

**CAREER DEVELOPMENT PROGRAMMES AND EMPLOYEE PERFORMANCE
IN KANUNGU DISTRICT LOCAL GOVERNMENT**

**BY
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**A RESEARCH DISSERTATION SUBMITTED TO THE DIRECTORATE OF
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DECLARATION

I, **Ainebyoona Alex**, hereby declare that this dissertation titled, ‘Career Development Programs and Employee Performance in Kanungu District Local Government’ is my original piece of work and has never been submitted to this University or any other institution of higher learning for any degree award.

Signature..... Date.....

AINEBYOONA ALEX

APPROVAL

This is to certify that this work titled, 'Career Development Programs and Employee Performance in Kanungu District Local Government' has been done under our supervision and is now ready for submission for examination with our approval.

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SUPERVISOR

DEDICATION

This piece of work is dedicated to my beloved wife, Mrs. Ankunda Aidah Aine and our children, Akampabyoona, Ainomugisha, Ahabyoona, and my treasured aunt Violet Nyakwezi Nalongo, all of whom endured loneliness and boredom during the period I was busy undertaking the study.

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LIST OF ABBREVIATIONS

CAO	Chief Administrative Officer
CIPD:	Chartered Institute of Professional Development
CVI:	Content Validity Index
KDLG:	Kanungu District Local Government.
NGOs:	Non-Governmental Organizations.
PG:	Postgraduate
RBI:	Reserve Bank of India
SEP:	Second Science Education Project
SPSS:	Statistical Package for Social Science
URA:	Uganda Revenue Authority

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ABSTRACT

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

equity and merit and more scholarships should be awarded to members of staff to enable them advance career-wise.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

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

1.1 Background of the study

1.1.1 Historical Perspective

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

During the early 1950s, General Electric started the Institute of Crotonville career development while Walt Disney established Disney University for staff training (Gerbman, 2009). This trend was followed by McDonald establishing the Hamburger University to train managers in the early 1960s (Garger, 2008). In the early 1970s, career development and planning efforts focused on employees who seemed to have great potential. It was a method

for companies to nurture young workers for senior managerial positions and plan for their future. In 1987, African countries made a critical turning point in employee development due to the stock market crash. Nations embarked on a wide-ranging programme of public sector reforms which encouraged employees to do staff training, career advancement and career planning with the aid of international institutions (Gerbman, 2009).

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

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

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

Employers in Africa have realized the need to obtain good results from employees through firm career development practices (Mwanje, 2010). Further, African countries have seen the need to learn and embrace career development programmes applied by developed countries to enable them ascend to middle-income country levels. However, Omotayo (2014) notes that application of career development programmes of developed countries has failed in African

countries. This has been blamed on some retrogressive African cultures such as glass ceilings for the career development of women in organizations. In addition, Bombuwela and De Alwis (2013) argue that the public sector in African countries is still struggling with massive corruption which has been blamed for lack of transparency in employment and ineffective career development practices. Peter (2014) affirms that employees in Tanzania's public sector have experienced delayed promotions which have led to massive grievances, absenteeism and staff turnover.

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

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

Kanungu District existed as one of the counties of the former Kigezi District (then called Kinkiizi County). In 1974, when Rukungiri District was created, it was incorporated as part of its administrative structure. In July 2001, it achieved district status, and comprises 13 sub-counties and 4 town councils: Kanungu, Butogota, Kambuga and Kihihi town councils with 53 parishes and 16 wards and 514 villages.

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

1.1.2 Theoretical Perspective

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

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

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

1.1.3 Conceptual Perspective

In this study, the main concepts are employee performance as the dependent variable and career development programmes as independent variables. Each of these concepts has been

conceptualized differently by different authors and they have specific application contexts in the study.

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

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

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

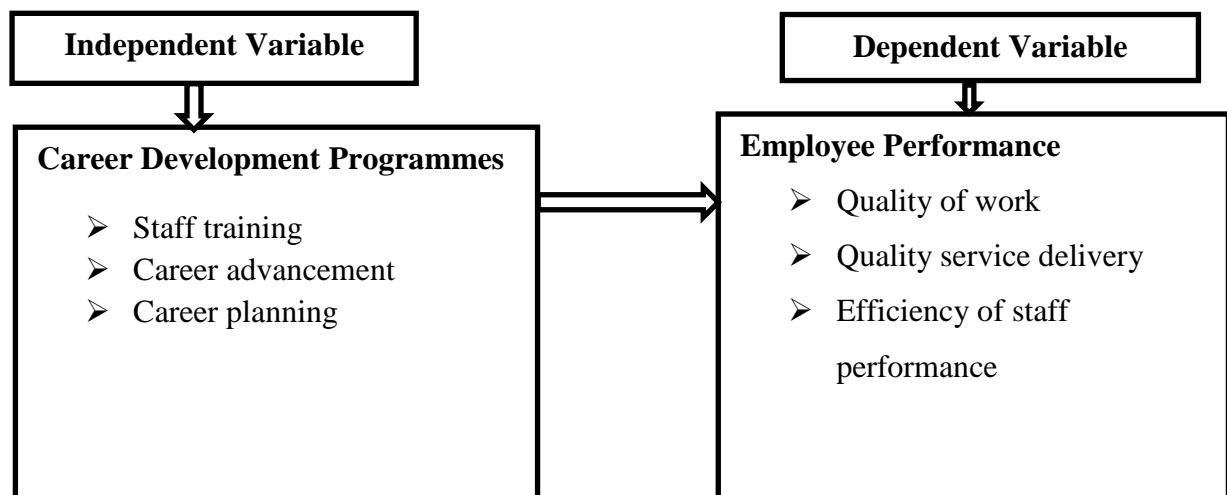
Employee performance is an important building block of an organization and must be annualized by organizations. Since every organization cannot progress by depending on one or two individual efforts, it is collective effort of all members of the organization. Performance is a major multi-dimensional construct aimed at achieving results and has strong

links to strategic goals of an organization (Mwita, 2016). In order to measure employee performance, this study adopted service delivery and rate of labour retention. Employee performance in Kanungu District was measured by quality of work, quality of services delivered to the people and the efficiency in service delivery.

1.1.3.1 Conceptual Framework

The conceptual framework of this study presents the relationship between the independent variable which is career development programmes in terms of staff training, career advancement and career planning and the dependent variable, employee performance, which was considered in terms of quality work, quality service delivery and efficiency. The relationships between the independent variables and dependent variables are shown in Figure 1.1.

Figure 1.1: Summary of the Conceptual Framework



Source: Adopted from Young (2008) and modified by the researcher 2020

From the figure above, staff training plays a vital role in building competences of new as well as current employees to perform their job in an effective way in the area of budget preparation, monitoring and evaluation and service delivery. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job-related area.

Career planning focuses on plans to achieve specific career goals. It aims at discovering the goals for a person’s career and undertaking manpower programmes to support that career. The researcher argues that career planning leads to quality work, efficiency and quality

service delivery. Career planning also focuses on the career needs of the organizations and establishes action plans to achieve them.

Career advancement includes acquiring of new competences which are worthwhile to the organization and employees in meeting future career needs. Career advancement increases job security for the employees which increases staff retention and reduces staff turnover. Employees therefore are active in delivering quality services. Okurame (2015) posits that employees occasionally hope to progress in their jobs and to attain a notable career. Expectation for career advancement, that is, promotion and enjoying of career growth results into an increase in individual effort to provide quality work and improve on service delivery. Therefore, quality work, quality service delivery and efficiency of performance is realised when members of staff are involved in staff training, career advancement and career planning.

