

**MENTORSHIP PROGRAMS ON EMPLOYEE SKILL DEVELOPMENT A CASE
STUDY OF PUBLIC PROCUREMENT AND DISPOSAL OF PUBLIC ASSETS
AUTHORITY (PPDA)**

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S23B42/011

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF HUMAN
RESOURCE MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

April, 2026



**UGANDA CHRISTIAN
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DECLARATION

I **ERAU ARNOLD** ,with sincerity declare that this research Dissertation is my own work, completed through my efforts and zeal ,has never been copied from any body and its my true copy for the award of Bachelors Degree of Human Resource Management ,and has never been used in any institution for any academic Degree

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APPROVAL

This Research has been conducted under my supervision and submitted to the school of Business

A handwritten signature in dark ink, appearing to read 'Muganga Christopher', with a stylized flourish at the end.

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DEDICATION

In this Research Dissertation, my greatest appreciation and dedication goes to Mr. Muganga Christopher, for encouraging and guiding me throughout the research work, my beloved parents, family members , relatives and friends for their great entrust, support and encouragements throughout pursuing my career, course, and financial support through fees and other materialistic supports.

ACKNOWLEDGEMENT

First of all, I would like to thank the almighty God who had given me the gift of life and protection from the day I came to existence on earth till now and the years to come, throughout the time of my research dissertation.

I would like to also send my sincere thanks and appreciation to all the support I received from different individuals during the process of writing the dissertation though I cannot mention their names all due to space propose. In a special way, I would like to acknowledge my best supervisor Mr. Muganga Christopher, who placed all his effort to guide me, provide feedback and support were necessary so as to complete this dissertation. May the almighty God Bless and protect you.

I will also extend my thanks to my lovely and beloved family members most especially my Mum for their support physically, emotionally, spiritually and financially throughout this journey. God Bless you all, thanks a lot.

I would also wish to thank and appreciate my dear course mates for the word of encouragement and collaboration during this dissertation which heavily helped in the progress of this research.

And lastly, am really grateful to the respondents from the different departments who participated in the progress of this study. Thank you all and may the almighty Bless each and everyone.

ABBREVIATIONS

PPDA - Public Procurement and Disposal of Public Assets

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ABSTRACT

The study aimed at examining Mentorship programs on Employee skill Development Local Government. It was conducted using cross-sectional approach where both the qualitative and quantitative approaches of research were used. The data from the research were collected using questionnaires and interviews, during the collection process, stratified sampling method was used.

A descriptive research design was used as well, with a total of 63 respondents selected from Public Procurement and Disposal of Public Assets. The employees were selected randomly from the population and those that wished to participate completed the questionnaire filling process smoothly and were as well interviewed with some of the administrators.

The findings from the research indicated that mentorship Programs have greatly impacted on the skill of employees and so the management of PPDA should develop Mentorship programs so as to improve their employee's job satisfaction at the work place.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the research on role of transport management systems in improving logistics efficiency by providing the background of the study, statement of the Problem and outlining the purpose, objectives and research questions that guide the investigation. Additionally, it discovers the scope, justification, significance and conceptual framework.

1.1 Background of the Study

Organizations across the world increasingly recognize that their most valuable asset is their human resource. In an era of rapid technological change and competitive pressure, employee skills determine organizational success, productivity, and innovation (Kanu & Olayemi, 2019). Mentorship programs have, therefore, become strategic tools used by organizations to support professional growth, transfer institutional knowledge, and enhance employee competencies. Through structured guidance, mentorship helps employees develop technical, interpersonal, and managerial capabilities required for improved performance (Mwesigwa & Tumwine, 2021). In Uganda's public sector, where performance improvement and professionalism are major reform goals, mentorship programs play a crucial role in promoting skill development, accountability, and efficiency (PPDA, 2023).

