



## "On-the-Job" Training and Performance in Yumbe District Local Government - Uganda

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### Abstract

This study was intended to examine the influence of "On-the-Job" Training on Performance in Yumbe District – Uganda. The study adopted a Case Study Design to allow in-depth study. Quantitative and Qualitative approaches were employed. A total of 218 questionnaires were administered to the respondents and 179 questionnaires were received back, registering a response rate of 82%. Descriptive statistics were computed. Inferential statistical analysis including correlation and multiple regressions were used to test the hypotheses. The correlation coefficient (r) was used to determine the strength of the relationship. The significance of the coefficient (p) was used to test the relationship between the independent and the dependent variables. Regressions were used. ANOVA determined which of the independent variables accounted for most of the variation in the dependent variable. Qualitative data were analyzed under themes. The analysis of both the quantitative and qualitative data established that there was a weak positive correlation between 'On-the-Job' Training (mentoring and job rotation) and Performance. The combined effects accounted for 34% variation in performance. Specifically, the results showed that there was a moderate positive relationship between mentoring and performance and a weak positive relationship between job rotation and performance. It was concluded that "On-the-Job" Training has influence on Performance.

**Keywords:** "On-the-Job", Training and Performance

### Introduction

This study was intended to examine the influence of "On-the-Job" Training on Performance in Yumbe District Local Government – Uganda. In the study, "On-the-Job" Training was considered in terms of mentoring and job rotation which were chosen because these are most common practices of employee development in the district; while performance was considered in terms of efficiency and effectiveness in service delivery. Performance in the local governments has become an issue of concern, despite the continuous government support for capacity enhancement programs. The study was, therefore, intended to establish why, despite the government efforts on employee capacity development, performance in Yumbe District Local Government has remained wanting. The study presents the background to the study, the problem statement and the objectives; it continues to present the methodology used to conduct the study, the results, conclusion and recommendation.

### Background to the Study

Following the introduction of decentralization in Uganda in 1993, the implementation of the Objectives required the creation of more administrative units. Despite this, the size of public service expanded as more administrative units and the corresponding personnel were increased in number to meet the equally increasing demand for services in the districts. Consequently, during the early implementation of decentralization, a number of employee capacity enhancement programs were undertaken, though reluctantly at the beginning, (Helmsing, 1997); the necessity of the decentralization heightened the importance of capacity building, thus, a series of workshops, seminars, short and long term training opportunities were availed to civil servants and politicians to equip them with the necessary knowledge, skills and positive attitude so that they perform to expectations. The government, with the support of its development partners undertook a massive investment in institutional and individual capacity enhancements in the country, thus, the strategy was implemented by ensuring that most development programs had components for employee training.

Besides the joint-government and its partners capacity enhancement programs, some local governments also received direct support from various development partners like Innovations at Makerere (I@Mak), DANIDA support to decentralization, International Development Agency (IDA) Institutional Capacity Building, Royal Netherlands Embassy (RNE), Belgian Technical Cooperation (BTC), the Austrian Scholarship programs, the Netherlands Fellowship - all directed towards supporting staff training programs both long and short term, within and outside the country. The capacity enhancement components have been utilized to cascade local trainings internally, by the district (district resource pool), or externally, by pre-qualified firms. Some employees have been trained on-the-job through attachments, mentoring, job rotation, job instructions, delegation, while others have been sent for short and long courses in training institutions.

It was a policy that staff are mentored and given support supervision regularly as training strategies, all aimed at enhancing capacity of staff to perform better in the local governments. But several years down the road, in many districts, there seems to be no much evidence of improved performance, as many still lag in effectiveness and efficiency in service delivery. As a result, in year 2007, many districts were penalized for not meeting minimum performance standards (*Sunday Vision*, October 14, 2007).