1.1.4 Contextual Perspective

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

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

Kanungu town councils experienced increasingly poor performance of government employees between 2013 and 2018. There was high labour turnover, absenteeism, poor motivation and low performance as some of the features of employees' low commitment in the organizations (Aminah, 2016). Most members of staff joined other organizations, including Non-Governmental Organizations (NGOs). It is possible to assert that some

employees are attracted by better benefits ranging from financial to non-financial. Quality of work, quality service delivery and efficiency of employees in Kanungu District Local Government has proven more futile despite efforts made to train members of staff, conduct career advancement and career planning. It is not known whether poor performance is due to career development programmes used in the district. It is against this background that this study was conducted to establish the relationship between career development programmes and employee performance in Kanungu District Local Government in Uganda.

1.2 Statement of the Problem

Employees are major assets to any organization. They play an active role towards the organization's success that cannot be underestimated. Equipping these unique assets with knowledge and skills through effective training becomes imperative in order to maximize job performance. Kanungu District Local Government like other local governments in Uganda is a public service organization which recruits and provides career development to staff with an objective of long service. Across all levels of management, top, middle and bottom, graduates with degrees, diplomas and certificates are mentored, trained and developed to improve on retention and performance. Kanungu District Local Government (KDLG) has been experiencing poor staff performance in all departments such as Finance, Production, Health, Management and Planning, among others, which was manifested through poor quality work, ineffective service delivery and inefficiency (Kanungu District Local Government Annual Report, 2017/2018). This state of affairs raised a lot of concern among politicians, members of staff and the communities who directly benefit from their services. It also negatively impacted on the performance of the Town Councils because of the time lag they take to mobilize resources to deliver services. Despite the training support advanced to employees in Town Councils, they have persistently registered poor performance. Hence it was against this background that this study was conducted to establish the relationship between career development programmes and employee performance of Kanungu District Local Government in Uganda.

1.3 Objectives of the Study

1.3.1 General Objective

To establish the relationship between career development programmes and employee performance in Local Governments in Kanungu District Local Government

1.3.2 Specific Objectives of the Study

- i. To establish the relationship between staff training and employee performance in Kanungu District Local Government;
- ii. To determine the relationship between career advancement and employee performance in Kanungu District Local Government;
- iii. To determine the relationship between career planning and employee performance in Kanungu District Local Government.

1.4 Research Questions

- i. What is the relationship between staff training and employee performance in Kanungu District Local Government?
- ii. What is the relationship between career advancement and employee performance in Kanungu District Local Government?
- iii. Is there any relationship between career planning and employee performance in Kanungu District Local Government?

1.5 Scope of the Study

The scope of the study was in three dimensions which are content scope, geographical scope and time scope as discussed below.

1.5.1 Content Scope

The study was limited to career development programmes and employee performance in Uganda. The study focused on training, career advancement and career planning as independent variables and employee performance as a dependent variable. Training was considered because it equips staff with knowledge and skills; career planning was considered in this study because it helps an organization or an individual get to know of personal competences and focuses on plans to achieve specific career goals; while career advancement was considered because it helps an employee to acquire new competences for improved performance. Employee performance was considered in terms of quality of work, quality service delivery and efficiency.

1.5.2 Geographical Scope

The study was conducted in Kambuga Town Council, Kihihi and Butogota town councils because there is poor quality of work in all sectors, more especially in health and infrastructural sectors that led to poor service delivery.

1.5.3 Time Scope

The study covered a period of five years (2013-2018) since it is within this period that Kanungu district experienced poor quality of work, poor service delivery and inefficiency. This period was also considered because up-to-date information was gathered to help the researcher understand issues regarding career development programmes and employee performance in Kanungu District Local Government.

1.6 Significance of the Study

The government of Uganda, Ministry of Public Service and Ministry of Local Government may use the study results to make proper decisions on career development programmes, employee retention to minimize labour turnover and poor performance in public service.

The study will enrich the body of knowledge on career development, enabling academic researchers to develop research papers on career development practices. The study will also be beneficial to human resource managers and human resource development practitioners because it will provide guidelines for effective career development practices in organizations.

The study will provide suggestions for effective linking of career development practices which will aid senior management in organizations in developing human resource development policies.

The study findings will create more understanding and awareness to the researcher and all people about the career development programme and employee performance. The study will give insight to the researcher on how staff can be developed to cause performance improvement and generally draw attention to the weaknesses and opportunities.

The study will be beneficial to the researcher because it will help him improve on his research skills.

Lastly, it will act as a partial fulfilment of the requirements for the award of a Master of Arts Degree in Human Resource Management of Kabale University.

1.7 Definition of Operational Terms

Career development programmes: These are activities undertaken by the employees themselves and the organization to achieve career objectives and job requirements.

Employee performance: This is a record of outcomes achieved, for each job function, during a specified period of time. Performance is represented as a distribution of outcomes achieved, and performance could be measured by using a variety of parameters which describe an employee's pattern of performance over time.

Staff training: This is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task.

Career advancement: Career advancement is the process of progressing of an individual's career. Career advancement is measured in terms of job accomplished through the efforts of the employee in pursuit of personal career goals.

Career planning: This is the intentional process where an organization or individual gets to know of personal competences and focuses on plans to achieve specific career goals.

Employee Retention: This is the ability of an employee to continuously serve within an organization or the ability of an organization to retain its employees.

Service delivery: This refers to any contact with the public administration during which customers – citizens, residents or enterprises – seek or provide data, handle their affairs or fulfil their duties.

Staff turnover: This refers to the number or percentage of workers who leave an organization and are replaced by new employees.

Efficiency: This signifies a peak level of performance that uses the least amount of inputs to achieve the highest amount of output.

Quality of work: This is the value of work delivered by an individual, team or organization. This can include the quality of task completion, interactions and deliverables.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Career development is an important area that organizations must put into consideration in order to have employees who would assist in meeting today's changing business needs. This chapter entails the literature review on the objectives of the study which guides its understanding in academia and its practice in modern organizations. This chapter discusses how staff training, career development and career planning affect employee performance in local governments.

2.1 Theoretical Perspectives

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

A recent study by Nassazi (2013) found out that mentorship would lead to improved employee performance when the desired behaviour is reinforced through rewards. This is because the ability to reproduce the same behaviour and skills depends on the extent to which the learner can recall the behaviour. Hence, the mentor has to apply a motivational process because the desired behaviour is likely to be reproduced when there are positive outcomes. Nassazi (2013) argues that this would enable the employees to incorporate the new knowledge and skills in their daily duties. Subsequently, this would lead to improvement in their work performance.

In this research, Reinforcement Theory can be linked to mentorship as an on-the-job training technique. Senior staff mentor junior staff so as to grow in their careers. Reinforcement theory best explains how the mentee staff are expected to replicate the learned behaviour for desired outcomes. The mentee staff should show high levels of competences after the

mentoring process in that subsequent work performance should improve (Arokiasamy, 2014). Further, mentorship entails the building of professional relationships which result into improved staff performance. Arokiasamy (2014) contends that mentorship results into a flow of information which when reinforced results into improved staff performance.