The need for employee skill development has become more urgent in both the public and private sectors due to changing work environments and evolving job requirements. Traditional training methods such as workshops and seminars, while still important, often fail to achieve sustained behavioral change or on-the-job learning (Kahinda & Achieng, 2020). Mentorship bridges this gap by creating ongoing learning relationships that foster continuous improvement and adaptability. According to Nabirye and Lutaaya (2019), mentorship enhances self-confidence, teamwork, and leadership qualities, which are critical for career progression and organizational growth. Many institutions globally have adopted mentorship as a human capital development strategy to ensure that employees are equipped to meet emerging demands in procurement, finance, and governance sectors

1.1.1 Historical Background

The concept of mentorship can be traced back to ancient Greece, where it referred to a trusted advisor guiding a younger individual's personal and professional growth. In modern organizations, mentorship gained prominence in the 1980s as part of career development and succession planning strategies (Armstrong, 2020). Over the years, mentorship evolved from informal guidance to structured institutional programs that emphasize measurable outcomes such as skill transfer and leadership pipeline development (Adusei & Boateng, 2018).

In Uganda, the emphasis on mentorship became pronounced in the early 2000s with the government's push for professionalization of the public service through reforms in training and performance management. Institutions such as the Public Service Commission and the PPDA adopted mentorship initiatives to support new employees and ensure continuity in institutional knowledge (PPDA, 2022). These efforts aimed to reduce skill gaps, improve ethical standards, and enhance compliance with procurement regulations. Globally, organizations like the United Nations and World Bank have also emphasized mentorship in capacity-building programs as a key tool for developing competencies, promoting innovation, and enhancing institutional performance (World Bank, 2021).

1.1.2 Theoretical Background

This study is grounded in the Human Capital Theory and the Social Learning Theory. The Human Capital Theory, proposed by Becker (1993) and further developed in recent years, emphasizes that investment in employee training and mentorship enhances productivity and organizational performance. According to Kato and Nsubuga (2018), mentorship serves as an investment in human capital by improving knowledge, skills, and attitudes that contribute to efficiency and innovation.

The Social Learning Theory, advanced by Bandura, complements this view by explaining how individuals learn through observation, imitation, and interaction with others in their work environment. Within a mentorship setting, the mentee learns through modeling the mentor's behavior, communication, and decision-making (Nyeko & Ssenyonga, 2020). This theoretical foundation demonstrates that effective mentorship programs enhance both cognitive and

behavioral learning, resulting in holistic employee development. Recent research also suggests that combining mentorship with continuous feedback mechanisms promotes self-efficacy and professional confidence (Busingye, 2021).

1.1.3 Conceptual Background

Mentorship programs are structured arrangements where experienced employees (mentors) provide guidance, support, and feedback to less experienced employees (mentees) with the goal of improving professional skills and performance (Okello & Mugisha, 2019). Such programs may be formal organized by the institution with defined timelines and objectives or informal, where guidance occurs naturally in the workplace. The primary concept behind mentorship is knowledge transfer ensuring that institutional experience and expertise are passed down to build organizational capacity (Aanyu & Tumwebaze, 2022).

Employee skill development, on the other hand, refers to the continuous process of enhancing employees' abilities, competencies, and work-related behaviors for improved job performance and organizational success (Kato & Mirembe, 2020). Mentorship contributes directly to skill development by fostering learning through experience, problem-solving, and collaboration. In procurement-related organizations like PPDA, skills such as negotiation, ethical decision-making, and stakeholder communication are critical. A study by Mutungi and Kiggundu (2023) found that structured mentorship improved professional judgment and adherence to procurement standards among public officers, thereby enhancing service delivery and accountability.

1.1.4 Contextual Background

The Public Procurement and Disposal of Public Assets Authority (PPDA) is a regulatory agency established under the PPDA Act of 2003 to oversee, regulate, and monitor public procurement and asset disposal in Uganda. As part of its mandate, PPDA promotes efficiency, transparency, and value for money in public procurement processes (PPDA, 2023). To effectively deliver on this mandate, the organization heavily relies on a skilled workforce capable of interpreting and implementing complex procurement policies. Recognizing this, PPDA has integrated mentorship into its capacity-building strategy to enhance technical, interpersonal, and managerial skills among employees.

