the new employee the organization's history, structure, fringe benefits, rules and regulations. A more progressive approach is to view orientation as an opportunity to communicate the organization's vision and values, shape the new employee's values and integrate him/her into the organization's structure (Asare-Bediako, 2008).

According to Wanous & Reichers (2000), orientation programs have rarely been the subject of scholarly thinking and research. They continue by noting that "the current body of research work (on new employee orientation programs) is too small for mere analysis and as a result they changed the methodology used in their 2000 study to descriptive summary. Other researchers have come to similar conclusions. While most organizations use formal orientation training, there is surprisingly little in the academic literature examining the impact or most appropriate structure of these programs (Klein, 2000). Employee observations were measured both before and after this training, as well as one month after the conclusion of employee orientation training. Employee orientation can be broadly defined as the familiarization with, and adaptation to, a new work environment. It refers to the process by which a new employee is introduced to the organization, to the work group,

and to the job. The first few months within any organization represent the critical period during which an employee will or will not learn how to become a high performer.

According to Mathias and Jackson (1991) it is this principle of learning that ensures that productivity potential is enhanced, while, at the same time, both the company and employee expectations are integrated. Employee orientation is the process of providing new employees with basic background information about the firm and the job. It is more or less, considered as one component of the employer's new-employee adaptation process. The adaptation process could be seen as an ongoing process of initialing in all employees the prevailing attitudes, standards, values, and patterns of behavior that are expected by the organization. Adaptation is important for employee performance and for organizational stability. For new employees, work performance depends to a great extent on knowing what they should or should not do. Understanding the right way to do a job is a measure of effective adaptation (Asare-Bediako, 2008). The first few months within any organization represent the critical period during which an employee will or will not learn how to become a good performer.

It is noted that, the western world for example United States of America, United Kingdom etc., a person is hired and reports to work. After completing the documentation required, he/she is expected to perform the role with minimal introduction. However, the process is different for UNBS. The Years of research have concluded that employee oriented companies perform better than companies that are less employee oriented. It is demonstrated by Desphande, (1999) that to achieve employee focus, a firm with a high degree of employee orientation cultivates a set of shared values and beliefs about putting the employee first and reaps results in the form of a defensible competitive advantage, decreased costs and increased profits

The understanding of orientation is to relieve fear or anxiety which can be experienced by newcomers in relation to how well they would fit into the organization and how well they would perform. The mechanisms of an effective orientation system include preparing for new employees, defining what information is needed and when it is needed, presenting information about the workday, the organization itself, its policies, rules and benefits, all to be assessed and followed up (Mathis and Jackson, 1991). Utmost notably, employees would be introduced to the channels of communication in the workplace and, thus, leading to effective employee performance.

In order to prove the relevance of the literature review, this study will use a sample size of 103 using both probability and non-probability sampling techniques to gather opinion from respondents so as to identify the gap in the literature revealed by these scholars.

2.4 Employee Performance

According to Armstrong (2012), performance is defined as embracing both outcomes and behavior. To him employee performance is concerned with how well activity is done. Employee performance also refers to degree of accomplishment of tasks that make up all employees' job. It shows how employees are fulfilling the requirements to a job (Mc Graw, 2004). It has been seen as "scalable actions, behaviors and out comes that employees engage in or bring about that are linked with and contribute to organizational goals. In relation to this study therefore employee performance is conceptualized with the sub variables of productivity, service delivery and producing quality work Armstrong (2012) highlights that achieving improved results employers and employees have to comprehend and manage performance within an agreed agenda of scheduled goals/targets, standards and skill requirements. This contains coming up with a shared understanding about what is to be achieved and how it should be achieved. The Goal theory by Latham and Locke (1979)

pins that setting and agreeing on staff targets supports the attainment of set targets and performance can be measured and handled accordingly. The theory further supports that employee performance is driven by goal otherwise without the most basic targets, employees wouldn't show up for work or see a purpose in holding a job. According to him targets include but not limited to the following dimensions; clarity, challenge, commitment, feedback and complexity. Goals must to be clear and SMART (that is Specific, Measurable, Attainable, Relevant and Time-bound). The set target must be challenging, with productivity and quality service delivery as the final payoff. Staff need to feel like they are part of the goal-setting process to be committed to a clearly relevant target. The company must be a program that involves feedback, recognition, progress reports and favorable career developments program. The task must be complex but not overwhelming, with adequate time and resources available.

Hakala (2008) revealed that today, businesses emphasizes the element of quality in service and product delivery. Quality therefore is a way of measuring items against other items of similar kind. It can also be defined as a grade of excellence. In a manufacturing company, employee performance in relation to the quality of work performed can be measured in a number of ways for example the percentage of work output that must be redone or rejected is an indicator. In a sales setting, the ratio of inquiries transformed to sales is an indicator of sales personnel quality. Rakos (2014), concurs that the completion of an activity or assignment on time is an important indicator in measuring staff performance. To achieve quality work management should consider a number of aspects including; whether the work is being carried out on average or outstanding, whether staff are committing maximum effort to their work, whether employees understand their personal performance objectives and if there are factors affecting their ability to meet their expectations such as attitude and developing their career with the current job.

.5 The Summary of Literature Review

The chapter addressed literature related to career development and is guided by three career development dimensions (training, career mentoring and job orientation) and employee performance. The review of literature finds the contribution of career development on performance of employee. Literature review indicates that poor career mentoring leads to poor performance of employees. Although the above studies highlight the importance of the identified career development on employee performance, most of the literature is faced with contextual and methodological gaps which needed to be addressed hence need for this study

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was adopted during the study. It describes the research design, study area, population of the study, sample size and selection, sampling technique, data collection methods, data collection instruments, validity and reliability, analysis procedure, data analysis.

