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Management of Employee Training Programs on Performance in Yumbe District Local Government – Uganda

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Abstract

This study was intended to examine the influence of Management of Employee Development Programme 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 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. The significance of the coefficient (p) was used to test the relationship between the independent and the dependent variables. Regressions (Sekaran, 2003; Amin, 2005) and ANOVA determined which of the independent variables accounted most for the variance in the dependent variable. Qualitative data were analyzed under themes (Woodruffe, 1998). Results show that management of employee training programs accounted for only 26% in influencing performance in the district. It was concluded that Management of Employee Development Programme has influence on Performance.

Keywords: *Training Needs Assessment, Design of Training Programs and Training Evaluation and Staff Performance.*

Introduction

This study was intended to examine the influence of Management of Employee Development Programme on Performance in Yumbe District – Uganda. In the study, Management of Employee Development Programme was considered in terms of training needs assessment, design of training programs and training evaluation, 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 presents the methodology used to carry out the study, 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. In-spite of this, the size of public service expanded as more administrative units and personnel were added to meet the 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), but later, the necessity of the decentralization heightened the importance, 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. Eventually the government, with the support of its development partners had to undertake 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 government 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, within and outside the country. The capacity enhancement components have been utilized to organize local trainings conducted 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 the 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). On 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 aligned to quality outputs. However, where performance seems to be wanting due to employee capacity related factors, training becomes the immediate strategy to address such gaps. Indeed 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 appeared 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 in this category; therefore, the need to investigate the influence of employee training on Performance. 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.

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.

Despite these interventions, outputs in the areas of efficiency and effectiveness in service delivery have continued to present performance gaps. 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 Management of Employee Development Programme on Performance in Yumbe District – Uganda, specifically, in terms of training needs assessment, design of training programs and training evaluation and performance which was considered in terms of efficiency and effectiveness in service delivery.

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, aside insatiable want for veranda type of life.

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, 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 (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 is 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
Total		**637**	**218**	

Table 1 presents a sample size and selection for the study. A total of 218 sample was selected through purposive technique, According to 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 guides; and documentary review as recommended by Mugenda & Mugenda, 1999 and used by Odubuker P. E. (2014) and Kiiza and Odubuker P. E. (2015). 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 technical persons. 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 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 of the variance in the dependent variable and vice versa.

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

Management of employee development programs on performance in Yumbe District Local Government

Management of employee development programs indicators included training needs assessment, design of training programs and training evaluation. The following are the descriptive statistics on training needs assessment, design of training programs and training evaluation, which are later subjected to statistical tests.

Descriptive results regarding training needs assessment

Four questions about training needs assessment were presented to the senior and middle cadre civil servants who comprised of district and sub county staff, head teachers and health staff and to the Local Councilors (LC IIIs and LDCs). They were required to respond to the questions using the following Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3= To some extent, 4= Agree, and 5= Strongly Agree. Findings are presented in Table 2, followed by an interpretation.

Table 2: Findings on training needs assessment

Category of respondent	**Training needs of individual staff and teams are being reviewed annually and incorporated into training plans**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	3 4.1%	15 20.3%	25 33.8%	25 33.8%	6 8.1%	74 100.0%
Head Teacher	6 13.0%	15 32.6%	13 28.3%	10 21.7%	2 4.3%	46 100.0%
Health Staff	4 17.4%	9 39.1%	5 21.7%	3 13.0%	2 8.7%	23 100.0%
LCIII	0 .0%	5 26.3%	5 26.3%	9 47.4%	0 .0%	19 100.0%
DLC	0 .0%	2 11.8%	6 35.3%	7 41.2%	2 11.8%	17 100.0%
Total	13 7.3%	46 25.7%	54 30.2%	54 30.2%	12 6.7%	179 100.0%
Category of respondent	**Through the needs assessment, the actual and realistic performance gaps of individual staff are effectively identified**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	3 4.1%	8 10.8%	22 29.7%	32 43.2%	9 12.2%	74 100.0%
Head Teacher	6 13.0%	9 19.6%	16 34.8%	13 28.3%	2 4.3%	46 100.0%
Health Staff	1 4.3%	5 21.7%	6 26.1%	7 30.4%	4 17.4%	23 100.0%
LCIII	1 5.3%	5 26.3%	6 31.6%	4 21.1%	3 15.8%	19 100.0%