Within PPDA, mentorship programs are implemented through departmental attachments, on-the-job training, and peer coaching where experienced officers' mentor new recruits and interns. These initiatives are designed to promote professional growth, strengthen institutional knowledge, and reduce dependency on external consultants (PPDA, 2022). However, despite these efforts, challenges such as limited resources, lack of structured mentorship policies, and inadequate mentor training have hindered full effectiveness. Research by Nansubuga and Kamugisha (2021) revealed that many public institutions in Uganda still struggle to institutionalize mentorship due to inconsistent monitoring and evaluation mechanisms.

1.2 Problem of the statement

In today's competitive and dynamic work environment, organizations must continuously invest in developing the skills and competencies of their employees to enhance performance and service delivery. Mentorship programs have increasingly been recognized as effective strategies for building employee capacity and promoting organizational learning (Kahinda & Achieng, 2020). However, in many public institutions in Uganda, mentorship initiatives have not been fully institutionalized or effectively implemented, resulting in limited impact on employee skill development (Nansubuga & Kamugisha, 2021).

At the Public Procurement and Disposal of Public Assets Authority (PPDA), mentorship programs are designed to improve staff competencies in procurement processes, ethical decision-making, and regulatory compliance. Despite these efforts, reports and staff evaluations reveal persistent gaps in professional skills, innovation, and performance consistency (PPDA, 2023). Many new employees struggle to adapt quickly to complex procurement regulations, while experienced staff often face limited opportunities for continuous learning and knowledge sharing (Mutungi & Kiggundu, 2023). This indicates that existing mentorship structures may not be effectively aligned with the organization's strategic skill development goals.

Furthermore, the absence of a standardized mentorship framework, inconsistent monitoring m

echanisms, and limited mentor training have contributed to uneven outcomes across departments (Aanyu & Tumwebaze, 2022). While some employees benefit from informal guidance, others receive minimal or no mentorship support, leading to skill disparities within the workforce. Similar challenges have been reported in other public agencies where mentorship is often treated as a one-time exercise rather than a continuous capacity-building process (Busingye, 2021).

The lack of a sustainable and well-structured mentorship framework within PPDA not only limits employee growth but also affects institutional performance and service delivery in the broader public procurement system. Without effective mentorship, valuable institutional knowledge risks being lost through staff turnover, and the organization may struggle to maintain a competent, motivated, and innovative workforce capable of achieving its strategic objectives (Kato & Mirembe, 2020).

1.3 Purpose of the study

The purpose of this study is to examine the effect of mentorship programs on employee skill development at the Public Procurement and Disposal of Public Assets Authority (PPDA). Specifically, the study aims to determine how mentorship contributes to improving employees' technical, interpersonal, and managerial skills. It also seeks to identify the challenges affecting mentorship effectiveness and suggest strategies for enhancing employee development through structured mentorship initiatives.

1.4 General objective

- i. to examine the effect of mentorship programs on employee skill development at the Public Procurement and Disposal of Public Assets Authority (PPDA).

1.5 Objectives of the study

- i. To assess the contribution of mentorship programs to the development of employees' technical and professional skills at PPDA.
- ii. To identify challenges that limit the effectiveness of mentorship programs in enhancing employee skill development.
- iii. To propose strategies for improving mentorship programs to strengthen employee competencies and overall organizational performance.

1.6 Research questions

- i. How do mentorship programs contribute to the development of employees' technical and professional skills at PPDA?
- ii. What challenges affect the effectiveness of mentorship programs in enhancing employee skill development at PPDA?
- iii. What strategies can be implemented to improve mentorship programs for better employee skill development at PPDA?

1.7 Scope of the study

1.7.1 Content scope

The content scope of this study focuses on mentorship programs and their influence on employee skill development within the Public Procurement and Disposal of Public Assets Authority (PPDA). Specifically, the study examines the structure of mentorship initiatives, the processes of mentor–mentee interactions, and how these programs contribute to enhancing technical, interpersonal, and managerial skills of employees. Additionally, it investigates challenges affecting the effectiveness of mentorship programs and explores strategies for improving employee development through structured mentorship.