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

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

2.2 Staff Training and Employee Performance in Local Governments

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

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

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

According to Ocquaye (2014), this is exemplified by the provision of professional and tertiary institutions, vocational training institutes and colleges, secondary and technical schools, as well as the reforms in education. All these facilities enable the acquisition of skills and knowledge to ensure workplace effectiveness and efficiency. More still, Noe (2017)

states that training facilitates employees' learning of job-related competences, which are: knowledge, skills or behaviour that are critical for successful job performance. That the goal of training is for employees to master the knowledge, skills and behaviours emphasized in training programmes and to apply them to their day-to-day activities. Cole (2014) points out that the scope of training and development activities depends on the policy and strategies of the organization. Furqan and Ameer-ul-Ameer (2016) in a study conducted on the Impact of Training on Employee's Development and Performance in Hotel Industry of Lahore, Pakistan, who found that 60% of the respondents agreed that training induction was useful and going on in each department every year.

Cole (2014) indicates that there are many organizations in the commercial field that carry out minimum staff training and development because they prefer to recruit staff who are already trained or professionally qualified. Sultana, Sobia, Ahmed and Mehmood (2016) observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. They also argue that training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and, most importantly, it plays a key role to enhance employee performance.

According to Zheng (2016) on the relationship between training and employee performance in organizations in China, a significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who had taken training were more capable in performing different tasks. Training has direct relationship with the employees' performance. Basically training is a formal and systematic modification of behaviour through learning which occurs as result of education, instruction, development and planned experience. Because of the practical implications of training, it is important to have training that is effective. Studies have proven that costlier but effective training can save money that is wasted on cheap but inefficient training (Ginsberg, 2017). Although the authors focused on training and the resultant performance, they did not specify which indicators of employee performance in local governments were considered in this study. Therefore, the same study was conducted in Kanungu District Local Governments considering the quality of work, quality service delivery and efficiency as indicators of employee performance.

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

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

Mohamud (2014) suggested that “training affects the employee performance in public sector organization of Kenya.” Data was collected from 100 staff of Machakos branch. Data analysis was done through descriptive statistic. Findings showed training has a significant impact on employee performance and benefits both the individual employees and the organization at large. Ngugi (2014) pointed out that training plays a significant role in the development of competences of new as well as existing employees for effective performance. Data was collected from 800 employees of geothermal development company in Nairobi.

This study shows the relationship between training and development and employee performance. Findings show that the training of employees is very important factors of both the organization and the employees because it enhances work performance, motivates employees and builds confidence in the employees. The employees should acquire knowledge and skills which will assist them in improving their performance by applying relevant courses based on the organizational objectives. The study by Mohamud (2014) did not clearly show the methodology used in carrying out this study, the data collection methods used and the sampling techniques. In addition, it was done in a public sector organization of Kenya not Uganda. Thus, the same study needed to be done in Kanungu District Local Government using purposive sampling and data collection instruments such as questionnaires and interview guide in order to fill the existing gaps.

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

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

focused on banks in India and the situation in banks may be different from local governments. Thus, this study was conducted to fill this existing research gap.

Hassan (2013) in a study in the telecommunication sector found out that for better encouragement and loyalty of employees, organizations should induce reward-giving phenomena. In this way, employees are provided with an environment where they are able to embrace career growth and professional skills development. From the two types of job training, on-job training is preferred by employees. Duration of training is also crucial in delivering benefits related to training for the employees. Supervisory support plays a crucial role in increasing enthusiasm among employees. Every organization must consider job training in their professional conduct as it leads to motivation of the employees. To gain and maintain competitive advantage, organizations required talented and productive employees and these employees need career development to enhance and cultivate their competences (Prince, 2015). The study was conducted in a telecommunication sector yet the current study was in Kanungu District local government. This meant that the situation might be different, which called for a study on the effect of staff training on employee performance in Kanungu District Local Government.

A study by Kwenin (2015) on the relationship between work environment, career development opportunities and employee retention in Vodafone Ghana Limited showed that career development opportunities also had strong correlation with employee retention ($r = 0.387$) with a significant level of 0.000, which meant that these two variables significantly affect retention. He consequently recommended that management of the organization provide development opportunities to increase employees' career growth and make them satisfied to remain in the organization. This study was done on work environment, career development opportunities and employee retention in Vodafone Ghana Limited and not in local governments in Uganda. Thus, this study was done to establish the effect of staff training on employee performance in Kanungu District Local Government, Uganda.

Wunsch and Ottemoeller (2014) argue that to achieve good governance and to improve service delivery to citizens, more efforts and resources should be channelled to educate leaders at all levels on the need and benefits of the changes in the local government system and the new roles and responsibilities for bringing about required changes. Despite the fact that their study was on training in local governments, its output was measuring impact on

employee service delivery and not employee performance as a whole which called for the need for this study.

Fey (2016) conducted a study on the effect of training and development on employee performance in Russia and recommended that there is a strong positive relationship involving managerial development, employee training and development programme and organizational performance in Russia. The findings exposed that employee development significantly affects performance. Fey (2016) further proposed that a focus on employee development as well as employment security is possible to be shared by employees in terms of high level of organizational dedication. Reserves in employee training and development may also be important for organizations striving to achieve competitiveness through high quality products and services. Though the study was on the effect of training on employee performance, it did not show whether it was done in local government in Russia. Furthermore, the study was done outside Uganda where the situation may be different from Uganda. This formed the basis for this investigation.

Metani and Karrubi (2017) studied empowering the human resources through in-service training and concluded that the in-service training was effective on job satisfaction and job performance. Yaqmayi Sabeq (2015) examined the impact of in-service training on job skills and concluded that in-service training increases the job skills of employees. Davis (2016) in his study showed that the in-service courses of teachers lead to greater adherence to corporate rules, enhanced cooperation in school, enhanced capabilities of teachers and improved academic performance of students. In a study by Spinos (2017) on education needs of librarians in Spain, the results showed that in-service increased skills and expertise of the employees.

Ambetsa (2016) studied the effect of technical and vocational training on employees. The study found out that short-term training contributes to individuals' personal development, increases their productivity and income at work and facilitates everybody's participation. Emojong (2014) in his study on in-service training programmes and their effects on performance of staff at Uganda Revenue Authority found out that the training courses the organization offered to its employees had been on immense significance on their performance at work. Some of the training courses URA centre offered as brought out by Emojong (2014) were taxation courses that offered postgraduate diploma in taxation, for eighteen months, diploma in taxation and revenue administration. The above studies were done on in-service

training for teachers and staff at Uganda Revenue Authority. This meant there might be a difference in performance from local government perspective. Thus, this study was done in Kanungu District Local Government to establish the relationship between staff training and employee performance.

Omieri (2016) doing a study that focused on the influence of in-service training on teachers' job performance in public secondary schools in Manga Sub-County of Kisii County, Kenya observed that learning institutions should invest more in training their personnel to build human capital with suitable knowledge and skill in order to discharge their duties competently. The researcher suggested that training be embraced continuously so that people 's skills are enriched for productivity performance of tasks. Additionally, Khan (2018) conducted a study to examine the impact of training through second science education project (SEP II). The study was aimed to evaluate the effectiveness of in-service teacher training programme of second science education project for science teachers and found that this training resulted in an improvement in the content knowledge, delivery skills, lab management skills and professional attitude of in-service science teachers.