In Yumbe District, since 2003, a number of staff benefited from the above training opportunities in the programs of higher degrees, undergraduate courses and postgraduate diploma courses as hundreds of others attended short courses,

seminars and training workshops, both within and outside the district, besides the regular mentoring and support supervision programs. The district has been spending over Uganda shillings 150 million yearly for capacity building programs under local government development program and other sector specific programs.

Effective employees can contribute to the effectiveness of the organization (Biswajeet & Haries, 1997). The assumption that training enhances employee effectiveness; but as it is, it does not seem true in Yumbe District. Since its creation, the district's performance has been poor, compared to the national standards of service delivery; the expected quality of work, innovativeness and client satisfaction presented big inefficiencies in performance. In the public service in Uganda, employees are engaged on the agreement that they will commit themselves to achieve organizational objectives through dispensing work efficiently and effectively.

Good performance in the public service entails efficiency and effectiveness in service delivery which is measured in terms of quality outputs. However, where performance seems to be wanting due to employee capacity related factors, training becomes the immediate major strategies to address such gaps. In Yumbe, training has been the key strategy to address such gaps. But, practically, there seems to be no impact on performance, thus *Sunday Vision*, News Paper of October 14, 2007, gives an example of such scenario where Yumbe District was the last in the list of the worst performing districts, yet it is a government policy that development grants from the center to local governments are based on performance levels and the performance, which are assessed annually. Where a local government performs poorly, it receives a penalty of 20% cut. Yumbe has been persistently in this category; therefore, the need to investigate the influence of employee training on Performance.

### Statement of the Problem

Yumbe District has continued to receive support from the government and its development partners towards staff development programs. Yearly, over shillings 150 million has been received and spent for the programs. The funds have been used basically for employee development programs through various training approaches such as formal and non-formal and 'on and off-the-job' training. A number of staff benefited under this support for career courses and hundreds of others attended short courses and workshops over the years. The study focused on civil servants and politicians with respect to the period from 2003 to 2008 because this was the period within which the district invested a lot in employee training programs

Despite these interventions, outputs in the areas of planning and accountability, quality of services, productivity, innovativeness and above all, efficiency and effectiveness in service delivery have remained wanting. In the year 2009, the district was the last in the list of worst performing districts and therefore, penalized by receiving 20% less of funds under central government transfers. This was a cause for alarm among stakeholders who wondered as to what the problem was. The study therefore was intended to examine the influence of employee training on performance in Yumbe District Local Government, particularly the influence of 'on-the-job' training programs on performance as it is conceptualized that 'on-the-job' training programs can positively influence performance in the local governments if properly conducted; although, if the programs are not relevant to the performance gaps they may have negative or no impact at all.

### Methodology

This section explains how data for the study was collected and analyzed. It states the study design, the location and study population. It also presents the sample size and selection of the sampling technique and procedure, as well as data collection instruments and methods. The section further presents methods of data analysis and measurements.

The study adopted a Case Study Design to allow in-depth study. Quantitative and Qualitative approaches were employed for collecting and analyzing data. Primary data was obtained through questionnaires and interviews, while Secondary data was obtained through analysis of available documents and journals. Through these methods, the researcher was able to obtain adequate data for better analysis and attain methodological triangulation.

The study was conducted in Yumbe District Local Government, which is located in the North-Western Uganda. It became a district in 2001 and being new it had a typical rural characteristics. The District is centrally located in the West Nile region, and it ranked third in terms of population size (254,000), but the least developed in terms of infrastructure and more so has an unrivaled low literacy levels of education among the Muslim community, who believed more in the "gara", what the Christians call catechumenate, than the formal education, beside insatiable want for "veranda" type of living.

By 2008, Yumbe District had a total of 419 traditional civil servants comprising of 77 District staff, 71 Sub-county staff and 271 Health workers. Teachers made up 1,486 of the public servants, but for purposes of this study, only Head-teachers (124) were targeted because the classroom teachers were not targeted in Yumbe District staff training programs. The councilors were 94, both at District and Local Council III levels, altogether giving an overall total of 637 target population. For the purpose of this study, the sampled population was purposively selected comprising of traditional staff, Head Teachers and Local Council V and III Executive Members. Staff who must have worked in the District for a minimum of one year for the case of technical staff and only Executive Committee Members of Sub-counties for the case of Local Council III Councilors and all the District Councilors were selected.