3.2 Research design

The case study design was adopted because the Researcher intended to conduct an intensive investigation on the variables under study in a particular driver which is UNBS in the selected departments because they had the knowledge and information that research required. The study used both quantitative and qualitative approaches. The quantitative approach was adopted because the study intended to allow the collection of numeric data on observable individual behavior of samples. This subjected the data to statistical analysis as suggested by Amin (2005). A qualitative approach was adopted to enable the researcher in capturing more in-depth information on the topic under investigation.

3.3 Study area

The study was carried out at UNBS offices located at Plot 2 - 12, Bypass Link, Bweyogerere Industrial & Business Park, Kyaliwajala road in Wakiso district. The interest of using this case study was due to the variables in the study, the current situation at the institution and ease access for the researcher to collect the data so as to complete the study in the required time set by the University.

3.4 Target Population

As per 2016/2017 Annual Human Resource Report of UNBS, the organization has at a total population of 267, (216 males and 81 female staff) Out of the 297 staff, 146 are on contract basis representing 49% while 121 are on permanent placements representing 41% and 30 on temporary/short term contracts representing 10% however, for the purpose of this study, a target population of 140 employees at different levels were considered. The population target categories included 6 Officers, 5 Managers, 5 Principal Officers, and 124 other staff and it is from this target population that the sample size derived.

3.5 Sample Size and Selection

In this study, the researcher used a sample of 103 who are selected from a target population of 140 using the Krejcie and Morgan (1970) table for determining sample size for research activities from respondents within the various departments of UNBS in this study as shown in the table 1. The sample size was distributed using a mathematical method by dividing the population in each stratum over the total target population and multiplying it by the total sample size to get the exact sample size for each strata.

Table 1: Target Population and Sample Size Distribution

Category of Respondents	Target Population	Sample Size	Sampling Technique
Managers	6	4	Purposive
Principal Officers	5	4	Purposive
Senior Officers	5	4	Purposive
Other staffs	124	91	Simple random sampling
Total	140	103	

Source: Adapted from UNBS Human Resource Manual 2016-2017 and modified by the researcher using Krejcie & Morgan (1970) table for determining sample size.

3.6 Sampling techniques

The study adopted both probabilistic and non-probabilistic sampling technique. Simple random sampling technique was used to select others staffs working with UNBS in the Wakiso district where a sample of 91 staff were selected randomly. This was because it ensured least bias and generalization of research findings and its less time consuming (Sekaran, 2003). Purposive technique was used to select the Managers and Principal Officers, and Senior officers of Uganda National Bureau of Standards. This was used because these were believed to have specialized knowledge on the topic under investigation by the virtue of their offices.

3.7 Data collection Methods

3.7.1 Questionnaire Method

The study used the questionnaire method to collect data. The use of a questionnaire in this study was vital mainly because it allowed respondents express their views and opinions without fear of being victimized and also busy respondents' filled it at their convenient time as observed by Amin (2005). Such information was best obtained on a closed ended questionnaire which allowed easy regression of the respondent's attitudinal disposition on the independent and dependent variables. This method was subjected to senior officers, Principal Officers, Managers and other staffs.

3.7.2 Interview Method

According to Amin (2005) interviews are oral questions where the researcher collects data through direct verbal interaction with the participants. Mugenda & Mugenda (2003) concurs that interview is an oral administration of a questionnaire. They are face to face or telephone meeting. Interviews were used to address issues that were not fully answered in the questionnaire. Interviews are more flexible; provide in-depth and reliable information through probing (Mugenda & Mugenda, 1999).

According to Sarankatos (1998), interviews give room to observe non-verbal behaviors and recording of spontaneous answers. For this study the method explored the contribution of career development on employee performance.

3.8 Data Collection Instruments

The instruments used in this study were self-administrated questionnaire, interview guide.

3.8.1 Self-Administered Questionnaire

The study employed a questionnaire as a tool of data collection. Close ended questions were developed to help respondents make quick decisions. In addition, closed ended questions were used to help the researcher to code the information easily for subsequent analysis and narrow down the error gap while analyzing data as observed by Sekaran (2003). The questionnaires were distributed a total number of 95 respondents who included Officers, and other staffs working with UNBS. The questionnaires were distributed by the researcher with the help of a researcher assistant working with the organization for easy distribution and collection. However, from the 95 questionnaires which were expected to be filled, 75 were filled and returned by the respondents.

3.8.2 Interview Guide

The interview guide comprised of career development as independent variable and employee performance as dependent variable. The researcher employed semi structured interview guide so as to enable the researcher acquire information to achieve the intended objectives of the study. According to Mugenda & Mugenda (1999), an interview guide makes it easier to obtain data needed by research to achieve given objective of the study. Interviews were held with 8 respondents who included Principal Officers and Managers.