DLC	0 .0%	2 11.8%	3 17.6%	4 23.5%	8 47.1%	17 100.0%
Total	11 6.1%	29 16.2%	53 29.6%	60 33.5%	26 14.5%	179 100.0%
Category of respondent	**My supervisor or other officers have often times assessed my training needs to address my specific performance problems**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	6 8.1%	16 21.6%	31 41.9%	14 18.9%	7 9.5%	74 100.0%
Head Teacher	6 13.0%	15 32.6%	10 21.7%	12 26.1%	3 6.5%	46 100.0%
Health Staff	1 4.3%	8 34.8%	6 26.1%	5 21.7%	3 13.0%	23 100.0%
LCIII	2 10.5%	5 26.3%	4 21.1%	5 26.3%	3 15.8%	19 100.0%
DLC	1 5.9%	2 11.8%	4 23.5%	8 47.1%	2 11.8%	17 100.0%
Total	16 8.9%	46 25.7%	55 30.7%	44 24.6%	18 10.1%	179 100.0%
Category of respondent	**The trainings are developed and organized against the actual performance needs that are identified**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	3 4.1%	21 28.4%	20 27.0%	24 32.4%	6 8.1%	74 100.0%
Head Teacher	7 15.2%	13 28.3%	15 32.6%	9 19.6%	2 4.3%	46 100.0%
Health Staff	2 8.7%	12 52.2%	4 17.4%	3 13.0%	2 8.7%	23 100.0%
LCIII	1 5.3%	4 21.1%	7 36.8%	6 31.6%	1 5.3%	19 100.0%
DLC	3 17.6%	5 29.4%	4 23.5%	4 23.5%	1 5.9%	17 100.0%
Total	16 8.9%	55 30.7%	50 27.9%	46 25.7%	12 6.7%	179 100.0%

Findings in table 2 show that the district and sub county staff (31 out of 74) representing 41.9%, the head teachers (12 out of 46) representing 26%, health staff (5 out of 23) representing 21.7%, the LCIIIs (9 out of 19) representing 47.4% and DLCs (9 out of 17) representing 53% giving a summary of 66 out of 179 (36.9%) agreed that training needs of individual staff and teams in the district were being reviewed annually and incorporated into training plans. It was also shown that the district and sub county staff (41 out of 74) representing 55.4%, the head teachers (15 out of 46) representing 32.6%, the health staff (11 out of 23) representing 47.8%, the LCIIIs (7 out of 19) representing 36.9% and DLCs (12 out of 17) representing 70.6% giving a summary of 86 out of 179 (48%) agreed that through the needs assessment, the actual and realistic performance gaps of individual staff were effectively identified.

Furthermore, findings reveal that the district and sub county staff (21 out of 74) representing 28.4%, head teachers (15 out of 46) representing 32.6%, health staff (8 out of 23) representing 34.7%, the LC IIIs (8 out of 19) representing 42.1% and DLCs (10 out of 17) representing 58.9% giving a summary of 62 out of 179 (34.7%) agreed that their supervisor or other officers had often times, assessed their training needs to address their specific performance problems. Lastly, it was revealed that the district and sub county staff (30 out of 74) representing 40.5%, the head teachers (11 out of 46) representing 23.9%, the health staff (5 out of 23) representing 21.7%, the LC IIIs (7 out of 19) representing 36.9% and the DLCs (5 out of 17) representing 29.4% giving a summary of 58 out of 179 (32.4%) agreed that the trainings were developed and organized against the actual performance needs that were identified.

These findings suggest that training needs assessment was not conducted very effectively given that only about 68 out of 179 (38%) of the respondents on average, agreed to the questions about training needs assessment. Conversely, it means that the contrary is true, meaning, Training needs of individual staff and teams were not being reviewed annually and incorporated into training plans. Needs assessment, the actual and realistic performance gaps of individual staff were not effectively identified. Supervisor or other officers have not often times assessed training needs of staff to address specific performance problems and finally, the trainings are not developed and organized against the actual performance needs that are identified.

Descriptive results regarding design of training programs

Four questions about design of training programs were presented to the senior and middle cadre civil servants who comprised of district and sub county staff, head teachers and health staff and to the local councilors (LC IIIs and DLCs). 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 above followed by an interpretation and analysis below.