Furthermore, Hussain (2014) conducted a similar research to study the performance of trained primary school teachers with and without in-service training in Hazara Division in Kenya. The main focus of the study was to evaluate the effectiveness of in-service training programmes. For this purpose, the researcher collected data through observation of the performance of both trained and untrained teachers and found that primary teachers trained through different in-service teacher training programmes were better in performance than the untrained teachers. Whereas the above authors focused on the influence of in-service training on teachers' job performance in public secondary schools in Kenya, this study was on staff training as one of the dimensions of career development and its effect on employee performance in local governments in Kanungu District, Uganda. This implied that the situation was different, thus prompting the researcher to conduct this study.

2.3 Career Advancement and Employee Performance in Local Governments

Career advancement is the process of progressing of an individual's career (Chanin, 2015). The researcher asserted that career advancement is measured in terms of job accomplished through the efforts of the employee in pursuit of personal career goals. A Study by Weng (2014) found out that career advancement entails two main dimensions namely, career

growth and job promotions. The study postulated that individual career advancement included the acquiring of new competences which are worthwhile to the organization and employees in meeting future career needs. Career advancement was also found to indicate an increase in job security for the employees. Further, the study found out that there existed a positive relationship between career advancement and employee performance. Okurame (2015) argues that employees occasionally hope to progress in their jobs and to attain a notable career. That expectation for career advancement, for instance, promotion and enjoying of career growth results into an increase in individual effort and a passionate undertaking of organizational activities (Lieberman, 2013).

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

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

Obwaya (2014) studied the effect of career advancement on performance of public primary schools in Starehe Constituency, Nairobi County, Kenya. The study investigated the effect of

promotion, job mobility, redeployment and continuous learning on performance of primary schools. The study adopted a descriptive survey research design. The researcher found out that career development has a positive effect on employee performance in public primary schools. Furthermore, career progression involves providing opportunities for employees to advance and develop their careers. Arokiasamy (2014) studied the predictors of academics' career advancement in Malaysian public universities. The study adopted a correlation study in investigating the effect of organizational and individual factors on career advancement of academics. The study established that social network, organizational support and mentoring were major contributors to career advancement of academics.

Manyas (2014) studied the effect of organizational support for career development on employee performance in Kenyan public universities. The study adopted a descriptive research design and investigated the effect of public universities' management support and public universities' incentives on lecturers' performance. The study found out that there exists a positive relationship between organizational support for career development and academic staff performance. Further, it makes the academic staff feel that the public universities have fulfilled their role in psychological contract.

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

2.4 Career Planning and Employee Performance in Local Governments

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

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

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

Zlate (2014) defines individual centred career planning as all the systematic procedures of self-assessment, researching for opportunities and setting goals which are intended to assist the individual to make suitable changes about his/her career. The researcher further argues that the action is quite demanding and requires careful judgement in the setting of both short and long-term career objectives. A study by CIPD (2015) found out that the individual's perspective on career is greatly influenced by the state of professional and personal life, age, family situations, financial and lifestyle desires. The study asserts that appropriate individual career goals can only be established when an individual fully understands his/her interests and personality.

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

Developing and effecting a career planning system is vital to organizations in finding employee development needs and linking them to corporate needs (Antoniou, 2013). Antoniu, (2013) contends that organizations should put in place a good career planning system which will lead to heightened professional satisfaction because it helps to develop positions which match their individual needs. In addition, career planning reduces the required period to fill a

job vacancy, assists in succession planning and ensures all employees have the opportunity to develop career objectives and subsequent action plans to achieve them. Cranshaw (2016) asserts that there should be integration of organizational centred and personal centred career planning in public universities so as to achieve both organizational and academic staff career goals. Public universities should provide career planning workshops to advice academic staff to make appropriate career decisions. Similarly, academic staff in public universities should conduct thorough self-assessments to enable them make suitable changes in their careers between administrative and academic roles. Furthermore, Cranshaw (2016) postulates that organizations provide career development opportunities which include internal and external seminars, conferences and workshops which disseminate knowledge and innovations to their staff.

2.5 Research Gaps

Obwaya (2014) studied the effect of career development on performance of public primary schools in Starehe Constituency, Nairobi County, Kenya. The study adopted a descriptive survey research design and assessed the effect of promotion, job mobility, redeployment and continuous learning on performance of primary schools. The study found out that career progression involves providing opportunities for employees to advance and progress in their careers. Felix (2012) investigated career development practices among commercial banks in Kenya. The study assessed the effect of career planning, mentoring, coaching, career counselling and succession planning on performance of 43 banks listed by the Central Bank of Kenya. The study adopted a census research design and found that engaging employees in career development plans led to improvement in the overall performance of banks. The studies by Obwaya (2014) and Felix (2014) were conducted in public primary schools and commercial banks in Kenya respectively. This left an empirical gap in institutions of higher learning which this study sought to fill.

Arokiasamy (2014) studied the predictors of academics' career advancement at Malaysian private universities. The study investigated the effect of organizational and individual factors on the career advancement of academics. It adopted a correlation study in six private universities. The study found out that organizational factors such as social network, organizational support and mentoring were the major contributors to career advancement of academics. The study by Arokiasamy (2014) was conducted in Australia and Malaysia

respectively and therefore the findings cannot be generalized to provide inference to the local Ugandan context.

Oduma and Were (2014) investigated the influence of career development on employee performance in Kenyatta University. The study established that training, career mentoring, job orientation and career advancement had a positive influence on employee performance. Nyambura and Kamara (2015) examined the influence of career development practices on employee retention in the Technical University of Kenya. The study posited that mentoring and training and development had a positive significant influence on employee retention. Most studies (Manyas, 2014; Wairimu, 2013) failed to link career planning to employee performance. Furthermore, none of the previous studies was carried out in local governments based in Kanungu District, which created a knowledge and contextual gap. It can be seen from the literature that some studies were carried out in primary schools, banks and universities and the findings did not produce the same results as the situation may be different from Kanungu District Local Government. Due to the limitations in the previous studies, this study investigated the influence of staff training, career advancement and career planning on employee performance in Kanungu District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology which was used in this study. It entails the research design, study population, sample size, sampling techniques, data collection instruments, data collection procedure, data processing and analysis, ethical considerations and limitations of the study.

3.1 Research Design

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

3.2 Study Population

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

3.3 Sample Size Determination

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

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

The distribution of the sample was as shown below:

Table 3.1: Distribution of Sample Respondents

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

3.4.1 Purposive Sampling

The researcher employed both purposive sampling and simple random sampling techniques in the course of this study. Purposive sampling technique was used to select 111 members of staff from Kambuga Town Council, Kanungu Town Council, Kihhihi Town Council and Butogota Town Council of Kanungu District. Purposive sampling was preferred over other sampling techniques because the population was affordable and staff were more knowledgeable about career development programmes and employees' performance in Kanungu District Local Government.

3.4.2 Simple Random Sampling

To ensure fair representation of the community members, the researcher employed simple random sampling technique to select 64 citizens because the technique enabled the researcher to raise the required number without bias. The researcher visited the selected town councils for two days while randomly picking eight respondents who represented community members without having prior knowledge of who to select. It also helped in saving time because not all individuals in the selected town councils were involved in the research. However, it was expected that by selecting 64 citizens randomly, the whole population was ably represented.