3.9 Data Validity and Reliability

3.9.1 Validity

To ensure validity, the questionnaires were developed and given to three expert judges from UMI and research supervisor to score the relevance of each item in providing answers to the study. After which a content validity index C.V.I was computed using the formula; number of items declared valid/number of items in the questionnaire. A CVI of above 0.7 was acceptable as suggested Amin (2005). The experts were advised and rated each item of the instrument whether it was “valid” or “not valid” to the study. The rates from the experts were compared and Content Validity Index (CVI) was obtained. $CVI = n/N$ (number of items declared valid/total number of experts).

$$\text{The CVI} = \frac{28}{32} = \underline{\underline{0.875 \text{ or } 87.5\%}}$$

The results above computed for the CVI indicate that items on the instrument had a CVI of over 70%. Implying that only those items with a CVI of over 70% remained and the rest were discarded as indicated in Amin (2005) resulting to 28 item scale. These were the items that were finally considered in the questionnaires because all together they provided content validity index of 87.5% which is in line with (Amin, 2005).

3.9.2 Reliability

To ensure reliability, the researcher used the pretest method by giving questionnaires to the respondents who were not to be part of the population study in order to find out how reliable the instrument was going to be. A pretest was done on 5% of the sample size. Data was coded and entered into the computer. Cronbach’s Alpha Reliability Coefficients was generated using the statistical package for social scientists (SPSS) computer program to estimate the reliability of the questionnaire. The Cronbach’s alpha reliability coefficient of above 0.7 was accepted. (Sekaran, 2003). The results obtained on the two interactions were correlated and coefficient obtained using

Cronbach's coefficient Alpha test to determine consistency of the instrument. A Likert scale of strongly agree - 5, agree - 4, Neutral - 3, disagree - 2 and strongly disagree - 1 was used. The correlation coefficient is 0.5 or above, the instrument produced data with high test-retest reliability and where the correlation coefficient was below 0.5, and the data produced was a low test – retest reliability (Amin, 2005).

Table 2: Reliability analysis results

Reliability Statistics		
	Cronbach's Alpha	N of Items
Job training	.924	6
Career mentoring	.945	8
Job orientation	.868	7
Employee performance	.814	8

Source: Primary data

The reliability results indicate that all items on the instrument were deemed to be reliable as the reliability scores run from 0.814 to 0.945 implying the items adopted on the instrument were highly reliable and they were all above the recommended reliability level of 70% and minimum coefficient of 0.5.

3.10 Research Procedure

The researcher obtained a letter of introduction from Kyambogo University graduate school which was presented to the authorities at Uganda National Bureau of Standards. After presenting the letter to the authorities, the researcher purposively selected key informants for interviews and other respondents, who included principal officers and managers and other staffs of Uganda National

Bureau of Standards to participate in the study. Data was collected from these respondents by use of a self-administered questionnaire. After data collection, data was analyzed; a report was written and submitted to the graduate school for review and defense.

3.11 Data Analysis

3.11.1 Analysis of Quantitative Data

To analyze quantitative data, data collected using questionnaires (quantitative) was coded. Each code represented a category of response for each element in the questionnaire. The coding was guided by a 5-Likert scale. After coding data was entered, edited, analyzed, presented and interpreted using the Statistical Package for Social Science (SPSS). The data analysis techniques that used include both descriptive and inferential statistics. The descriptive was measured in form of central tendency and the results were represented in tables. For inferential statistics, regression analysis to test the contribution of variables was used so as to realize the different objectives of the research (Given, 2008).

3.11.2 Analysis of Qualitative Data

Qualitative data analyzed using content analysis. Responses from key informants were grouped into recurrent issues. The recurrent issues which were emerged in relation to each guiding questions were presented in the results, with selected direct quotations from participants offered as illustrated. Data collected through interviews (qualitative) was organized and categorized into themes considered to be beneficial to the study and the themes were assigned a code representing category of response (Saunders, 2009).

3.12 Limitations of the Study

- I. The researcher also experienced a problem of non-response from respondents who were given questionnaires to fill. However, the researcher assured the respondents that any information given was treated with utmost confidentiality.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents data analysis and presentation of findings. This was done using both qualitative and quantitative data. The findings include demographic data and empirical finding which are arranged according to the objectives in chapter one and on dependent variable.

4.2 Response rate

Table 3: Response Rate Table

	Target No	Realized NO	Percentage
Questionnaire	95	75	78.9
Interview	8	6	0.75
Total	103	81	78.6

Source: Primary data

Results in table 3 above indicate a response rate of 78.6%, implying out of the 103 targeted respondents, 81 fully participated and of these, 75 questionnaires were filled and returned by the respondents and 6 respondents managed to participate in the interviews held with the researcher. Amin (2005) noted that a response rate of 70% is considered valid. This therefore means that the findings of this research are valid.

4.3 Demographic Data of the Respondents

This section presents the demographic data of the respondents which included the age, gender, level of education, terms of service and level of education. The quantitative findings in this section are presented basing on questionnaires which were filled and returned by the respondents. The purpose of collecting demographic data on respondents was to help in establishing the respondent sample characteristics and be able to form appropriate opinions about the research findings.

Table 4: Findings on Demographic Data of the Respondents.

Variables	Category	Frequency	Percent
Age	20-29 years	11	14.7
	30-39 years	29	38.7
	40-49 years	25	33.3
	50 and above	10	13.3
Sex	Male	48	64.0
	Female	27	36.0
Level of education	Diploma	9	12.0
	Bachelors	43	57.3
	Post Graduate Diploma	5	6.7
	Master's Degree	17	22.7
	P.H.D	1	1.3
Terms of Employment	Temporary staff	4	5.3
	Contract staff	66	88.0
	Permanent staff	5	6.7
Length of service	Below 2years	7	9.3
	2-5 years	25	33.3
	5-10 years	31	41.3
	10 years and above	12	16.0

Source: Primary data (N=75)

Findings on age of the respondents as indicated in table 4, reveals that majority of the respondents represented by 38.7% were between 30-39 years of age and 33.3% were between 40-49 years. This shows that the sample is comprised of mainly the youth and the Middle Ages and these are the age groups where labor mobility is highly pronounced and this can affect their performance. To this study, this finding implies since majority of the respondents are mainly the youth and the Middle Ages such employees, they can easily adapt to the new changes that might be implemented in the organization to develop their career as well as improve on their performance.