Table 3: Findings on design of training programs

Category of respondent	Usually the training objectives are appropriate and focus on addressing the real performance problems of individuals and organization					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	3 4.1%	15 20.3%	22 29.7%	24 32.4%	10 13.5%	74 100.0%
Head Teacher	0 .0%	13 28.3%	13 28.3%	15 32.6%	5 10.9%	46 100.0%
Health Staff	4 17.4%	4 17.4%	7 30.4%	6 26.1%	2 8.7%	23 100.0%
LCIII	1 5.3%	8 42.1%	4 21.1%	4 21.1%	2 10.5%	19 100.0%
DLC	1 5.9%	4 23.5%	3 17.6%	6 35.3%	3 17.6%	17 100.0%
Total	9 5.0%	44 24.6%	49 27.4%	55 30.7%	22 12.3%	179 100.0%
Category of respondent	**The training methods are appropriate for effective learning and motivates learners**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	1 1.4%	11 14.9%	29 39.2%	28 37.8%	5 6.8%	74 100.0%
Head Teacher	1 2.2%	13 28.3%	12 26.1%	13 28.3%	7 15.2%	46 100.0%
Health Staff	2 8.7%	5 21.7%	10 43.5%	5 21.7%	1 4.3%	23 100.0%
LCIII	0 .0%	3 15.8%	9 47.4%	4 21.1%	3 15.8%	19 100.0%
DLC	0 .0%	2 11.8%	4 23.5%	7 41.2%	4 23.5%	17 100.0%
Total	4 2.2%	34 19.0%	64 35.8%	57 31.8%	20 11.2%	179 100.0%
Category of respondent	**Most of the local facilitators/instructors or teachers are professionally skilled and deliver quality lessons**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	3 4.1%	5 6.8%	33 44.6%	27 36.5%	6 8.1%	74 100.0%
Head Teacher	2 4.3%	9 19.6%	13 28.3%	15 32.6%	7 15.2%	46 100.0%
Health Staff	0 .0%	4 17.4%	11 47.8%	5 21.7%	3 13.0%	23 100.0%
LCIII	0 .0%	3 15.8%	11 57.9%	1 5.3%	4 21.1%	19 100.0%
DLC	0 .0%	3 17.6%	3 17.6%	8 47.1%	3 17.6%	17 100.0%
Total	5 2.8%	24 13.4%	71 39.7%	56 31.3%	23 12.8%	179 100.0%
Category of respondent	**Generally, the training facilities are adequate and for effective learning to take place**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	2 2.7%	18 24.3%	21 28.4%	18 24.3%	15 20.3%	74 100.0%
Head Teacher	3 6.5%	10 21.7%	19 41.3%	10 21.7%	4 8.7%	46 100.0%
Health Staff	1 4.3%	8 34.8%	8 34.8%	6 26.1%	0 .0%	23 100.0%
LCIII	0 .0%	7 36.8%	2 10.5%	6 31.6%	4 21.1%	19 100.0%
DLC	1 5.9%	2 11.8%	1 5.9%	9 52.9%	4 23.5%	17 100.0%
Total	7 3.9%	45 25.1%	51 28.5%	49 27.4%	27 15.1%	179 100.0%

Findings in Table 3 revealed that the district and sub county staff (34 out of 74) representing 45.9% and head teachers (20 out of 46) representing 43.5%, the health staff (8 out of 23) representing 34.8% and LCIIIs (6 out of 19) representing 31.6% and the DLCs (9 out of 17) representing 52.9% giving a summary of 77 out of 179 (43%) agreed that usually the training objectives were appropriate and focused on addressing the real performance problems of individuals and organization. In addition, it was shown that the district and sub county staff (23 out of 74) representing 44.6% and head teachers (20 out of 46) representing 43.5%, the health staff (6 out of 23) representing 26%, the LCIIIs (7 out of 19) representing 36.9% and the DLCs (11 out of 17) representing 64.7% giving a summary of 77 out of 179 (43%) agreed that the training methods were appropriate for effective learning and motivates learners.

Furthermore, it was shown that the district and sub county staff (33 out of 74) representing 44.6% and head teachers (22 out of 46) representing 47.8%, the health staff (8 out of 23) representing 34.7%, the LCIIIs (5 out of 19) representing 26.4% and the DLCs (11 out of 17) representing 64.7% giving a summary of 79 out of 179 (44.1%) agreed that the local facilitators out of instructors or teachers were professionally skilled and deliver quality lessons. Lastly, it was shown that the district and sub county staff (33 out of 74) representing 44.6%, and the head teachers (14 out of 46) representing 30.4%, the health staff (6 out of 23) representing 26.1%, the LCIIIs (10 out of 19) representing 52.7% and the DLCs (13 out of 19) representing 76.4% giving a summary 78 out of 179 (42.5%) agreed that generally, the training facilities were adequate and for effective learning to take place.

