



“Off-the-Job” Training and Performance in Yumbe District Local Government – Uganda

Swaib Asiki & Epiphany Odubuker Picho
Muni University

Abstract

This investigation was intended to unveil the influence of “Off-the-Job” training programs on performance in Yumbe District Local Government – 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 and ANOVA determined which of the independent variables accounted most for the variance in the dependent variable. Qualitative data were analyzed under themes. Results show that “Off-the-Job” training programs (non-formal trainings and formal academic training) account for 82% variance in performance. It was concluded that “Off-the-Job” training programs has very high 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 “Off-the-Job” training programs on performance in Yumbe District Local Government; “Off-the-job” training indicators indices included non-formal trainings (workshops) and formal academic trainings; 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 recommendations.

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 behind 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 2007, the district was the last in the list of worst performing districts (*The Sunday Vision*, October 14, 2007) 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 district 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	
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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

Influence of "Off-the-Job" training programs on performance in Yumbe District Local Government

"Off-the-Job" training indicators included non-formal trainings (workshops) and formal academic trainings and the analysis was done under these two variables. This was followed by the test of the hypothesis using Pearson Product Moment Correlation Coefficient and then regression analysis. Lastly the results from qualitative data (interviews) were compared with quantitative results to determine their relationship.

Descriptive results on non-formal trainings (workshops)

Four questions on non-formal trainings (workshops) 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 Local Councilors (LC IIIs and District Local Government Councilors). They were required to respond to the questions using the following scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3= To some extent (A), 4= Agree (TSE), and 5= Strongly Agree (SA). Findings are presented in Table 2 followed by an interpretation.

Table 2: Findings on non-formal trainings (workshops)

Category of respondent	Workshops have been regularly organized for us to improve our knowledge and skills to enhance our performance at work					Total
	SD	D	TSE	A	SA	
District Sub County Staff	10 13.5%	10 13.5%	14 18.9%	29 39.2%	11 14.9%	74 100.0%
Head Teacher	3 6.5%	9 19.6%	17 37.0%	13 28.3%	4 8.7%	46 100.0%
Health Staff	4 17.4%	3 13.0%	8 34.8%	7 30.4%	1 4.3%	23 100.0%
LCIII	0 .0%	0 .0%	2 10.5%	14 73.7%	3 15.8%	19 100.0%
District Local Government Councilors	1 5.9%	0 .0%	5 29.4%	6 35.3%	5 29.4%	17 100.0%
Total	18 10.1%	22 12.3%	46 25.7%	69 38.5%	24 13.4%	179 100.0%
Category of respondent	Workshops are carefully planned to address staff specific performance gaps identified during training needs assessment					Total
	SD	D	TSE	A	SA	
District Sub County Staff	4 5.4%	12 16.2%	23 31.1%	22 29.7%	13 17.6%	74 100.0%

Head Teacher	2	12	13	13	6	46
	4.3%	26.1%	28.3%	28.3%	13.0%	100.0%
Health Staff	2	7	7	5	2	23
	8.7%	30.4%	30.4%	21.7%	8.7%	100.0%
LCIII	0	1	5	10	3	19
	.0%	5.3%	26.3%	52.6%	15.8%	100.0%
District Local Government Councilors	3	2	1	9	2	17
	17.6%	11.8%	5.9%	52.9%	11.8%	100.0%
Total	11	34	49	59	26	179
	6.1%	19.0%	27.4%	33.0%	14.5%	100.0%
Category of respondent	Have once or many times attended workshops locally organized by the district or Ministries to address performance gaps					Total
	SD	D	TSE	A	SA	
District Sub County Staff	2	9	29	19	15	74
	2.7%	12.2%	39.2%	25.7%	20.3%	100.0%
Head Teacher	2	9	10	18	7	46
	4.3%	19.6%	21.7%	39.1%	15.2%	100.0%
Health Staff	5	5	6	5	2	23
	21.7%	21.7%	26.1%	21.7%	8.7%	100.0%
LCIII	0	1	7	6	5	19
	.0%	5.3%	36.8%	31.6%	26.3%	100.0%
District Local Government Councilors	0	0	7	9	1	17
	.0%	.0%	41.2%	52.9%	5.9%	100.0%
Total	9	24	59	57	30	179
	5.0%	13.4%	33.0%	31.8%	16.8%	100.0%
Category of respondent	Through workshops, we share different experiences hence enhancing our knowledge and abilities to perform better					Total
	SD	D	TSE	A	SA	
District Sub County Staff	1	6	11	31	25	74
	1.4%	8.1%	14.9%	41.9%	33.8%	100.0%
Head Teacher	2	5	8	16	15	46
	4.3%	10.9%	17.4%	34.8%	32.6%	100.0%
Health Staff	2	2	6	4	9	23
	8.7%	8.7%	26.1%	17.4%	39.1%	100.0%
LCIII	0	0	5	9	5	19
	.0%	.0%	26.3%	47.4%	26.3%	100.0%
District Local Government Councilors	2	1	1	6	7	17
	11.8%	5.9%	5.9%	35.3%	41.2%	100.0%
Total	7	14	31	66	61	179
	3.9%	7.8%	17.3%	36.9%	34.1%	100.0%