The results further indicate that this organization is highly occupied with male employees with 64.0% and 36% for female. These results show that both genders were represented in the sample.

However, it can be deduced that the UNBS is male dominated. The reason could be the fact that the nature of the work is still seen by a lot of people as a male profession like chemists, physicist and biologist.

The results on the level of education as indicated in table 4 reveals that majority of the respondents represented by 57.3% are Bachelor's degree holders and 22.7% are Master's degree holders. This result indicates that at least majority of the employee in this organization have attained higher education and they know the contribution of career development towards their performance in terms of job training, career mentoring and job orientation.

Concerning the terms of employment, majority of the employees in this organization represented by 88.0% are on contract basis. This implies that employee in this organization work on contract basis as this enables employees strive to improve on their career which on other end enables them to improve on their performance with the need to renew or extend their contracts.

In terms of length of service, the results in the table 4 shows that the employees with a length of service of between 5 to 10 years are represented by 41.3% and 33.3% their length of service is between 2 to 5 years. These majority respondents are representative for this study as far as career development and employee is concerned.

4.4.0 Empirical Results

4.4.1 Job Training and Employee Performance.

This section presents descriptive findings measuring the contribution of job training on employee performance. This research objective was conceptualized using six items on the questionnaire which required each respondent to do self-rating on the contribution of job training on employee performance. Responses are presented based on Likert scale ranging from 5 which reflected

strongly agree, 4 agree, 3 neutrals, 2 disagree and 1 strongly disagree. To interpret the mean scores, a legend scale was introduced which included 4.20-5.00 (very high); 3.4-4.19 (high); 2.60-3.39 (average); 1.80-2.59 (low); and 1.00-1.79 (very low). The results are summarized in Table 5;

Table 5: Descriptive Findings on Job Training and Employee Performance.

(N=75)

Variable items	Minimum	Maximum	Mean	Std. Deviation
There is a well-designed and widely shared training policy in this organization	2	5	4.20	.854
My organization utilize benefits acquired from training programs	1	5	4.15	.766
My organization gives me the opportunity for training	1	5	4.28	.785
My organization provides opportunity for newcomers to learn about the organization	2	5	4.31	.697
There is adequate emphasis to develop managerial capabilities through training in my organization	1	5	3.41	.931
My organization provides regular training to staffs in all departments to enhance their performance	2	5	3.53	.963
Average mean	2	5	3.98	.597

Source: Primary data

Descriptive results in table 5 indicate a high mean of (3.98, $\sigma=0.597$). However, in support of this high mean, item (4) indicate mean of (4.31, $\sigma=0.697$) as revealed that this organization provides opportunity for newcomers to learn about the organization. However, much as training opportunity is given to newcomers and other employees, the emphasis to develop managerial capabilities through training in this organization is still at average where a mean of (3.41, $\sigma=0.931$) was obtained which is lower than the average mean score for the items on this objective.

Qualitative findings from interviews held with key informants revealed that there are still some challenges in training like developing managerial capabilities of employees which has had average emphasis by the responsible people. This finding is in support with the majority respondents during the quantitative data collection as also has the same opinion. This implies that this organization needs to put more emphasis on managerial capabilities through training of its employees and it evaluates with the training needs are met.

4.4.1.1 Regression Analysis Results on the Contribution of Job Training Employee Performance.

A linear regression analysis was used for this study to measure the contribution of job training on employee performance and the findings are presented in the model summary, ANOVA and coefficient table below.

Table 6: Model summary results on job training and employee performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.301	.36172

a. Predictors: (Constant), Job training

The model summary results in table 6 indicate that the model accounts for $R^2(0.310)$ 31.0% of the variance in employee performance with an adjusted $R^2 = 0.301$ (30.1%). This implies that job training contributes 31.0% on employee performance and the 69.0 % accounts for other dimensions of career development in this study other than job training.

Table 7: ANOVA Results on Job Training and Employee Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.298	1	4.298	32.848	.000 ^b
	Residual	9.551	73	.131		
	Total	13.849	74			

a. *Dependent Variable: Employee performance*

b. *Predictors: (Constant), Job training*

Table 7 indicates that ANOVA results are statistically significant. The significant results statistically indicate $P < .000$ which is less than $P < 0.01$ or $P < 0.05$ significant level. This implies that job training significantly contributes on employee performance.

Table 8: Coefficient Results on Job Training and Employee Performance

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.590	.283		9.142	.000
	Job training	.404	.070	.557	5.731	.000

a. *Dependent Variable: Employee performance*

The results in table 8 indicate a constant of 2.590 and beta of ($\beta=0.404$) at statistical significant level of $P < 0.000$ at which job training contributes to employee performance. This result implies that job training moderately contributes to employee performance in this study.