These findings show that management of employee training programs was compromised in Yumbe District because the design of the training programs was not very effective, given that only 77 out of 179 (43%) of the respondents on average, agreed to the questions on design of the training programs. Specifically, it means, usually the training objectives are not appropriate and focus on addressing the real performance problems of individuals and organization, the training methods are not appropriate for effective learning and motivation of learners, most of the local facilitators/instructors or teachers are not professionally skilled and do not deliver quality lessons and generally, the training facilities are not adequate for effective learning to take place.

Descriptive results regarding training evaluation

Four questions about training evaluation were presented to the senior and middle cadre civil servants who comprised of district and sub county staff, head teachers and health staff and to the Local Councilors (LC IIIs and DLCs). 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 4 above followed by an interpretation and analysis below.

Table 4: Findings on training evaluation

Category of respondent	**Training evaluation is often carried after every training session to assess whether the intended objectives have been achieved**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	5 6.8%	23 31.1%	22 29.7%	15 20.3%	9 12.2%	74 100.0%
Head Teacher	5 10.9%	9 19.6%	18 39.1%	12 26.1%	2 4.3%	46 100.0%
Health Staff	3 13.0%	5 21.7%	5 21.7%	9 39.1%	1 4.3%	23 100.0%
LCIII	0 .0%	3 15.8%	9 47.4%	5 26.3%	2 10.5%	19 100.0%
DLC	1 5.9%	2 11.8%	6 35.3%	5 29.4%	3 17.6%	17 100.0%
Total	14 7.8%	42 23.5%	60 33.5%	46 25.7%	17 9.5%	179 100.0%
Category of respondent	**I have been followed after training, by trainers to assess whether the training has helped change my performance at my work place**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	14 18.9%	27 36.5%	17 23.0%	12 16.2%	4 5.4%	74 100.0%
Head Teacher	4 8.7%	8 17.4%	21 45.7%	10 21.7%	3 6.5%	46 100.0%
Health Staff	3 13.0%	7 30.4%	5 21.7%	6 26.1%	2 8.7%	23 100.0%
LCIII	1 5.3%	2 10.5%	12 63.2%	2 10.5%	2 10.5%	19 100.0%
DLC	0 .0%	1 5.9%	8 47.1%	7 41.2%	1 5.9%	17 100.0%
Total	22 12.3%	45 25.1%	63 35.2%	37 20.7%	12 6.7%	179 100.0%
Category of respondent	**The organization assesses how the training or development of employees contributes to the broad organizational goals and objectives**					**Total**
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County	5	17	28	18	6	74

Staff	6.8%	23.0%	37.8%	24.3%	8.1%	100.0%
Head Teacher	3 6.5%	11 23.9%	21 45.7%	8 17.4%	3 6.5%	46 100.0%
Health Staff	2 8.7%	7 30.4%	8 34.8%	6 26.1%	0 .0%	23 100.0%
LCIII	0 .0%	4 21.1%	5 26.3%	9 47.4%	1 5.3%	19 100.0%
DLC	0 .0%	2 11.8%	3 17.6%	9 52.9%	3 17.6%	17 100.0%
Total	10 5.6%	41 22.9%	65 36.3%	50 27.9%	13 7.3%	179 100.0%

Findings in Table 4 show that the district and sub county staff (24 out of 74) representing 32.5%, the head teachers (14 out of 46) representing 30.4%, the health staff (10 out of 23) representing 43.4%, the LCIIIs (7 out of 19) representing 36.8% and the DLCs (8 out of 19) representing 47% giving a summary of 63 out of 179 (35.2%) agreed that training evaluation was often carried after every training session to assess whether the intended objectives have been achieved. In addition, findings show that the district and sub county staff (16 out of 74) representing 21.6% and head teachers (13 out of 46) representing 28.2%, the health staff (8 out of 230 representing 34.8%, the LCIIIs (4 out of 190 representing 21% and the DLCs (8 out of 17) representing 47.1% giving a summary of 49 out of 179 (27.4%) agreed that they had been followed after training, by trainers to assess whether the training has helped change their performance at their work place.

Lastly, it was shown that the district and sub county staff (24 out of 74) representing 32.4%, the head teachers (11 out of 46) representing 23.9%, the health staff (6 out of 23) representing 26.1%, the LCIIIs (10 out of 19) representing 52.7% the DLCs (12 out of 17) representing 70.5% giving a summary of 63 out of 179 (35.2%) agreed that the district assessed how the training or development of employees contributes to the broad district goals and objectives.