1.7.2 Geographical scope

The geographical scope of this study is limited to the headquarters of the Public Procurement and Disposal of Public Assets Authority (PPDA) in Kampala, Uganda.

1.7.3 Time scope

The time scope of this study covers a period of three years, from 2018 to 2024, during which mentorship programs have been actively implemented at the Public Procurement and Disposal of Public Assets Authority (PPDA).

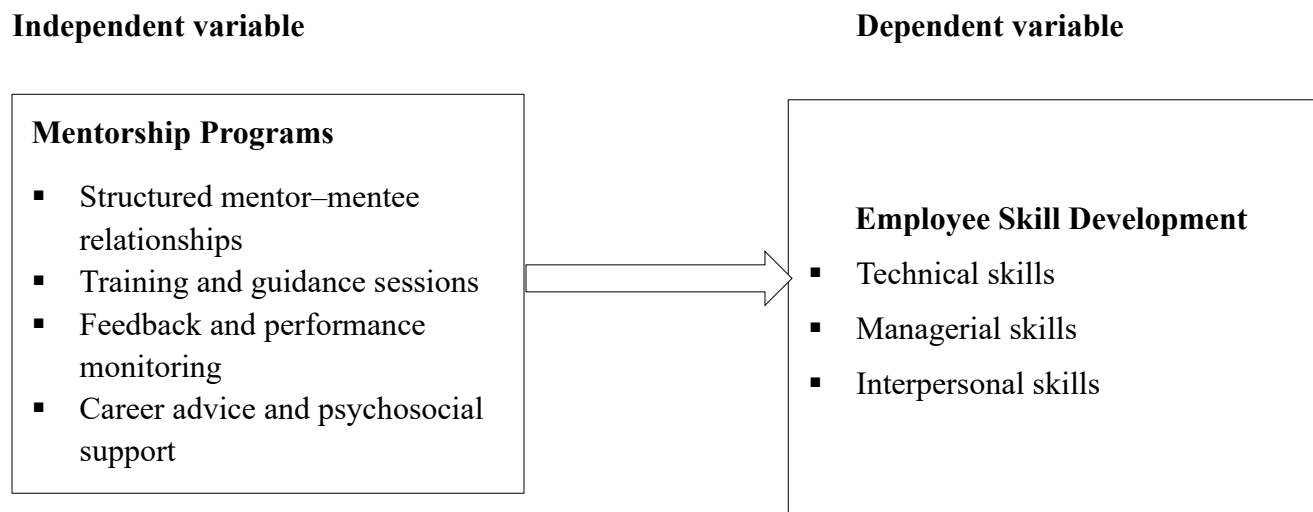
1.8 Significance of the Study

This study is expected to be significant in the following ways

- i. The study will provide insights into how mentorship programs influence employee skill development and identify areas for improvement.
- ii. The study will encourage staff participation and engagement in mentorship programs, enabling employees to acquire technical, managerial, and interpersonal skills necessary for career growth and professional excellence.
- iii. The research will offer evidence-based recommendations on designing, implementing, and monitoring effective mentorship programs in public institutions.

1.9 Conceptual framework

Figure 1: Conceptual Framework



Adapted from Mothilal, Kumar & Sharma (2020) and Zhang & Huang (2019), and modified by the researcher.

CHAPTER TWO

LITURETURE REVIEW

2.0 Introduction

This chapter presents an in-depth review of existing literature on the key variables of this study on the topic mentorship programs on employee skill development. It explores theoretical underpinnings, conceptual definitions, empirical findings, as well as debates, controversies, developments and research gaps.