4.4.2 Career Mentoring and Employee Performance.

This section presents descriptive findings measuring the contribution of career mentoring on employee performance. This research objective was conceptualized using eight items on the questionnaire which required each respondent to do self-rating on the contribution of job training on employee performance. Responses are presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 neutrals, 2 disagree and 1 strongly disagree. To interpret the mean scores, a legend scale was introduced which included 4.20-5.00 (very high); 3.4-4.19 (high); 2.60-3.39 (average); 1.80-2.59 (low); and 1.00-1.79 (very low). The results are summarized in Table 9;

Table 9: Descriptive findings on Career Mentoring and Employee Performance

(N=75)

Variable items	Minimum	Maximum	Mean	Std. Deviation
My organization suggests specific strategies to accomplish work objectives	1	5	4.25	.773
My organization provides junior employee with specific guidance for achieving career goals	2	5	4.25	.737
In this organization senior employees exchanges experiences with junior employees to improve job problems in the workplace	1	5	3.60	1.0009
We are given an opportunity to interact with key members in this organization	2	5	3.59	1.001
In this organization employees receive ongoing feedback on their performance	2	5	3.73	.935
I am always assigned to challenging work	2	5	4.24	.750
My organization nominates individual employees for sponsorship	1	5	4.32	.808
There is always job promotion for better performance	2	5	4.37	.712
Average mean	2	5	4.05	.565

Source: Primary data

Descriptive results from table 9 above, a high mean of (4.05, $\sigma=0.565$) implying that career mentoring highly contributes on employee performance. To obtain this very high mean, item (7) and (8) in table 9 indicate with mean of (4.32, $\sigma=0.808$ and 4.37, $\sigma=0.712$) respectively indicate that this organization nominates individual employees for sponsorship and there is always job promotion for better performance. However, although a high mean was revealed, a mean of (3.59, $\sigma=1.001$) which is lower than the average mean indicates the need to give an opportunity to interact with key members in this organization

Findings from interviews held with key informants were also revealed to support the quantitative data above. It was revealed that one key informant was in line with quantitative findings as also revealed that some employees find it hard to interact with key members in this organization and this affects information sharing which affects their performance. This is because when there hindrances in information in the organization, employees will find it hard to raise their problems which could be affecting their performance.

4.4.2.1 Regression Analysis Results on the Contribution of Career Mentoring Employee Performance

A linear regression analysis was used for this study to measure the contribution of career mentoring are on employee performance and the findings are presented in the model summary, ANOVA and coefficient table below.

Table 10: Model summary results on career mentoring and employee performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 ^a	.418	.410	.33237

a. Predictors: (Constant), Career Mentoring

The model summary results in table 10 indicate that the model accounts for R^2 (0.418) 41.8% of the variance in employee performance with an adjusted $R^2 = 0.410$ (41.0%). This implies that career mentoring contributes 41.8% on employee performance and the 58.2 % accounts for other dimensions of career development other than career mentoring in this study.

Table 11: ANOVA Results on Career Mentoring and Employee Performance

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.785	1	5.785	52.367	.000 ^b
Residual	8.064	73	.110		
Total	13.849	74			

a. *Dependent Variable: Employee performance*

b. *Predictors: (Constant), Career Mentoring*

Table 11 indicates that ANOVA results are statistically significant. The significant results statistically indicate $P < .000$ which is less than $P < 0.01$ or $P < 0.05$ significant level. This implies that career mentoring significantly contributes to employee performance.

Table 12: Coefficient Results on Career Mentoring and Employee Performance

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	2.193	.279		7.847	.000
Career Mentoring	.495	.068	.646	7.236	.000

a. *Dependent Variable: Employee performance*

The results in table 12 indicate a constant of 2.193 and beta of($\beta=0.495$) at statistical significant level of $P<0.000$ at which career mentoring contributes to employee performance. This result implies that career mentoring moderately contributes to employee performance in this study.

4.4.3 Job Orientation and Employee Performance.

This section presents descriptive findings measuring the contribution of job orientation on employee performance. This research objective was conceptualized using seven items on the questionnaire which required each respondent to do self-rating on the contribution of job orientation on employee performance. Responses are presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 neutrals, 2 disagree and 1 strongly disagree. To interpret the mean scores, a legend scale was introduced which included 4.20-5.00 (very high); 3.4-4.19 (high); 2.60-3.39 (average); 1.80-2.59 (low); and 1.00-1.79 (very low). The results are summarized in Table 13;

Table 13: Descriptive Findings on job Orientation and Employee Performance

(N=75)

Variable items	Minimum	Maximum	Mean	Std. Deviation
I was well prepared for my job	1	5	3.77	1.321
Knowledge obtained from induction has helped me to succeed	1	5	3.39	1.355
I feel certain about how much authority I have	2	5	4.44	.758
I know exactly what is expected of me	2	5	4.44	.683
I know what my responsibilities are	1	5	4.40	.771
I was given clear planned goals and objectives that exist for my job	1	5	4.35	.780
I know how to divide my time properly according to my daily tasks	1	5	4.31	.753
Average mean	2	5	4.16	0.607

Source: Primary data

The descriptive results in table 13 indicate a high mean of (4.16, $\sigma=0.607$). To support this finding, a mean of (4.44, $\sigma=.683$) revealed that employees in this organization are oriented as they indicated that they know exactly what is expected of them and feel certain about how much authority they have. However, much as a high average mean was obtained, an average mean of (3.39, $\sigma=1.355$) is not pleasant enough as revealed that knowledge obtained from induction does not help them to succeed yet the education knowledge is important for new entrants mainly.