These findings show that training evaluation was not very effective given that only 43 out of 179 (24%) of the respondents agree to the questions about training evaluation. This suggests that still management of employee training programs was further compromised by the way training evaluation was handled in the district. Save the Councilors, who throughout have been giving responses which are contradicted by the other categories of respondents, seemingly due to inadequacy in understanding the technicalities, coupled with low level of education, the responses, in effect mean, training evaluation was not often carried after every training session to assess whether the intended objectives have been achieved, trainees were not followed after training, by trainers to assess whether the training has helped change their performance at work, and the district was not assessing how the training or development of employees contributes to the broad district goals and objectives.

Having established the descriptive statistics about the indices of training needs assessment, design of training programs and training evaluation, inferential statistics were used to verify the following hypothesis:

Analysis of the influence of the management of employee training programs on performance in Yumbe District Local Government

The hypothesis was verified using Pearson Moment correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between management of employee training programs indices and performance. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (management of employee training programs indices and performance). The significance of the correlation coefficient (p) was used to test the hypothesis that "*The management of employee training programs positively influence Performance*". Findings are presented in the following Tables 5 and 6.

Table 5: Correlation between management of employee training programs indicators and performance

	Training needs assessment	Design of training programs	Training evaluation
Performance	r = 0.448(**) p = 0.000 N = 179	r = 0.340(**) p = 0.000 n = 143	r = 0.399(**) p = 0.000 n = 143

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

Table 5 shows a moderate positive correlation (r = 0.448) between training needs assessment and performance and a weak positive correlation (r = 0.340) between training programs and performance and a weak positive correlation (r = 0.399) between training evaluation and performance. These findings were subjected to verification to test the hypothesis "*The management of employee 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 was a moderate positive relationship between training needs assessment and performance and a weak positive relationship between training programs and performance and a weak positive relationship between training evaluation and performance.

Interpreting the weak nature of the relationship, the findings show that a change in training needs assessment is related to a moderate change in performance and the weak nature of the relationship, the findings show that a change in design of training programs and training evaluation is linearly related to a small change in performance. As for the positive nature of the relationships, the findings show that all variables (training needs assessment, design of training programs, training evaluation and performance) change in the same direction whereby better training needs assessment, design of training programs and training evaluation are related to better performance, and vice versa.

A further analysis using regression analysis was conducted to determine which indices of management of employee training program (that is training needs assessment, design of training programs, and training evaluation) influenced

performance. The regression coefficient (R) was used to determine the strength of the linearity between management of employee training program (that is training needs assessment, design of training programs, and training evaluation) and performance. The regression coefficient (R) was squared (shown as R Square in Table 16) and then adjusted (shown as Adjusted R Square in Table 16) to determine the strength of the effect of management of employee training program (that is training needs assessment, design of training programs, and training evaluation) on performance. The ANOVA statistics were used to determine which of the dependent variables affected most or least the dependent variable. Findings are presented in Table 6, followed by an analysis and interpretation.

Table 6: Regression of non-formal trainings (workshops) and formal academic trainings on performance

Regression Statistics					
R	0.52				
R Square	0.27				
Adjusted R Square	0.26				
Std. Error of the Estimate	1.91				
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	242.1	3	80.7	22.0	0.000
Residual	641.1	175	3.7		
Total	883.2	178			
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.9	0.7		7.4	0.000
Training needs assessment	0.2	0.1	0.3	3.4	0.001
Design of training programs	0.1	0.0	0.2	2.8	0.006
Training evaluation	0.2	0.0	0.2	3.1	0.003

Table 6 shows a moderate linear relationship (R = .52) between management of employee training program (that is training needs assessment, design of training programs, and training evaluation) and performance. R square adjusted is 0.26, which, expressed as a percentage shows that training needs assessment, design of training programs, and training evaluation when combined account for 26% variance in performance. The coefficient statistics show that the linear relationship between independent variables (training needs assessment, design of training programs, and training evaluation) and the dependent variable (performance) and the effect of the independent variables on dependent variable were significant given that the Fisher's ratio (F = 22.0) had a significant Sig. = 0.000, which was less than the critical significance at 0.05.