Using Krejcie and Morgan sample size table, a sample size of 218 was obtained from the target population of 637. This sample size comprised of 78 district and sub county staff, 35 health workers, 62 head teachers, 19 District Counselors, and 24 Local Council III Executive Members. All were selected using purposive sampling technique. This technique was preferred because the intention was to select people who were much involved in staff training programs. The samples were categorized into senior cadres, middle cadres and politicians for purposes of developing appropriate instruments. Table 1 illustrate a summary of the sample size and sampling technique used in the study.

**Table 1: Sample Size and Sampling Selection**

Category	Sample Population/Sample Size	Population	Sample size	Sampling Technique
Civil Servants	District & Sub-county staff (U6+)	148	78	Purposive
	Health workers (U6+)	271	35	Purposive
	Head-teachers	124	62	Purposive
Politicians	LC V Councilors	19	19	Purposive
	LC III chairpersons and speakers	75	24	Purposive
<b>Total</b>		<b>637</b>	<b>218</b>	

Table 1 presents a sample size and selection for the study. A total of 218 sample was selected through purposive technique, in accordance with the recommendation of Amin (2005), considering five categories of cadre in the district. The sample size is selected from a sample population of 637 as presented above; given the categorization in Table 1, there were two sets of questionnaires developed; for civil servants and for politicians. Data for the study was collected using three instruments. These included: questionnaires, interview guide; and documentary review as recommended by Mugenda & Mugenda (1999). Likert Scale rating to measure the different dimensions and elements of the variables ranging from 1 to 5 scale was constructed from strongly agreed to strongly disagree.

To ensure validity, the instruments were subjected to the scrutiny of experts in research. Sampling also ensured that the right respondents for the study were selected to ensure that valid data were solicited. To ensure reliability of the instruments, the researchers, conducted a Test-retest reliability of the instruments. The validity of the instruments were 0.907 for the civil servants' questionnaire and 0.787 for the Local Government Councilors' questionnaire.

Quantitative analysis focused on data obtained from the questionnaires, which was coded and entered into computer using Statistical Package for Social Scientists (SPSS) software. Descriptive statistics in form of frequencies and percentages were computed to summarize the information of the respondents and to describe the distribution of respondents on the variables of the study (Amin, 2005). Inferential statistical analysis included correlation and multiple regressions, which were used to test the hypotheses. The correlation coefficient ( $r$ ) was used to determine the strength of the relationship between the independent variables (IV) and the dependent variable (DV). The sign of the coefficient (positive or negative sign) was used to determine the change in the relationship between the IV and the DV. The significance of the coefficient ( $p$ ) was used to test the relationship between the independent variables and the dependent variable by comparing it to the critical significance level at 0.05. The regression coefficient ( $R$ ) was used to determine the linearity of the relationship (Amin, 2005). In order to determine how much the IV contributed on the DV, the regression coefficient was squared to obtain "R Squared". Given that points of plotting on a scatter diagram do not usually fall on the linear line, an adjusted R Squared was used. The coefficients of the regression (beta, t-value, and significance) were used to test the significance of the contribution of the independent variables on the dependent variable (Sekaran, 2003; Amin, 2005). ANOVA was used to determine which of the independent variables accounted most for the variance in the dependent variable.

Qualitative data analysis in this study involved 'cleaning up' data from the interview guide, categorizing it into themes and patterns, and then making a content analysis to determine the adequacy of the information, credibility, usefulness, and consistency (Woodruffe, 1998).

## Results

"On-the-job" training indicators/variables included mentoring and job rotation. Findings were, therefore, presented in two separate tables for the two variables. This was followed by the test of the hypothesis using Pearson correlation coefficient and then regression analysis. Lastly the results from qualitative data (interviews) were used to corroborate the quantitative results.