3.5 Data Collection Instruments

3.5.1 Questionnaires

Data was collected using instruments developed by the researcher under the supervision of the university supervisor. The choice of data collection instrument is often very crucial to the success of a research and thus when determining an appropriate data collection method, one has to take into account the complexity of the topic, response rate, time and the targeted population (Mwangi, 2015). The data collection instruments were questionnaires. Kothari (2004) defines a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. There are three basic types of questionnaires: close-ended, open-ended or a combination of both. Close-ended questionnaires are used to generate statistics in quantitative research while open-ended questionnaires are used in qualitative research, although some researchers quantify the answers during the analysis stage (Dawson, 2002). According to Mugenda and Mugenda (2003), questionnaires are easy to analyse, easy to administer and economic in terms of time and money.

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

3.5.2 Interview Guide

Interview guide is an instrument which consists of unstructured questions used for in-depth interviews with key respondents to validate the range of information (Amin, 2005). Interviews refer to dialogue or conversation between two or more parties. In this case, the researcher interacted with town clerks using an interview guide. Interviews were used for qualitative data to capture in-depth information in order to complement data collected by structured questionnaires. This gave the researcher room to probe and capture nonverbal cues not

covered by the questionnaire. Interviews were used because they provide opportunity for clarification of issues and gaining insight and context into a topic. It allows respondents to describe what is important to them and useful for gathering quotes and stories (Patton, 1990; Amin, 2005).

3.6 Data Collection Procedure

Burns and Grove (2003) define data collection as the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observation, focus group discussion, narratives and case histories. For purposes of this study, the data collection procedure involved seeking for authorization from Kabale University, Department of Postgraduate Training, to allow the researcher to collect data. A research permit was also obtained from Kanungu District. In addition, the researcher sought permission from Town Clerks in the selected Town Councils in order to be allowed to collect data from members of staff. The primary data was collected through the use of questionnaires and interview guide. The questionnaires were presented to the respondents under a questionnaire-forwarding letter accompanied by an introductory note from the university. The researcher identified the respondents, introduced himself and requested that he drops the questionnaires and return to collect answered instruments. The questionnaire method was selected because it proved to be a relatively unobtrusive and inexpensive method for data collection (Ghauri & Grønhaug, 2002).

3.7 Data Quality Control

3.7.1 Validity

Mazaki (2009) defines validity as the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately. To ensure validity, the research instrument covered all the dimensions of the phenomenon under study as clarified in the conceptual framework. The questionnaires were discussed with colleagues and the supervisor to assess its structure, contents, clarity, consistency and relevance in relation to the research objectives. The level of accuracy of the instruments was also determined through computation of the content validity index (CVI), an indicator of level of accuracy of the instrument.

The CVI formula by Amin (2005) was applied: $CVI = \text{Number of items declared valid} / \text{total Number of items}$. After computing the CVI as a way of determining the level of accuracy of

the instrument, the researcher interpreted the CVI on the basis of George and Mallery's (2003) rule of thumb who stated that an instrument with a CVI of 0.7 and above is considered valid for data collection.

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

Total number of items in an instrument

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

3.7.2 Reliability

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

The reliability alpha coefficients for career development items were as follows: staff training, $\alpha = .973$, Career Advancement, $\alpha = .978$, Career Planning $\alpha = .978$, Employee Performance $\alpha = .988$. The results showed a Cronbach-alpha coefficient of greater than 0.60, which was used to indicate a factor as reliable (Suhr & Shay, 2009).

Table 3.2: Reliability Statistics

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

3.8 Data Analysis

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

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

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

3.9 Ethical Considerations

In the context of research, ethics refer to the appropriateness of the researcher's behaviour in relation to the rights of those who become subjects of the study or are affected by it. The researcher considered ethical issues throughout the period of research and remained sensitive to the impact of his work on the respondents and stakeholders affected by the study (Saunders et al., 2009). The researcher obtained an introductory letter from the University and took it to the Chief Administrative Officer, Kanungu District prior to conducting research, seeking permission to conduct research in the District. Informed consent of the respondents was also obtained by explaining the purpose and objectives of the study.

Any type of misleading information as well as representation of primary data findings in a biased manner was avoided.

Dissemination of findings was done on appropriate mutual understanding with respondents.

The researcher explained the nature and purpose of the study, informed the potential respondents that they were free to or not to participate in the study. They were informed that whatever information they would provide would be treated with utmost confidentiality and it would be used exclusively for purposes of the study.

In addition, the researcher assured the respondents that their identities would remain anonymous and that if they so wished, they would have access to the final copy of the study report which would be made available to office of the district Chief Administrative Officer (CAO).

Confidentiality, anonymity and safety were assured to the participants. They were informed that the research was purely for academic purposes. To maintain anonymity, questionnaires did not provide the option for respondent's names and filling them was based on informed consent.

3.10 Limitations of the study

Some respondents feared to disclose information concerning poor performance of staff for fear of possible repercussions. Other respondents concealed vital information for fear of being accused. The researcher convinced them of confidentiality and anonymity.

Financial constraint was another major challenge for the study as research is believed to be an expensive venture. The researcher, however, utilized the miscellaneous expenses in order to complete the research process.

This study faced a limitation in terms of geographical location where the Town Councils are located in different areas that did not enable the researcher to gather data in short time with little finances. The researcher tried to interview some respondents on phone to get data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This study investigated career development and employee performance in local governments in Uganda. In this chapter, the researcher presents the findings of the study. The objectives of study were as follows: to establish the relationship between staff training and employee performance in Kanungu District Local Government; to determine the relationship between career advancement and employee performance in Kanungu District Local Government; and to determine the relationship between career planning and employee performance in Kanungu District Local Government.

4.1 Response Rate

The researcher distributed a total of 171 questionnaires to the respondents in Town Councils of Kanungu District Local Government. A total of 164 respondents responded constituting 96%. All four Town Clerks of four Town Councils in Kanungu District were interviewed constituting 100%. Thus, the overall response rate was 97%.

Table 4.1: Response Rate

Category of respondents	Targeted sample (N)	Actual sample (N)	Response Rate (%)
Town Clerks	4	4	100
Staff members	107	107	100
Citizens	64	57	89
Total	175	168	97

Table 4.1 indicates that 100% of Town Clerks participated in the study, 100% members of staff participated and 89% of citizens participated. Hence the overall response rate is 96%. Amin (2005) states that a response rate of 70% is a good representation of the survey population. Therefore, the realised response rate of 96% was considered good enough since it was above what he proposes. In essence, the findings of this research are more reliable.

4.2 Background Variable of Respondents

The background characteristics of the respondents were obtained. It was meant to help the researcher understand the nature of the respondents that participated in the research. The background information was in relation to their gender, age and level of education. The tables and figures below show distribution of respondents by different characteristics.

4.2.1 Respondents by Gender

The researcher inquired about the gender of the respondents to ensure that there was balanced representation. The information obtained is shown in Table 4.2 below.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage
Male	64	59.8
Female	43	40.2
Total	107	100.0

Table 4.2 indicates that 59.8% of respondents were males while 40.2% were females meaning that the researcher obtained balanced views about career development and employee performance. Though males who participated in the study were more than the females, their performance is affected equally by career development programmes.