From the interview findings, one key informant revealed that employees in this organization do not believe that "Knowledge obtained from induction has helped them to succeed". This study finding implies that in this organization, employees feel that the knowledge they get during induction, is not of much value as far as their performance is concerning. This implies the induction process needs to be restructured to see that employee are in position to use the knowledge they acquire during induction to help them delivery quality services and thus improving on their performance.

4.4.3.1 Regression Analysis Results on the Contribution of Job Orientation Employee

Performance

A linear regression analysis was used for this study to measure the contribution of job orientation on employee performance and the findings are presented in the model summary, ANOVA and coefficient table below.

Table 14: Model Summary Results on Job Orientation and Employee Performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.293	.284	.36615

a. Predictors: (Constant), Job orientation

The result in table 14 of the model summary indicate that the model accounts for R^2 (0.293) 29.3% of the variance in employee performance with an adjusted $R^2 = 0.284$ (28.4%). This implies that job orientation contributes 29.3% on employee performance and the 70.7% accounts for other dimension of career development other than job orientation in this study.

Table 15: ANOVA Results on Job Orientation and Employee Performance.

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	2.591	.295		8.794	.000
1 Job orientation	.386	.070	.542	5.505	.000

a. *Dependent Variable: Employee performance*

Results in the ANOVA table indicate above, indicate that job orientation is statistically significant in influencing employee performance. The significant results in indicate $P < .000$ which is less than $P < 0.01$ or $P < 0.05$ significant level.

Table 16: Coefficient Results on Job Orientation and Employee Performance

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	2.591	.295		8.794	.000
1 Job orientation	.386	.070	.542	5.505	.000

a. *Dependent Variable: Employee performance*

The coefficient results a constant of 2.591 and beta of ($\beta=0.386$) at statistical significant level of $P < 0.000$ at which job orientation contributes to employee performance. This result implies that job orientation has a low contribution to employee performance in this study.

4.4.4 Findings on Employee Performance

Employee performance according to the study was conceived as employee productivity, service delivery, quality of work and timeliness. The research attempted to explore how employee performance is influenced by career development within UNBS. To interpret the mean, a legend 4.20-5.00 (very high); 3.4-4.19 (high); 2.60-3.39 (average); 1.80-2.59 (low); and 1.00-1.79 (very low). The results are summarized in Table 17;

Table 17: Descriptive Findings on Employee Performance

(N=75)

Variable items	Minimum	Maximum	Mean	Std. Deviation
I feel unhappy when my work is not up to my usual standard	2	5	4.44	.663
I like to look back on the day's work with a sense of a job well done	2	5	4.47	.684
I feel happy when I meet the set target by my work supervisor	2	5	4.36	.671
Most of my time is spent while building dependable connection	1	5	3.29	1.037
I try to think of ways of doing my job effectively	3	5	4.35	.581
My opinion of myself goes down when I do this job badly	3	5	4.40	.593
When I performance well, my organization gets a credit in service delivery from the public	3	5	4.31	.592
I take pride in doing my job as well as I can	2	5	3.96	.892
Average mean	3	5	4.20	.433

Source: Primary data

The results in table 17 indicate a high average mean of (4.20, $\sigma=0.433$). To support this result, respondents highly agreed that they feel unhappy when their works is not up to the usual standard

at a mean of (4.44, $\sigma= 0.663$) and at a mean of (4.47, $\sigma= 0.684$) it is revealed that employees in this organization like to look back on the day's work with a sense of a job well done. However, despite of a high average mean an average mean of (3.29, $\sigma= 1.037$) indicate the need to improve on the time that employees in this organization spend while building dependable connection.

Qualitative findings from interviews held with key informants revealed that there are still some challenges affecting employee performance as revealed that less employee relation in this organization. It is believed that some employees like doing work on their own without sharing new knowledge with others which affects the performance of some group since good performance is associated with its benefits like promotion and extension or renewal their contracts as most of the employees in this organization are now working on contract basis.

4.5 Multiple Regression Analysis Results on Career Development and Employee Performance

A multiple linear regression analysis was used for this study to measure which of the three dimensions of career development in this study highly predicts employee performance and the findings are presented in the model summary, ANOVA and coefficient table below.

Table 18: Model Summary Results on Career Development and Employee Performance.
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657 ^a	.432	.408	.33285

a. Predictors: (Constant), Job orientation, Job training, Career Mentoring

Results in table 18 above indicate that about 0.432 (43.2%) of the variation (Adjusted $R^2=0.408$) indicates how much of the dependent variable, employee performance can be explained by the independent variable career development (Job training, career mentoring and job orientation). It implies that employee performance was by the studied sub variables of career development of this study by 43.2% and 56.8% remains for other factors outside model used in this study that could affect employee performance other than job training, career mentoring and job orientation.

Table 19: ANOVA Results on Career Development and Employee Performance

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.983	3	1.994	18.001	.000 ^b
Residual	7.866	71	.111		
Total	13.849	74			

a. *Dependent Variable: Employee performance*

b. *Predictors: (Constant), Job orientation, Job training, Career Mentoring*

The results in table 19 indicate that the three sub variables of career development used in this study significantly contributes to employee performance. The significant results were determined at significant level of Sig. 0.000 which is less than P-Value of 0.05 significant level.