### Descriptive results on mentoring

Four questions on mentoring were administered to the senior and middle cadre civil servants who comprised district and sub county staff, head teachers and health staff. They responded using the following scale: 1 = Strongly Disagree, 2 = Disagree, 3= To some extent, 4= Agree, and 5= Strongly Agree. Findings are presented in Table 2, followed by their interpretation and analysis.

**Table 2: Findings on mentoring according to respondents**

Category of respondent	Mentoring has been one of the key approaches commonly used to develop our capacity in the district					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	3 4.1%	9 12.2%	25 33.8%	28 37.8%	9 12.2%	74 100.0%
Head Teacher	4 8.7%	10 21.7%	15 32.6%	14 30.4%	3 6.5%	46 100.0%
Health Staff	0 .0%	6 26.1%	8 34.8%	9 39.1%	0 .0%	23 100.0%
LCIII	0 .0%	0 .0%	1 5.3%	13 68.4%	5 26.3%	19 100.0%
DLC	0 .0%	4 23.5%	3 17.6%	4 23.5%	6 35.3%	17 100.0%
Total	7 3.9%	29 16.2%	52 29.1%	68 38.0%	23 12.8%	179 100.0%

Table 2: Findings on mentoring according to respondents (Continue.....)

Category of respondent	I have been often mentored by my supervisor or other senior officers to enhance my performance at work					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	4 5.4%	11 14.9%	29 39.2%	28 37.8%	2 2.7%	74 100.0%
Head Teacher	5 10.9%	6 13.0%	15 32.6%	14 30.4%	6 13.0%	46 100.0%
Health Staff	2 8.7%	4 17.4%	8 34.8%	7 30.4%	2 8.7%	23 100.0%
LCIII	0 .0%	1 5.3%	12 63.2%	4 21.1%	2 10.5%	19 100.0%
DLC	0 .0%	2 11.8%	7 41.2%	4 23.5%	4 23.5%	17 100.0%
<b>Total</b>	<b>11</b> <b>6.1%</b>	<b>24</b> <b>13.4%</b>	<b>71</b> <b>39.7%</b>	<b>57</b> <b>31.8%</b>	<b>16</b> <b>8.9%</b>	<b>179</b> <b>100.0%</b>
Category of respondent	The Mentoring exercise helps me to gain more practical knowledge and skills if regularly and properly carried					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	0 .0%	10 13.5%	22 29.7%	22 29.7%	20 27.0%	74 100.0%
Head Teacher	3 6.5%	4 8.7%	10 21.7%	14 30.4%	15 32.6%	46 100.0%
Health Staff	3 13.0%	3 13.0%	1 4.3%	5 21.7%	11 47.8%	23 100.0%
LCIII	0 .0%	1 5.3%	4 21.1%	11 57.9%	3 15.8%	19 100.0%
DLC	0 .0%	3 17.6%	2 11.8%	4 23.5%	8 47.1%	17 100.0%
<b>Total</b>	<b>6</b> <b>3.4%</b>	<b>21</b> <b>11.7%</b>	<b>39</b> <b>21.8%</b>	<b>56</b> <b>31.3%</b>	<b>57</b> <b>31.8%</b>	<b>179</b> <b>100.0%</b>
Category of respondent	Mentoring effectively addresses specific performance gaps of the individual and the organization or departments					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	0 .0%	8 10.8%	19 25.7%	33 44.6%	14 18.9%	74 100.0%
Head Teacher	2 4.3%	8 17.4%	8 17.4%	19 41.3%	9 19.6%	46 100.0%
Health Staff	2 8.7%	2 8.7%	5 21.7%	10 43.5%	4 17.4%	23 100.0%
LCIII	0 .0%	1 5.3%	7 36.8%	8 42.1%	3 15.8%	19 100.0%
DLC	0 .0%	4 23.5%	1 5.9%	6 35.3%	6 35.3%	17 100.0%
<b>Total</b>	<b>4</b> <b>2.2%</b>	<b>23</b> <b>12.8%</b>	<b>40</b> <b>22.3%</b>	<b>76</b> <b>42.5%</b>	<b>36</b> <b>20.1%</b>	<b>179</b> <b>100.0%</b>