Findings show that the district and sub county staff (40 out of 74) representing 54.1%, the head teachers (17 out of 46) representing 37% and health staff (8 out of 23) representing 34.7%, and the LCIIIs (17 out of 19) representing 89.5% and District Local Government Councilors (11 out of 17) representing 64.7%) giving a summary of 93 out of 179 (51.9%) agreed that workshops had been regularly organized for staff to improve their knowledge and skills. Furthermore, it is shown that the district and sub county staff (35 out of 74) representing 47.3% and head teachers (19 out of 46) representing 41.3%, the health staff (7 out of 23) representing 30.4% and the LCIIIs (13 out of 19) representing 68.4% and District Local Government Councilors (11 out of 17) representing 64.7% giving a summary of 75 out of 179 (47.5%) agreed that workshops were carefully planned to address staff specific performance gaps identified during training needs assessment.

In addition, it is shown that the district and sub county staff (34 out of 74) representing 46% and head teachers (25 out of 46) representing 54.3%, the health staff (7 out of 23) representing 30.4%, and the LCIIIs (11 out of 19) representing 57.9% and District Local Government Councilors (10 out of 17) representing 58.8% giving a summary of 87 out of 179 (48.6%) agreed that staff had once or many times attended workshops locally organized by the district or Ministries to address performance gaps. Lastly, findings show that the district and sub county staff (56 out of 74) representing 75.7% and head teachers (31 out of 46) representing 67.4%, the health staff (13 out of 23) representing 56.5%, and the LCIIIs (14 out of 19) representing 73.7%) and District Local Government Councilors (13 out of 17) representing 76.5% giving a summary of 127 out of 179 (71%) agreed that through workshops, staff shared different experiences to enhance their knowledge and abilities to perform better.

These findings show that most of district and sub county staff, head teachers, LCIIIs and District Local Government Councilors and approximately half of the health staff were of the view that non-formal trainings (workshops) were effectively organized and conducted, given that about 98 out of 179 (55%) of the respondents agreed to the questions on non-formal trainings. However, since over 45% of the respondents disagreed, it can be interpreted that 'Off-the-Job' training programs were effective, but, to some extent compromised.

Descriptive results regarding formal trainings

Four questions about formal academic trainings were presented to the senior and middle cadre civil servants who comprised of 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 above followed by an interpretation.

Table 3: Findings on formal academic trainings

Category of respondent	Staff are sponsored for formal academic programs					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	8 10.8%	9 12.2%	18 24.3%	24 32.4%	15 20.3%	74 100.0%
Head Teacher	17 37.0%	13 28.3%	12 26.1%	3 6.5%	1 2.2%	46 100.0%
Health Staff	6 26.1%	6 26.1%	5 21.7%	3 13.0%	3 13.0%	23 100.0%
Total	31 21.7%	28 19.6%	35 24.5%	30 21.0%	19 13.3%	143 100.0%
Category of respondent	Have been sponsored by the district for a short or long course to enhance my knowledge and skills to improve my performance					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	17 23.0%	11 14.9%	15 20.3%	16 21.6%	15 20.3%	74 100.0%
Head Teacher	27 58.7%	7 15.2%	5 10.9%	4 8.7%	3 6.5%	46 100.0%
Health Staff	14 60.9%	4 17.4%	1 4.3%	1 4.3%	3 13.0%	23 100.0%
Total	58 40.6%	22 15.4%	21 14.7%	21 14.7%	21 14.7%	143 100.0%
Category of respondent	Through the short or long academic programs, my specific knowledge gaps were effectively addressed					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	9 12.2%	21 28.4%	15 20.3%	18 24.3%	11 14.9%	74 100.0%
Head Teacher	13 28.3%	11 23.9%	12 26.1%	7 15.2%	3 6.5%	46 100.0%
Health Staff	8 34.8%	5 21.7%	5 21.7%	0 .0%	5 21.7%	23 100.0%
Total	30 21.0%	37 25.9%	32 22.4%	25 17.5%	19 13.3%	143 100.0%
Category of respondent	Was sponsored a short or long course after a training need identified in me a performance gap, which necessitated a formal training					Total
	Strongly disagree	Disagree	To some extent	Agree	Strongly agree	
District Sub County Staff	16 21.6%	24 32.4%	15 20.3%	14 18.9%	5 6.8%	74 100.0%
Head Teacher	24 52.2%	13 28.3%	8 17.4%	1 2.2%	0 .0%	46 100.0%
Health Staff	12 52.2%	5 21.7%	3 13.0%	1 4.3%	2 8.7%	23 100.0%
Total	52 36.4%	42 29.4%	26 18.2%	16 11.2%	7 4.9%	143 100.0%