4.2.2 Respondents by Age

The researcher inquired about the age of the respondents to ascertain the respondents' adulthood and varying responses were given as represented in Table 4.3 below.

Table 4.3: Age of the respondents

Age	Frequency	Percentage
20-30	22	20.6
31-40	35	32.7
41-50	40	37.4
51-60	10	9.3
61+	0	0.0
Total	107	100.0

Results from Table 4.3 above indicate that 37.4%, n= 22 respondents were in the age bracket of 41 – 50 years, 32.7% of the respondents were in the age bracket of 31 – 40 years. The table also shows that 20.6% of the respondents were in the age bracket of 20 – 30 years while 9.3%

of the respondents were between 51 and 60. There were no respondents above 60 years because in local governments the retirement age is 60 years. This reveals that many of the employees in Town Councils in Kanungu District Local Government were above 30 years of age.

4.2.3 Respondents by Educational Level

The researcher also inquired about the level of education of the respondents in order to determine their literacy levels. Table 4.4 shows the respondents' level of education.

Table 4.4: Level of Education of the Respondents

Education	Frequency	Percentage
Diploma	0	0
Degree	83	77.6
PG Diploma	15	14.0
Master's	9	8.4
Total	107	100.0

Source: Field Data, 2020

From Table 4.4 above, results revealed that most of the respondents (77.6%) were degree holders; 14.0% had postgraduate diploma, while 8.4% had Master's. All members of staff for town councils of Kanungu District had a degree and above because the minimum requirement to work in local government is a degree. This means that the researcher dealt with literate members of staff who could read and write. This was so advantageous because questionnaires and interviews about career development and employee performance in Kanungu District Local Government were administered and conducted with a lot of ease. Furthermore, Kanungu District Local Government recruits literate members of staff and engages highly educated employees as the majority of the respondents were university graduates. Therefore, these employees would be expected to execute their assignments better because of their being highly educated.

4.2.5 Background Information of Citizens

The background information was in relation with their gender, age and level of education. The tables and figures below show distribution of respondents by different characteristics.

Table 4.5: Demographic Information of Community members

		Frequency	Percentage
Gender	Males	37	64.9
	Female	20	35.1
	Total	57	100
Age	20-30yrs	26	45.6
	31-40yrs	14	24.9
	41-50	10	17.5
	51-60	7	12.3
	60+ and above	0	0.0
	Total	57	100
	Education	Diploma	20
Degree		7	12.3
PG Diploma		0	0
Master's		0	0
Others		30	52.6
Total		57	100

Source: Field Data, 2020

From Table 4.5 above, the majority 64.9% of the respondents were males compared to their female counterparts 35.1%. This suggests that most of the citizens who majorly sought services from Kanungu District Town Councils were males and thus knew the performance of staff from the selected Town Councils.

The findings in Table 4.5 above show that the majority of respondents 45.6% were in the age range of 20-30 years, 24.9% were in the age range of 31-40 years, 17.5% were aged between 41 and 50 while the remaining 12.3% were between 51 and 60. The majority of the citizens who knew the performance of the staff of the selected Town Councils of Kanungu District Local Government were above 30 years.

As revealed in the Table, 52.6% of the citizens who participated in the study had finished other levels of education, 35.1% had attained diploma, whereas 12.3% had degree qualification. The majority of the citizens were in other categories of education such as certificate, secondary and primary levels.

4.3 Staff Training and Employee Performance in Kanungu District Local Government

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

Table 4.6: Descriptive Statements on Staff Training

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

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

In addition, findings revealed that ‘training was designed to address my training needs’ was strongly agreed by 30(28.0%) of the respondents, 34(31.8%) of the respondents agreed, 0(0%) were undecided, 25(23.4%) disagreed while 18(16.8%) strongly disagreed. The scored mean value for this sub-construct was 3.31 and the standard deviation was 1.507. Since the

majority of the respondents, 74(59.8%), agreed, it implies that training was designed 'to address my training needs'. The mean value of 3.31 implies that Kanungu District Local Government designed training to address training needs of staff. The standard deviation of 1.507 implies much variation in the responses. The findings mean that much as the members of staff avail their training requirements, for instance short and long course trainings during the appraisal process and thereby incorporating it in the budget planning where most members of staff participated, the requirement were not much considered since the budgeting exercise was performed once in a financial year. To this effect, therefore, the training needs were provided, captured and documented but were not fully given attention as a means to improve staff performance.

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

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

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

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

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

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

4.3.1 Correlation Results for Staff Training and Employee performance in Kanungu District Local Government

In order for the researcher to determine whether a relationship existed between staff training and employee performance, the Pearson correlation product moment technique was used.

Table 4.7: Showing Correlation results for Staff Training and Employee Performance

		Staff Training	Employee Performance
Staff training	Pearson Correlation	1	.894**
	Sig. (2-tailed)		.000
	N	164	164
Employee Performance	Pearson Correlation	.894**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table 4.7 above comprises the Pearson value ($R=.894^{**}$), Sig ($p>0.05$, .000) and $n=164$. The Pearson correlation of 0.894 reveals a positive but statistically significant relationship between staff training and employee performance, meaning that when more efforts are made through assessing staff training needs, for instance: competence gaps and areas for further improvement; job induction for instance; orientation about the working environment; on-the-job training such as familiarity with the existing systems extended and sponsorship on long and short courses training catered for by the local government, are likely to bring about employee performance.

The findings concur with Fey (2016) who conducted a study on the effect of training and development on employee performance in Russian and recommended that there is a strong positive relationship involving managerial development, employee training and development programme and organizational performance in Russia. The findings exposed that employee training significantly affects performance.

In support of the above findings, Khan (2014) highlighted the impact of training on performance of employees in Islamabad. Some statistical tools or techniques were applied on data like Pearson correlation and regression analysis through SPSS software. One hundred (100) employees were taken as a sample size of Habib Bank and Federal Urdu University of Islamabad. The findings concluded that training contributes significantly to employees' performance so all the organizations that want to enhance the capabilities of their employees' performance should focus on training.

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

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

Table 4.8: Descriptive Statements on Career Advancement

Statement	SA	A	UD	D	SD	Mean	StdDev
Career advancement in the town councils is based on competencies of staff	22(20.6%)	28(26.2%)	10(9.3%)	25(23.4%)	22(20.6%)	3.03	1.470
Our town council support career development through provision of scholarships to its staff	16(15.0%)	22(20.6%)	8(7.5%)	38(35.5%)	23(21.5%)	2.72	1.399
Our town council has a well-structured career progression plan guided on equity and merit	30(28.0%)	34(31.8%)	9(8.4%)	20(18.7%)	14(13.1%)	3.43	1.408
Our town councils have a career progression guideline which stipulates conditions for promotion	30(28.0%)	34(32.7%)	9(8.4%)	20(18.7%)	14(13.1%)	3.43	1.408

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

councils was based on competences of members of staff and the standard deviation of 1.470 indicates that there was variation in the responses given by members of staff.

Table 4.8 also reveals that 16(15.0%) of the respondents strongly agreed, 22(20.6%) agreed, 8(7.5%) of the respondents were undecided, 38(35.5%) disagreed whereas 23(21.5%) strongly disagreed that our town council supports career development through provision of scholarships to staff. Since the majority of the respondents 61(57%) disagreed, it implies that the town councils did not support career development through provision of scholarships to staff. The scored mean value for this item was 2.72 while the standard deviation was 1.399. This implied that career development through provision of scholarships to members of staff was not being done in Town Councils of Kanungu District Local Government.