Table 2 shows the findings regarding mentoring according to civil servants and politicians. In analyzing the results, respondents who 'strongly-disagreed' and 'disagreed' were considered as those who opposed the question and respondents who 'strongly agreed' and 'agreed' were considered as those who concurred with the question. Thus, findings show that the district and sub county staff that is 37 out of 74 representing 50%, head teachers (17 out of 46) representing 36.9% and health staff (9 out of 23) representing 39.1%, while LC IIIs (18 out of 19) representing 94.7% and the DLCs (10 out of 17) representing 58.8% giving a summary of 91 out of 179 representing 50.8% agreed that mentoring had been one of the key approaches commonly used to develop staff capacity in the district.

Similarly, findings show that the district/sub county staff (30 out of 74) representing 40.5%, head teachers (20 out of 46) representing 43.4% and health staff (9 out of 23) representing 39.1% while few LC IIIs (6 out of 19) representing 31.6% and the DLCs (8 out of 17) representing 47% giving a summary of 53 out of 179 representing 40.7% agreed that staff were regularly mentored by supervisors or other senior officers to enhance their performance at work. Furthermore, findings show that the district and sub county staff (44 out of 74) representing 56.7% and the head teachers (29 out of 46) representing 63% and health staff (16 out of 23) representing 69.5%, while LC IIIs (14 out of 19) representing 73.7% and DLCs (12 out of 17) representing 70.6% giving a summary of 113 out of 179 representing 63.1% agreed that the mentoring exercise was regularly and properly carried out to help staff to gain more practical knowledge and skills and attitude.

Lastly, findings show that the district and sub county staff (47 out of 74) representing 63.5%, head teachers (28 out of 46) representing 60.9% and health staff (14 out of 23) representing 60.9%, while the LC IIIs (11 out of 19) representing 57.9% and the DLCs (12 out of 17) representing 70.6% giving a summary of 112 out of 179 representing 62.6% agreed that mentoring was conducted to address specific performance gaps of the individual and the organization or departments.

These findings suggest that in Yumbe District, there were some good efforts towards effective mentoring to enhance employee performance in the district since about 96 out of 179 (53.5%) of the respondents on average, agreed to the questions on mentoring. But generally, the findings show that there was still need for more effort in mentoring, which suggests that 'on-the-job' training programs were not sufficiently done, as 46.5% had a contrary opinion, suggesting that it may be possible that one method to developing staff capacity may not be suitable for every employee.

### Descriptive results regarding Job Rotation

Four questions on job rotation were also presented to the senior and middle cadre civil servants who comprised district and sub county staff, head teachers and health staff. They were required to respond to the questions using the following scale: 1 = Strongly Disagree, 2 = Disagree, 3= To some extent, 4= Agree, and 5= Strongly Agree. Findings are presented in Table 3 below and the interpretation and analysis follows.