Table 20: Coefficient Results on Career Development and Employee Performance

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
	(Constant)	2.055	.299		6.881	.000
	Job training	.085	.104	.118	.819	.415
	Career Mentoring	.356	.125	.465	2.844	.006
1	Job orientation	.087	.096	.122	.905	.368

The coefficient results in table 20 above indicate a constant of 2.055. The results also indicate a beta of 0.356 at significant level of 0.006 for career mentoring implying that career mentoring moderately contributes to employee performance. Both job training and job orientation are statistically insignificant predictors of employee performance; job training ($\beta = .085, p < .415$), and job orientation ($\beta = .087, p < .368$), compared to career mentoring. Therefore, it means in this organization, career mentoring contributes much towards employee performance.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussion and the summary of the study findings as presented in chapter four, conclusions and recommendations plus areas for further research.

5.2.0 Discussions of Major Findings of the Study.

This presents discussion of major findings as they revealed in chapter four.

5.2.1 Job Training and Employee Performance

The study findings in chapter four indicate that this organization provides opportunity for newcomers to learn about the organization. These findings can be related to Lyons (2008) as argued that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. The findings further indicate that majority of respondents agreed that there is need of adequate emphasis to develop managerial capabilities through training in my organization. This finding can be supported by literature revealed by McNamara (2008) as noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

5.2.2 Career Mentoring and Employee Performance

The study findings indicate that this organization nominates individual employees for sponsorship and there is always job promotion for better performance. These findings can be related with Wright, (2003), stresses the importance of human resource development to organization success. Mentorship is such a factor in that it promotes guidance on career development and role modeling which both contribute greatly to employee's performance.

5.2.3 Job Orientation and Employee Performance.

The results on this objective revealed that they know exactly what is expected of them and feel certain about how much authority they have. This finding can related with the literature revealed by Bennett (2001) as indicated that orientation was viewed as a special kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work places a vital ingredient of internal corporate communication

5.3 Summary of Major Findings

5.3.1. Job training and employee performance

The study findings on this objective indicate a significant contribution that job training on employee performance. The contribution was observed at coefficient of determination R^2 (0.310) of in table 7. This implies that in this organization, at least employees are trained to improve on their performance either on their jobs or off their job.

5.3.2. Career Mentoring and Employee Performance.

It was revealed that career mentoring significantly contributes to employee performance. The significant contribution was obtained with a coefficient of determination R^2 (0.418) as indicated in table 11 in chapter four. To support this finding, majority of the respondents revealed that this organization nominates individual employees for sponsorship and there is always job promotion for better performance.

5.3.3. Job Orientation and Employee Performance.

The results on this objective indicate that job orientation significantly contribute on employee performance. The significant contribution attained with a coefficient of determination of R^2 (0.293) which is low and the results in table 14 indicate that knowledge obtained from induction has helped employees to succeed at an average mean.

5.4 Conclusions

5.4.1 Job Training and Employee Performance.

This objective aimed at determining how job training contributes to employee performance in UNBS. The results revealed that job training significantly contributes to employee performance. This was results revealed at a high average mean of (3.98, $\sigma=0.597$). However, despite the fact that employees in this organization are being trained, the results further indicate that there is need of more emphasis to develop managerial capabilities to employees in this organization.

5.4.2 Career Mentoring and Employee Performance

From the study findings of this objective, the results revealed that career mentoring highly contributes to employee performance in this organization which was registered at a high average mean of (4.05, $\sigma=0.565$) as this organization nominates individual employees for sponsorship and there is always job promotion for better performance. Although a high mean was revealed, there is still more need to give employees an opportunity to interact with key members in this organization.

5.4.3 Job Orientation and Employee Performance.

The results on this objective that job orientation significantly contributes to employee performance. This was revealed at a high average mean of (4.16, $\sigma=0.607$) as revealed that employees in this organization are oriented to know exactly what is expected of them. However, the results indicate the need to improve on the knowledge obtained from induction by employees to help them to succeed in terms of improved performance.

5.5 Recommendation

5.5.1 Job Training and Employee Performance.

This study recommends this organization may make employee development a priority. This is a common interview question. Now that five years have passed, has your employee's career goals

been achieved or, are they still striving to reach their full potential within the organization if they are, maybe this is a good time to readdress those goals and plan accordingly. Work to close any skills gaps that will not only help them achieve long-term goals, but will also benefit the organization when their skills help you fulfill organization objectives.

The researcher recommends that this organization may make sure that performance appraisals are consistent. Regular and timely appraisals ensure employees know where they stand at all times. Conducting performance appraisals regularly also keeps goals in the forefront of daily tasks.

5.5.2 Career Mentoring and Employee Performance.

This study recommends this organization may create new approaches to communication. Introduce new ways to communicate throughout the organization. Sponsor an employee talent show or put on own organization Olympic Games or charter ad-hoc employee teams that will look for ways to cut costs or develop new product offerings. This will help break old employee habits and organizational silos, while building new bridges.

The study also recommends that this organization may make it safe to communicate. Encourage employees to communicate regularly, honestly and openly. The best place to start with top officials and managers. Model the behavior that the organization wants people to follow, and guess what they will. When employees know they can talk about their mistakes or ask any question, no matter how trivial, without judgment or punishment, then troubleshooting problems and leveraging opportunities will be faster, easier and far more effective.

5.5.3 Job Orientation and Employee Performance

This study recommends that during the employee induction process, the trainer may use a lot of visuals, and try to avoid text based training. This is because human beings are much more likely

to remember the images rather than text. It is also important to tell stories which provide an emotional connection to information.

The study recommends to make the training even better, one can include participative learning methods by asking the questions and relating those questions to learners' personal experiences. It is also a good idea to use assessments to improve content recall and retention. Additionally, the trainer must communicate the core values of the organization.