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

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

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

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

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

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

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

4.4.1 Correlation results on Career Advancement and Employee Performance in Kanungu District Local Government

In order for the researcher to establish whether a relationship existed between career advancement and employee performance, the Pearson correlation product moment technique was used as indicated in Table 4.9 below.

Table 4.9: Correlation results on Career Advancement and Employee Performance in Kanungu District Local Government

		Career Development	Employee Performance
Career Advancement	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.000
	N	164	164
Employee performance	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table 4.9 above comprises the Pearson value (R=.0.928**), Sig (p<0.05, .000) and n=164. The Pearson correlation of 0.928** reveals a positive but statistically significant relationship between career development and employee performance, meaning that career advancement based on competences of staff, provision of scholarship to staff to upgrade their knowledge and skills, having career progression plan guided on equity and merit and career progression guidelines which stipulates conditions for promotion are likely to bring about better employee performance geared towards timely achievement of Town Council targets.

The findings are in agreement with Manyas (2014) who studied the effect of organizational support for career development on employee performance in Kenyan public universities. The study found out that there exists a positive relationship between organizational support for career development and academic staff performance. Further, it makes the academic staff feel that the public universities have fulfilled their role in psychological contract.

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

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

increase in job security for the employees. The study by Weng (2014) on career development and employee performance in organisations in China found out that there existed a positive relationship between career advancement and employee performance.

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

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

Table 4.10: Relationship between Career Planning and Employee Performance in Kanungu District Local government

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

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

'My town council provided career advisory services that determined competences and interests of its members of staff' was strongly agreed to by 20(18.7%) of the respondents, 26(24.3%) of the respondents agreed, 0(0%) were undecided, 28(26.2%) disagreed while 33(30.8%) strongly disagreed. Since the mean value for this item is 2.74, it implies that the town council did not provide adequate career advisory services that would determine competences and interests of staff. The standard deviation of 1.562 indicated variation in responses given. These findings depict that Town Councils in Kanungu District Local Government are not meeting the expectations of their members' staff as far as career advisory services are concerned. Zeus (2016) argues that this can be attributed to their unwillingness to engage in career advisory services or are unable to relate fully to them to understand their individual needs.

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

Furthermore, 'my town council had both internal and external programs that develop its members of staff for future positions' was strongly agreed to by 32(29.9%) of the respondents, 38(35.5%) agreed, 0(0%) were undecided, 20(18.7%) disagreed while 17(15.9%) strongly disagreed. Since the majority 70(68.4%) of the respondents agreed, it implied that the town councils had both internal and external programmes that develop their

staff for future positions. The mean of this item was 3.45 which indicated that most of the respondents were in agreement with the statement that the town councils had both internal and external programmes that develop their staff for future positions. The findings concur with Cranshaw (2016) who postulates that organizations provide career development opportunities which include internal and external seminars, conferences and workshops which disseminate knowledge and innovations to their staff.

An official put it that,

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

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

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

self-assessment tool that helped members of staff understand their aspirations, desires, likes and dislikes.

Correlation results on Career Planning and Employee Performance in Kanungu District Local Government

In order for the researcher to establish whether a relationship existed between career planning and employee performance, the Pearson correlation product moment technique was used as indicated in Table 4.11 below.

Table 4.11: Correlation results on Career Planning and Employee Performance in Kanungu District Local Government

		Career Planning	Employee Performance
Career Planning	Pearson Correlation	1	.961**
	Sig. (2-tailed)		.000
	N	164	164
Employee Performance	Pearson Correlation	.961**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table 4.11 above comprises the Pearson value (R=.0.961**), Sig (p<0.05, .000) and n=164. The Pearson correlation of .0.961** reveals a positive but statistically significant relationship between career planning prospects and employee performance meaning that having a personal career plan, providing career advisory services, having career development plan and internal and external programmes that develop members of staff as well as self-assessment tools would result into better employee performance.

In agreement with the findings, Okurame (2015) showed that the more favourable the perception of career growth prospects among employees, the higher their overall level of organizational citizenship behaviour and favourable prospects make individuals perform organizational citizenship behaviour directed towards their organization.

4.6 Employees’ Performance in Town Councils of Kanungu District

The study sought to establish the developments made in performance of members of staff in Town Councils of Kanungu District. The findings are presented in Table 12 below.

Table 4.12: Description of Statements on Employees' Performance in Kanungu District Town Councils

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

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

'My performance was measured against the targets' was strongly agreed to by 28(26.2%) of the respondents, 38(35.5%) of the respondents agreed, 15(14.0%) were undecided, 16(15.0%) disagreed while 10(9.3%) strongly disagreed. Since the mean value for this item was 3.54, it

implied that performance of members of staff was measured against the targets. The standard deviation of 1.283 indicated some high variation in responses given.

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

Furthermore, 'I complete my assignments with accuracy was strongly agreed to by 36(33.6%) of the respondents, 47(43.9%) agreed, 0(0%) were undecided, 16(15.0%) disagreed while 8(7.5%) strongly disagreed. Since the majority 83(77.6%) of the respondents agreed, it implied that assignments given to members of staff in the town councils of Kambuga, Kanungu, Kihhi and Butogota were given with accuracy. The mean of this item was 3.81 which indicated that most of the respondents agreed with the statement and the standard deviation of 1.260 indicated that there was some variation in views of respondents.

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

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

From Table 4.12, 'services were delivered as expected' was strongly agreed by 16(15.0%) of the respondents, 20(18.7%) of the respondents agreed, 18(16.8%) were undecided, 29(27.1%) disagreed while 24(22.4%) strongly disagreed. The mean score value for this item was 2.77 and the standard deviation was 1.384, implying that services were not being delivered as

expected, which indicated that there was poor performance of members of staff of Kambuga , Kanungu, Kihhi and Butogota Town Councils as regards delivering services needed by the people.

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

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

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

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

The researcher sought to find out whether citizens in the selected Town Councils of Kanungu District were served well and Table 4.13 below shows the findings.

Table 4.13 Showing how Citizens are served in Kanungu District

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

Total	57	100
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From Table 4.14, it is indicated that majority of the respondents 20(35.1%) of the respondents revealed that they were poorly served, 15(26.3%) of the citizens indicated that they were moderately served, 12(21.1%) revealed that they were fairly served while 10(17.5%) showed that they were averagely served. Since the majority of the respondents reported that they were poorly served, it implies that there were still gaps in employee performance in Town Councils of Kanungu District Local Government. Also, citizens were not satisfied with the way staff in the selected Town Councils served them. This could be attributed to low salaries, limited customer care training, absenteeism and late coming of some of the members of staff of the selected Town Councils. One member of staff noted that employees provided services but they were not up to the expectations of the people/service seekers.

Suggestions of Citizens about how staff can provide Quality Services

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

Table 4.14: Suggestions of Citizens about how staff can provide Quality Services

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

Regarding citizens' suggestions, 20(35.1%) of the respondents suggested increased salaries, 15(26.3%) of respondents suggested increased number of workers, 13(22.8%) of respondents suggested being present at work when needed, whereas 9(15.8%) of respondents suggested that late coming should be checked. Lack of motivation in terms of increased salaries was the major factors for poor performance among staff in Town Councils of Kanungu District Local Government.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings, conclusions and recommendations on career development programmes and employee performance in Kanungu District Local Government. This chapter also shows areas for further research.