**Table 3: Findings on job rotation according to respondents.**

Category of respondent	My supervisor considers internal transfers as an important strategy for staff development and to improve our performance					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub	7	9	16	29	13	74
County Staff	9.5%	12.2%	21.6%	39.2%	17.6%	100.0%
Head Teacher	3	4	17	12	10	46
	6.5%	8.7%	37.0%	26.1%	21.7%	100.0%
Health Staff	3	3	7	8	2	23
	13.0%	13.0%	30.4%	34.8%	8.7%	100.0%
Total	13	16	40	49	25	143
	9.1%	11.2%	28.0%	34.3%	17.5%	100.0%
Category of respondent	Through job rotation/transfers, I gain new experiences and knowledge that help me to improve my performance					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub	5	9	16	26	18	74
County Staff	6.8%	12.2%	21.6%	35.1%	24.3%	100.0%
Head Teacher	0	5	13	19	9	46
	.0%	10.9%	28.3%	41.3%	19.6%	100.0%
Health Staff	1	3	4	11	4	23
	4.3%	13.0%	17.4%	47.8%	17.4%	100.0%
Total	6	17	33	56	31	143
	4.2%	11.9%	23.1%	39.2%	21.7%	100.0%
Category of respondent	Transfers enable me to gain refreshment and motivation to work in the new station hence improving my performance					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub	5	12	19	26	12	74
County Staff	6.8%	16.2%	25.7%	35.1%	16.2%	100.0%
Head Teacher	2	7	12	16	9	46
	4.3%	15.2%	26.1%	34.8%	19.6%	100.0%
Health Staff	1	2	10	6	4	23
	4.3%	8.7%	43.5%	26.1%	17.4%	100.0%
Total	8	21	41	48	25	143
	5.6%	14.7%	28.7%	33.6%	17.5%	100.0%
Category of respondent	My head of department carefully plans for transfers such that it enhances staff performance instead of disrupting it					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub	7	16	27	18	6	74
County Staff	9.5%	21.6%	36.5%	24.3%	8.1%	100.0%
Head Teacher	8	5	20	10	3	46
	17.4%	10.9%	43.5%	21.7%	6.5%	100.0%
Health Staff	2	7	9	3	2	23
	8.7%	30.4%	39.1%	13.0%	8.7%	100.0%
Total	17	28	56	31	11	143
	11.9%	19.6%	39.2%	21.7%	7.7%	100.0%

Table 3 shows the results regarding job rotation according to civil servants and the findings reveal that district and sub county staff (42 out of 74) representing 56.8%, head teachers (22 out of 46) representing 47.8% and health staff (10 out of 23) representing 43.5% giving a summary of 74 out of 143 (51.8%) held the view that supervisors considered internal transfers as an important strategy for staff development and improving their performance. Furthermore, the district and sub county staff (44 out of 74) representing 59.4% and head teachers (28 out of 46) representing 60.9% and health staff (15 out of 23) representing 65.2% giving a summary of 87 out of 143 (60.9%) agreed that through job rotation or transfers, staff gained new experiences and knowledge that helped them to improve their performance. In addition, the district and sub county staff (73 out of 74) representing 98.6%, head teachers (25 out of 46) representing 54.5% and health staff (10 out of 23) representing 43.5% giving a summary of 73 out of 143 representing 75.5% agreed

that transfers enabled staff to gain refreshment and motivation to work in the new station. Lastly, the district and sub county staff (24 out of 74 representing 32.4% and head teachers (13 out of 46) representing 28.2% and health staff (5 out of 23) representing 21.7% giving a summary of 41 out of 143 representing 29.4% agreed that the heads of department carefully planned for staff transfers.

These findings show that job rotation was not handled in the real context of employee development, given that on average only 69 out of 179 (39%) of the respondents agreed to the questions about job rotation. This suggests that job rotation was not very effectively handled in the district, especially the last aspect on managing transfers in the district. Especially heads of department, as the finding revealed, did not carefully planned for staff transfers.

#### Analysis of the influence of ‘On-the-Job’ training on performance in Yumbe District Local Government

The hypothesis was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between ‘On-the-Job’-training indices and performance. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables. The significance of the correlation coefficient (p) was used to test the hypothesis that “‘On-the-Job’-training programs positively influence Performance”. Findings are presented in the following Tables 4 and 5 followed by the analysis and interpretation.