The ANOVA show that training needs assessment influenced performance more in the district because it had the least significant value (sig. = 0.001) and at the same time it had the highest t value (t = 3.4) and beta value (beta = 0.3). Training evaluation followed in affecting performance given that its significance was second highest (Sig. = 0.003) with second highest t-values (t = 3.1). Design of training programs was the least to affect performance given that it had the highest significant value (Sig. = 0.006) and lowest t-value (t = 2.8).

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Results of the qualitative data analysis

The results from documentary review revealed that much as training needs have been carried out in a participatory manner in Yumbe District, most staff go for studies not on the basis of the training needs identified, but as long as the individual is able to sponsor himself/herself, or once he/she has secured a scholarship irrespective of whether the individual actually needs that training and because the district may not be able to sponsor all, those who need training are released without hesitation since the district does not want to lose those scholarships secured by the individuals. On the other hand, the qualitative results further revealed that most managers did not have proper preparations for training programs. Majority of training programs did not have well developed training designs. Likewise, the results also show that evaluation was carried only at one level that is during the activity implementation. The pre-training and post-training evaluations are not conducted. These revelations tend to agree with statistical results analyzed above.

Discussion

Analysis of the influence of Management of Employee Development Programs on Performance in Yumbe District Local Government revealed that there was a moderate positive relationship between training needs assessment and performance, a weak positive relationship between design of training programs and performance and a weak positive relationship between training evaluation and performance (Table 5). Training needs assessment, design of training programs and training evaluation when combined account for 26% (Table 6) variance in performance. Training needs assessment affected performance most followed by training evaluation and design of training programs as indicated by the ANOVA (Table 5). In general, it was therefore established that Management of Employee Development Programs (training needs assessment, design of the training programs and training evaluation) was not very effectively conducted and this compromised performance in the district.

The findings concur with Cole (1993) who observed that a relevant training design must entail aims and objectives; the course content; the training methods; the location and the responsibilities of training for it to positively influence

performance, which was not the case in Yumbe District as only 12.3% of the respondents strongly agreed to the question on adequacy of training objectives (Table 3). The findings further agree with Herbert et al (2000), who observed that some training activities fail because the design does not provide an appropriate framework for implementation which was also true in the case of Yumbe District Local Government, since only 11.2% of the respondents strongly agreed to the question on appropriateness of the implementation methods. The findings also agree with Biswajeet and Harrish (1997) on the importance of job evaluation in positively influencing performance. In Yumbe District Local Government, analyses indicate that only 9.5% (Table 4) agreed on the question of conducting evaluation after every activity. This implies that job evaluation was not considered serious by the managers.

The findings further concur with Cole (1993), who observed that training need is basically any shortfall in employee performance or potential performance gap which can be remedied by appropriate training. Training needs assessment, therefore, provides a benchmark for any training activity where its deficiency fails training objectives. The weak positive relationship between training design and performance clearly concurs with the suggestion of Herbert et al (2000) that once employee development plan is drawn up, it is necessary to design the training program which must involve institutional objectives, program contents and training methods, but findings indicate that this was not accordingly handled, in Yumbe District Local Government.

In conclusion, findings show that the elements of employee training management accounted for only 26% in effecting performance in Yumbe District Local Government and this implies that the management of employee training programs were greatly compromised, thus, the failure to create an impact on performance in the district.

Conclusion

The findings regarding the Management of Employee Development Programs show that generally there was no effective management of employee training programs thus compromising performance in the district. Particularly training evaluation was not conducted according to the recommended ways such as suggested by Biswajeet and Harrish (1997). It was therefore learnt that most managers do not conduct training evaluation as recommended because, the budgets for training do not incorporate the post training evaluations stages. Managers should therefore always budget for post evaluation stages.

In a nutshell, it is therefore, concluded that in Yumbe District, employee training function was not effectively managed and this consequently compromised performance. This conclusion aligns with the statement of the problem that despite the interventions, outputs and above all, efficiency and effectiveness in service delivery have continued to present serious performance gaps.

Recommendation

Arising from the above general analysis of findings and discussions it is that management of the training function needs to be improved more particularly ensuring that the training needs for individuals must be objectively identified and should be the basis of considering employees for any training opportunity. It must be a district policy to have comprehensive design of training programs, bringing out explicitly, the training objectives and methodologies of implementation. Evaluation of training programs must be conducted before, during and after every training program.

Areas for Further Research

Other methods and techniques of employee training such as vestibule training, job instructions, delegation, coaching, secondments, internships and assistantships, special study visits among others can also be studied to assess their impact on employee performance improvement.

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