5.1 Summary of Findings

5.1.1 Staff Training and Employee Performance in Kanungu District Local Government

Objective one of this study was to establish the relationship between staff training and employee performance in Kanungu District Local government. The findings reveal that a positive (.894**) but statistically significant relationship existed between staff training and employee performance. It can be noted that: training needs were not regularly assessed; training was designed to address training needs of members of staff; they had initial training before their current jobs; members of staff undertook long training on their current jobs and would regularly go for short training.

5.1.2 Career Advancement and Employee Performance in Kanungu District Local Government

The Pearson correlation of .928** reveals a positive but statistically significant relationship between career advancement and employee performance, meaning that career advancement based on competences of members of staff; provision of scholarship to members of staff to upgrade their knowledge and skills; having career progression plan guided on equity and merit; and, career progression guidelines which stipulate conditions for promotion are likely to bring about better employee performance geared towards timely achievement of town council targets.

5.1.3 Career Planning and Employee Performance in Kanungu District Local Government

The findings indicated a Pearson correlation of .961** which shows a positive but statistically significant relationship between career planning prospects and employee performance, meaning that having a personal career plan, providing career advisory services, having career development plan and internal and external programmes that develop members of staff as well as self-assessment tools would result into better employee performance.

5.2 Conclusion

5.2.1 Staff Training and Employee Performance in Kanungu District Local Government

Grounded on the findings of the study, it can be concluded that staff training had positive significant relationship with employee performance in Kanungu District Local Government. This was a result of designing training to address the training needs of members of staff; the

initial training provided before they started their jobs was helpful. Members of staff undertook long-term on-job training and staff were regularly taken for short training to enhance their performance.

5.2.2 Career Advancement and Employee Performance in Kanungu District Local Government

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

5.2.3 Career Planning and Employee Performance in Kanungu District Local Government

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

5.3 Recommendation

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

5.3.1 Staff Training and Employee Performance in Kanungu District Local Government

Town Councils under study should regularly assess the training needs of members of staff before undertaking any training. This will help in identifying areas where training is required and thus improve knowledge and skills to enhance performance.

5.3.2 Career Advancement and Employee Performance in Kanungu District Local Government

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

5.3.3 Career Planning and Employee Performance in Kanungu District Local Government

There should be a self-assessment tool that will help staff to understand their aspirations, desires and dislikes.

Town Councils in Kanungu District Local Government should provide adequate career advisory services to their members of staff as well as having adequate and proper career development plan so as to improve on overall performance.

Furthermore, Town Councils should have a proper performance appraisal system that can be used to determine attainment of set goals like training needs and career needs of their members of staff, among others.

5.4 Areas for Further Research

Further research should be conducted to find out the influence of other career development practices such as succession planning and mentoring on employees' performance.

A study should be conducted on the effect of career development on the quality of service delivery in local governments.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR STAFF

Dear respondent,

I am **Ainebyoona Alex** a student of Kabale University, carrying out a research study titled; **Career Development Programs and Employee Performance in Kanungu District Local Government**. You are among the selected respondents to answer the questions. The information given will be treated confidential & it is for academic purpose only. Please tick or make a brief writing where necessary.

SECTION A: GENERAL INFORMATION

1. Gender of the respondent

Male

Female

2. Age (a) 20 – 30 (b) 31 – 40

(c) 41 – 50 (d) 51 – 60

61+

3. Educational background

a) Diploma

b) Degree

c) PG. Diploma

d) Masters Degree

Instructions: Please indicate your level of agreement with the following statements about the variables. Kindly tick appropriately by following the key; 1=SD (Strongly Disagree), 2=D (Disagree), 3= Neutral, 4=A (Agree) and 5=SA (Strongly Agree).

SECTION B: STAFF TRAINING

Statements	5	4	3	2	1
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My training needs are regularly assessed before I undertake any training					
Training is designed to address my training needs					
The initial training I had before I started my job was helpful					
I have undertaken a long training during the time of my current employment					
I am regularly taken for short trainings					

SECTION C: CAREER ADVANCEMENT

Statements	5	4	3	2	1
Career advancement in the town councils is based on competencies of staff					
The town councils support career development through provision of scholarships to its staff					
The town councils have a well-structured career progression plan guided on equity and merit					
The town councils have a career progression guideline which stipulates conditions for promotion					

SECTION D: CAREER PLANNING

Statements	5	4	3	2	1
I have a personal career plan that I review every year with specific action plans, steps and timelines					
The town councils provides career advisory services that determine competencies and interests of its staff					
The town councils has in place a career development plan for its staff					
The town councils has both internal and external programs that develop its staff for future positions					
The town councils has a self-assessment tool that helps its staff understand their aspirations, desires,					

likes and dislikes					
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SECTION E: EMPLOYEE PERFORMANCE

Statements	5	4	3	2	1
Quality of work					
My targets are clearly set out					
My performance is measured against the targets					
I attend to my work on time					
I complete my assignments with accuracy					
My performance has continually improved					
Quality service delivery					
There is quality service delivery					
Services are delivered as expected					
Efficiency					
Staff in Town Council are usually on duty					
Citizens build trust and confidence in members of staff because they deliver efficiently					

APPENDIX B: QUESTIONNAIRE FOR COMMUNITY MEMBERS

Dear respondent,

I am **Ainebyoona Alex** a student of Kabale University, carrying out a research study titled; **Career Development Programs and Employee Performance in Kanungu District Local Government**. You are among the selected respondents to answer the questions. The information given will be treated confidential & it is for academic purpose only. Please tick or make a brief writing where necessary.

SECTION A: GENERAL INFORMATION

1. Gender of the respondent

Male

Female

2. Age (a) 20 – 30 (b) 31 – 40

(c) 41 – 50 (d) 51 – 60

61+

3. Educational background

a) Diploma

b) Degree

c) PG. Diploma

d) Masters Degree

4. Do employees in your Town Council serve you well?

.....
.....
.....

5. Please explain if employees in your Town Council provide quality services.

.....
.....
.....

6. What suggestions would you give to staff in your Town Council to provide quality services?

.....
.....
.....

7. How would you describe the performance of employees in your Town Council?

.....
.....
.....

8. Is there enhanced quality service delivery in your Town Council?

Yes No

9. In your opinion, do you think your town council is efficient in providing quality service delivery?

.....
.....
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10. Do all people in your Town Council have access to quality service delivery?

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11. What factors do you think are responsible for this kind of performance?

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12. What challenges do you encounter when being served in your Town Council?

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13. What should be done to increase performance of staff in your Town Council?

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APPENDIX C: INTERVIEW GUIDE FOR TOWN CLERKS

1. Is there sufficient training orientation provided to new employees to start their jobs?
2. Does training and career development help staff feel supported and enabled in their work?
3. How are the training needs assessed in Kanungu District Local Government?
4. How are employees satisfied with the training they get?
5. What comment do you make on employees balancing the training with their work?
6. What is the relationship between staff training and employee performance in Kanungu District Local government?
7. What is the relationship between career advancement and employee performance in Kanungu District Local government?
8. Is there any relationship between career planning and employee performance in Kanungu District Local government?