**Table 4: Correlation between ‘On-the-Job’-training programs indicators and performance**

	Mentoring	Job rotation
Performance	r = 0.420(**) p = 0.000 n = 179	r = 0.355(**) p = 0.000 N = 143

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows a moderate positive correlation ( $r = 0.420$ ) between mentoring and performance and a weak positive correlation ( $r = 0.355$ ) between job rotation and performance. These findings were subjected to verification to test the hypothesis ‘On-the-Job’-training programs positively influence performance’ by comparing the significances of the correlations ( $p = 0.000$ ) to the recommended significance at 0.05. Given that the p was less than 0.05, the hypothesis was accepted and it was concluded that there is a moderate positive relationship between mentoring and performance and a weak positive relationship between job rotation and performance. Therefore, the findings show that a positive change in mentoring is related to a moderate positive change in performance and a positive change in job rotation is related to a relatively small positive change in performance. As for the positive nature of the relationships, the findings show that all variables (mentoring, job rotation and performance) change in the same direction whereby better mentoring and job rotation are related to better performance, and vice versa, meaning, the IV and the DV are linearly correlated.

A further analysis using regression analysis was conducted to determine which of the two indices that is mentoring and job rotation influenced most significantly performance. The regression coefficient (R) was used to determine the strength of the linear relationship between ‘On-the-Job’-training and performance. The regression coefficient (R) was squared (shown as R Square in Table 5) and then adjusted (shown as Adjusted R Square in Table 5) to determine the strength of the effect of ‘On-the-Job’-training on performance. ANOVA statistics were used to determine which of the dependent variables namely mentoring and job rotation affected most or least the dependent variable that is Performance. Findings are presented in Table 5 followed by an analysis and interpretation.

**Table 5: Regression of mentoring and job rotation on performance**

Regression Statistics						
R	0.59					
R Square	0.34					
Adjusted R Square	0.34					
Std. Error of the Estimate	1.79					
ANOVA						
	Sum of Squares	Df	Mean Square	F	Sig.	
Regression	234.8	2	117.4	36.8	0.000	
Residual	446.4	140	3.2			
Total	681.2	142				
Coefficients						
	Unstandardized Coefficients			Standardized Coefficients	T	Sig.
	B	Std. Error	Beta			
(Constant)	3.4	0.8		4.4	0.000	
Mentoring	0.3	0.0	0.5	6.8	0.000	
Job rotation	0.2	0.0	0.2	3.3	0.001	

Table 5 shows a moderate linear relationship ( $R = 0.59$ ) between ‘On-the-Job’-training (mentoring and job rotation) and performance. R square was adjusted to 0.34, which when expressed as a percentage shows that mentoring and job rotation when combined account for 34% variance in performance. The coefficient statistics show that the linear relationship between independent variables (mentoring and job rotation) and the dependent variable (performance) and

the effect of the independent variables on dependent variable were significant given that the Fisher's ratio ( $F = 36.8$ ) had a significant  $\text{Sig.} = 0.000$ , which was less than the critical significance at 0.05.

The ANOVA shows that mentoring affected most the performance in the district because it had the least significant value ( $\text{sig.} = 0.000$ ) and at the same time it had the highest t value ( $t = 6.8$ ) and beta value ( $\text{beta} = 0.5$ ). Job rotation followed in affecting performance given that it was higher ( $\text{Sig.} = 0.001$ ) with lower t-values ( $t = 3.3$ ) and beta values ( $\text{beta} = 0.2$ ).

### Results from Qualitative Data

Besides the quantitative statistics results, the analysis of Interview and documentary review revealed that people appreciate mentoring as an effective employee capacity enhancement approach although few people felt that those who mentor needed special training on mentoring to make it more effective. However, more people had negative attitude towards job-rotation saying that, in Yumbe District, job rotation has not been used in the real context of employee development, but rather, managers use it to punish staff who were considered naughty. One interviewee contended, "*yes last year I was abruptly transferred from Geya Primary in the Town Council to Kerwa primary near the boarder with Sudan because I disagreed with one of the School Inspectors, yet one of my kids was in a candidate class, I had to look for a friend to leave him to finish the term.*". This view was very common among head teachers and health workers. Hence job rotation was not seen as an effective means of employee training. These views is in consonance with the quantitative results analyzed above. it should however, be noted that that it was common among head teachers, as most of the districts staff, other than the staff at the sub counties, could not be transferred elsewhere.