5.6 Areas for Further Study

The study suggests that further research may be conducted on extraneous variable as it may also contribute to employee performance. It will also be interesting to investigate how other dimensions of career development other than job training, career mentoring and job orientation contribute on employee performance.

A similar study may be conducted in private organizations in Uganda to determine how much career development contributes on employee performance for instance commercial Banks

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APPENDICES
Appendix 1 QUESTIONNAIRES

Dear Respondent,

My name is Caroline Kyomugisha, a student at Kyambogo University pursuing Master in Business Administration. Am carrying out research on the career Development and Employee performance at UNBS. I kindly request you to help me and answer the questions below. You have been chosen basing on your knowledge of the subject and experience with in the study area. The information given to me will be important to the study and treated with utmost confidentiality.

You are kindly requested to accurately respond to the question by ticking one answer appropriate to you and fill in the most appropriate response.

Thank you.

SECTION A: Demographic data

Instructions; please tick the option you think is the most appropriate to you

1. Gender

a) Male

b) Female

2. Age

a) 20-29 b) 30-39

c) 40-49 d) 50 and above

3. Education Level

• Diploma

• Bachelors

- Postgraduate
- Masters
- PHD

4. Length of Service

- a) Below 2years b) 2-5 years c) 5-10 years d) 10 years and above

5. Terms of Employment

- a) Temporary staff b) Contract staff c) Permanent staff d) Others Specify.....

SECTION B: Career Development and Employee Performance Analysis

For each of the following Statements, place a tick in the box that corresponds to how you feel as allocated: 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

1. Job Training

	Statement	SD	D	N	A	SA
6	There is a well-designed and widely shared training policy in this organization					
7	My organization utilize benefits acquired from training programs					
8	My organization gives me the opportunity for training					
9	My organization provides opportunity for newcomers to learn about the organization					
10	There is adequate emphasis to develop managerial capabilities through training in my organization					
11	My organization provides regular training to staffs in all departments to enhance their performance					

2 Career Mentoring

	Statement	SD	D	N	A	SA
12	My organization suggests specific strategies to accomplish work objectives	SD	D	N	A	SA
13	My organization provides junior employee with specific guidance for achieving career goals	SD	D	N	A	SA
14	In this organization senior employees exchanges experiences with junior employees to improve job problems in the workplace	SD	D	N	A	SA
15	We are given an opportunity to interact with key members in this organization	SD	D	N	A	SA
16	In this organization employees receive ongoing feedback on their performance	SD	D	N	A	SA
17	I am always assigned to challenging work	SD	D	N	A	SA
18	My organization nominates individual employees for sponsorship	SD	D	N	A	SA
19	There is always job promotion for better performance					

3 Job orientation

	Statement	SD	D	N	A	SA
20	Job orientation significantly enhances and broadens the knowledge/learning of an employee	SD	D	N	A	SA
21	I was well prepared for my job	SD	D	N	A	SA
22	Knowledge obtained from induction has helped me to succeed	SD	D	N	A	SA
23	I feel certain about how much authority I have	SD	D	N	A	SA
24	I know exactly what is expected of me	SD	D	N	A	SA
25	I know what my responsibilities	SD	D	N	A	SA
26	I am clear, planned goals and objectives for my job	SD	D	N	A	SA
27	I know how to divide my time properly according to my daily tasks					

4. Employee performance

28	I feel unhappy when my work is not up to my usual standard	SD	D	N	A	SA
29	I like to look back on the day's work with a sense of a job well done.	SD	D	N	A	SA
30	I feel happy when I meet the set target by my work supervisor	SD	D	N	A	SA
31	Most of my time is spent while building dependable connection	SD	D	N	A	SA
32	I try to think of ways of doing my job effectively.	SD	D	N	A	SA
33	My opinion of myself goes down when I do this job badly.	SD	D	N	A	SA
34	When I performance well, my organization gets a credit in service delivery from the public	SD	D	N	A	SA
35	I take pride in doing my job as well as I can	SD	D	N	A	SA

Thank you for your time

Appendix II: INTERVIEW GUIDE

1. How is training conducted in this organization?
2. What problems do you face with regard to training and development within your organization?
3. Please specify any ways you think training and development in your organization can be improved.
4. How is career mentoring done in this organization?
5. What problems do you face with regard to career mentoring within your organization?
6. Please specify any ways you think career mentoring in your organization can be improved.
7. How is job orientation done in this organization in this organization?
8. What problems do you face with regard to job orientation within your organization?
9. Please specify any ways you think job orientation in your Organization can be improved
10. How does this organization measure employee performance?
11. What problems do you face with regard to employee Performance within your organization?
12. What should be done to improve employee performance in this Organization?


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Office of the Dean, Graduate School

8th November 2018

To Whom It May Concern

RE: LETTER OF INTRODUCTION

Dear Sir/Madam,


This is to introduce **Ms Kyomugisha Caroline** Registration Number **16/U/13324/GMBA/PE** who is a student of Kyambogo University pursuing a Masters Degree.

She intends to carry out research on "**Career Development and Employee Performance in Uganda: A Case study of Uganda National Bureau of Standards**" as partial fulfillment of the requirements for the award of the Masters in Business Administration.

We therefore kindly request you to grant her permission to carry out this study in your institution.

Any assistance accorded to her will be highly appreciated.

Yours sincerely,



Assoc. Prof. Muhamud N. Wambede
DEAN, GRADUATE SCHOOL