Findings in Table 3 show that the district and sub county staff (39 out of 74) representing 52.7% and head teachers (4 out of 46) representing 8.7% and health staff (6 out of 23) representing 26% giving a summary of 49 out of 143 (34.3%) agreed that staff were sponsored for formal academic programs such as short and long courses outside the district but most head teachers disagreed. In addition, the district and sub county staff (31 out of 74) representing 41.9% and head teachers (7 out of 46) representing 15.2% and health staff (4 out of 23) representing 17.3% giving a summary of 42 out of 143 (29.4%) agreed that they had once been sponsored by the district for a short or long course to enhance their knowledge and skills to improve their performance.

Furthermore, the district and sub-county staff (29 out of 74) representing 39.2%, head teachers (10 out of 46) representing 21.7% and health staff (5 out of 23) representing 21.7% giving a summary of 44 out of 143 (30.8%) agreed that through the short or long academic programs, their specific knowledge gaps were effectively addressed. Lastly, it is

shown that district and sub county staff (19 out of 74) representing 25.7% and few head teachers (1 out of 46) representing 2.2% and health staff (3 out of 23) representing 13% giving a summary of 23 out of 143 (16.1%) agreed that they were sponsored for a short or long course after a training need was identified for a performance gap, which necessitated a formal training for them.

These findings suggest that the district and sub county staff were satisfied with the formal academic trainings compared to the head teachers and health staff. But in general, the findings suggest that formal academic training was not effective in Yumbe District Local Government, given that only 40 out of 179 (22%) of the respondents on average, agreed to the questions about formal academic training. These disparity in opinion could suggest that the sponsorship for the formal training is positively skewed to some categories of employees in the district, while the other categories find themselves on the negative side. Having established the descriptive statistics about the indices of 'Off-the-Job' training, inferential statistics were used to verify the following hypothesis:

Analysis of the influence of 'Off the Job' Training programs on performance in Yumbe District Local Government

With the guidance of hypothesis, thus “‘off-the-job’” *training positively influence performance in Yumbe District Local Government*, an analysis was carried out. 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 'off-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 ('off-the-job'-training indices and performance). The significance of the correlation coefficient (p) was used to test the hypothesis that “‘off-the-job'-training programs positively influence performance”. Findings are presented in the following Tables 4 and 5.

Table 4: Correlation between non-formal and formal training programs and performance

	Non-formal trainings (workshops)	Formal academic trainings
Performance	r = 0.791(**) p = 0.000 N = 179	r = 0.570(**) p = 0.000 n = 143

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

Table 4 shows a strong positive correlation ($r = 0.791$) between non-formal trainings (workshops) and performance and a moderate positive correlation ($r = 0.570$) between formal academic trainings and performance. These imply that the more non-formal and formal trainings are conducted, the better the performance registered. These findings were subjected to verification to test the hypothesis “‘off-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 non-formal trainings (workshops) and performance and a moderate positive relationship between formal academic training and performance. Interpreting the strong nature of the relationship, the findings show that a change in non-formal trainings (workshops) is related to a big change in performance and a change in formal academic training is related to a moderate change in performance. As for the positive nature of the relationships, the findings show that all variables (non-formal trainings, formal academic training and performance) change in the same direction whereby better non-formal trainings and formal academic training are related to better performance, and vice versa, meaning the variables IV and DV are linearly correlated.

A further statistical analysis was conducted to determine which of the two indices of 'off-the-job'-training (that is non-formal trainings and formal academic training) influenced most significantly performance. The regression coefficient (R) was used to determine the strength of the linear relationship between 'off-the-job'-training (non-formal trainings and formal academic training) and performance. The regression coefficient (R) was squared (shown as R Square in Table 11) and then adjusted (shown as Adjusted R Square in Table 11) to determine the strength of the effect of 'on-the-job'-training (non-formal trainings and formal academic training) on performance. ANOVA was used to determine which of the dependent variables affected most or least the dependent variable. Findings are presented in Table 5 followed by an analysis and interpretation.