### Discussion

The analysis of both the quantitative and qualitative data established that there was a weak positive relationship between 'On-the-Job' Training (OJT) and Performance given that the two elements of OJT (mentoring and job rotation) when combined account for 34% variance in performance (Table 5). The results show that there was moderate positive relationship between mentoring and performance and a weak positive relationship between job rotation and performance. The concurs with the interview results which showed that in Yumbe District, job rotation was taken as a means of punishing those who are naughty, contrary to DeCenzos' & Robbins' (2002) view.

The findings regarding the positive relationship between mentoring and performance support Chris and Peter (2002) observation that mentoring has been credited with the capacity to bring about greater equality in the workplace. The findings further concur with Steve (1998) who strongly argued that with training programs, the immediacy and reality of the situation is more effective in producing learning than are classroom based situations hence the positive relationship. The findings are also in concurrence with the view that managing an 'on-the-job' situation like mentoring is a powerful way of simulating real life. The findings further concur with Steves' (1998) view that 'on-the-job' training activities teach specific skills and put much emphasis on team work and development of leadership thus the positive influence on performance.

However, it was established that in Yumbe district, mentoring was not very successful because it was not fully supported by senior managers, contrary to Chris and Peter (2002) since only few (40.7%) of the respondents agreed to the question on support by supervisors or senior managers (Table 2). Furthermore, the way the district handles mentoring runs contrary to Steve (1998) contention that mentoring is an effective method of employee development on the job if properly managed since only 31.8% of the respondents strongly agreed to the question of the strength of mentoring in developing employees' capacity (Table 2).

In respect to the positive relationship between job rotation and performance, the findings concur with DeCenzo and Robbins (2002) on job rotation, if objectively employed in its real context, represents an excellent method for broadening the manager or potential manager and for turning specialists into generalists. It further proved DeCenzo and Robbins (2002) complement that in addition to increasing managers' experience and allowing the managers to absorb new information; it can also reduce boredom and stimulates development of new ideas thus influencing performance positively.

However, the weak positive relationship showed that in Yumbe District, job rotation was not used in its real context of employee development as revealed in the interview results, that most managers used job rotation as a means to punish those who are mischievous, thus, disrupting performance. Further, the interview results revealed that job rotation was not done on planned and regular basis as suggested by DeCenzo and Robbins (2002). Indeed the way it was done in Yumbe, reduces productivity by moving away people who are just beginning to gain momentum in a new station. Table 3 shows that only 7.7 % of the respondents strongly agreed to the question of management of transfers in enhancing employee performance, thus, the weak relationship. In general, the findings revealed that 'on-the-job' training programs (mentoring and job rotation) were effectively managed though there were compromises, especially with regard to job rotation, which had a negative influence on performance in the district as well.

### Conclusions

Generally, the findings show that 'On-the-Job' Training programs did have some influence on performance in Yumbe District Local Government, though it could have influenced more, had job rotation been handled in the real context of employee development especially by the supervisors. Nonetheless, the managers or supervisors were little informed about the essence of job rotation, which might have arisen from poor induction given to new employees during their recruitment. This conclusion aligns with the statement of the problem that despite the interventions, outputs or efficiency and effectiveness in service delivery have continued to present serious performance gaps, with significant correlation.

## Recommendations

Arising from the above discussions and the general analysis of the results, it is recommended that “On-the-job” training methods need to be improved by encouraging the managers or heads of department to focus more on mentoring as a key approach of employee training and improve on its application especially by ensuring that it has the support of supervisors and the mentor must be always someone senior and not necessarily the supervisor of the mentee as suggested by Chris and Peter (2000). The heads of department also need to undertake job rotation on a planned and regular basis and in the real context of employee development and where it is necessary, but not as a means of punishment of employees perceived as stubborn. Managers must therefore be sensitized on the ideal objectives of job rotation.

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