Table 5: Regression of non-formal trainings (workshops) and formal academic trainings on performance

Regression Statistics						
R	0.91					
R Square	0.83					
Adjusted R Square	0.82					
Std. Error of the Estimate	0.92					
ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	
Regression	562.4	2	281.2	331.3	0.000	
Residual	118.8	140	0.8			
Total	681.2	142				
Coefficients						
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			

(Constant)	2.2	0.3	7.0	0.000
Non-formal trainings (workshops)	0.5	0.0	0.8	20.0 0.000
Formal academic trainings	0.1	0.0	0.2	6.3 0.000

Table 5 shows a very strong linear relationship ($R = 0.91$) between 'Off-the-Job'-training (non-formal trainings and formal academic training) and performance. R square was adjusted to 0.82, which when expressed as a percentage shows that non-formal trainings and formal academic training when combined account for 82% variance in performance. The ANOVA statistics show that the linear relationship between independent variables (non-formal trainings and formal academic training) and the dependent variable (performance) and the effect of the independent variables on dependent variable were significant, given that the Fisher's ratio ($F = 331.3$) had a significant level of $\text{Sig.} = 0.000$, which was less than the critical significance at 0.05.

The coefficient statistics show that non-formal trainings influenced performance more in the district because it had the highest t value ($t = 20.0$) and beta value ($\beta = 0.8$). Formal academic training followed in affecting performance given that its significance was higher ($\text{Sig.} = 0.000$) with lower t-values ($t = 6.3$) and beta values ($\beta = .2$).

Results from qualitative data analysis

In comparing the quantitative and qualitative data analysis, the results show close relationship between the two. The respondents interviewed held the view that workshops if properly planned and conducted with adequate resources, are very effective in addressing capacity gaps among staff, but, they express fear on the management of the workshops. Whereas since formal academic trainings are directly benefiting individuals, most respondents tended to commend it highly for effective employee development, arguing that a person comes out with new skills, knowledge and change of attitude; this view has close relationship with the quantitative results. However, some respondents fear the fact that some staff are nominated for trainings, irrespective of whether a training need is identified or not. Some staffs are nominated for scholarship for course which are not in line with their capacity gaps or even their current employment. These kind of nominations are sometime informed by "technical know who", rather than need assessment.

Discussion

Findings indicate that generally there was a positive relationship between 'Off-the-Job' training and performance. The specific results show that there was a moderate positive relationship between non-formal trainings (workshops) and performance and a moderate positive relationship between formal academic trainings and performance. Non-formal training (workshops) was related to a big change in performance and formal academic training was related to a moderate change in performance (Table 4). Both non-formal trainings and formal academic training when combined account for 82% variance in performance (Table 5). In general, it was established that 'off-the-job' training programs (non-formal trainings and formal academic training) were effective, but, to some extent compromised and this has, to some extent compromised performance in the district.

These findings concur with Stone's (1997) observation that for effective impacts of training, it is wise to address training needs with a variety of approaches such as Workshops, study tours, formal certificate courses and so on. The findings further agree with the arguments of Stone (1997) in that they showed that workshops allow more opportunity for flexibility in content and through the smaller group discussions and plenary sessions, full participation of the participants is attained, hence, the attainment of the objectives of the training. The findings also concur with Hendry (1995) observation that formal training courses are very effective in enhancing employee performance since they are tailored to address specific skills problems. This was supported by respondents (51.9%) agreeing to the question of impact of workshops. The positive relationship is further a reflection of Burchill and Casey (1996) observation that in the United Kingdom nurses are required to undertake regular professional refresher courses aimed to continuously improve their skills, thus, enhancing their performance.

In general, findings show that in Yumbe District, there is some effort towards "off-the-job" training approaches particularly, non formal trainings (workshops), but the formal academic trainings were very much compromised. According to results of interviews, it was revealed that some of those staff who benefited from trainings were not nominated on the basis of training needs identified as advanced by Elizabeth and Larry (2002). This aligns with results in Table 3 where only 4.9% of the respondents strongly agreed to the question of training need being basis for nominating staff for training.

Conclusions

In conclusion, it was established that "off-the-job" training approaches can positively influence performance in the district since findings show that all variables (non-formal trainings, formal academic training and performance) change in the same direction whereby better non-formal trainings and formal academic training are related to better performance, and vice versa. However, whereas non formal trainings (workshops) were fairly handled, formal academic trainings were not properly handled and this compromised "off-the-job" training, thus, the little impact on 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.

Recommendations

Arising from the above discussions and the general analysis of the results, and finally the conclusion, it is recommended that 'Off-the-job' training methods need to be enhanced by encouraging managers to focus more on workshops as a major approach to employee training as stressed by (Stone, 1997). Managers also need to consider formal academic trainings for staff only upon a realistic training need identified with the staff, and also under circumstances

where the training is a requirement for holding a particular job or promotion, or confirmation. The district should develop a policy focusing on short tailored trainings and workshops as the areas for investment in employee training and development and these have to be conducted by competent personnel and in or by recognized institutions.

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 should also be studied to assess their impact on employee performance improvement.

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