2.1 Theoretical Underpinning

This study is grounded in Human Capital Theory, advanced by Becker (1993), which emphasizes that employees' knowledge, skills, and competencies constitute valuable organizational assets that directly influence productivity and performance. The theory explains that organizations that invest in developing their workforce through training, education, and mentorship are more likely to achieve sustainable growth and improved service delivery. In the workplace, employees who are provided with opportunities to learn and grow are better equipped to perform complex tasks, adapt to changing environments, and contribute meaningfully to organizational objectives. Within mentorship programs, experienced employees transfer practical skills, institutional knowledge, and professional values to less experienced staff, thereby strengthening the organization's human capital base.

Complementing Human Capital Theory is Social Learning Theory, developed by Bandura, which explains that individuals acquire new skills, behaviors, and attitudes through observation, interaction, and imitation within a social environment. The theory highlights that learning is not limited to formal training but also occurs through everyday workplace relationships. In mentorship settings, mentors act as role models whose professional conduct, decision-making processes, and problem-solving approaches are observed and adopted by mentees. Through continuous interaction and feedback, employees develop technical skills, interpersonal abilities, and confidence in performing their duties.

2.2 Conceptual Review

2.2.1 Mentorship Programs

Mentorship programs refer to structured or informal arrangements within an organization where experienced employees, known as mentors, provide guidance, support, and knowledge to less experienced employees, referred to as mentees, with the aim of enhancing their professional growth and work performance. Mentorship involves continuous interaction, knowledge sharing, and feedback that support learning beyond formal training sessions (Aanyu & Tumwebaze, 2022).

Mentorship programs may be formal, where they are officially designed and supported by organizational policies, or informal, where mentoring relationships develop naturally through workplace interactions. Formal mentorship programs often include defined objectives, timelines, roles, and monitoring mechanisms, while informal mentorship relies on voluntary engagement and personal initiative. Both forms play an important role in supporting employee development, although formal mentorship is more likely to produce consistent and measurable outcomes (Mwesigwa & Tumwine, 2021).

In organizational settings, mentorship programs are designed to facilitate the transfer of institutional knowledge, technical expertise, and professional values. Through mentorship, mentees gain exposure to real work situations, problem-solving approaches, and decision-making processes, which enhance their confidence and competence. In public sector institutions such as PPDA, mentorship programs are particularly important because employees are required to interpret complex regulations, uphold ethical standards, and deliver services efficiently. Mentorship therefore supports employees in developing practical skills related to procurement processes, compliance, communication, and accountability.

Effective mentorship programs are characterized by clear goals, committed mentors, regular mentor mentee interactions, and management support. When these elements are in place, mentorship contributes to improved employee performance, career development, and organizational effectiveness. However, when mentorship programs lack structure, monitoring, or adequate support, their impact on employee skill development may be limited.

2.3 The Concept of employee skill development

Employee skill development refers to the continuous process through which employees acquire, improve, and apply knowledge, abilities, and competencies required to perform their jobs effectively. It involves enhancing both technical and non-technical skills that enable employees to meet organizational goals and adapt to changing work demands. Skill development is essential for improving individual performance, increasing productivity, and ensuring long-term organizational sustainability (Kanu & Olayemi, 2019).

Employee skills can be broadly categorized into technical skills, interpersonal skills, and managerial skills. Technical skills relate to job-specific knowledge and abilities such as understanding procedures, using specialized tools, and applying professional standards. Interpersonal skills involve communication, teamwork, ethical conduct, and relationship management, while managerial skills include planning, decision-making, leadership, and problem-solving. In public institutions like the Public Procurement and Disposal of Public Assets Authority (PPDA), these skills are critical for ensuring regulatory compliance, accountability, and effective service delivery.

Employee skill development is achieved through various approaches, including formal training, workshops, on-the-job learning, coaching, and mentorship. While traditional training programs provide theoretical knowledge, they may not always address practical workplace challenges. Mentorship complements formal training by offering continuous guidance, real-time feedback, and experiential learning opportunities. Through mentorship, employees learn how to apply knowledge in real work situations, handle complex tasks, and make informed professional judgments (Mwesigwa & Tumwine, 2021).

Effective employee skill development leads to increased confidence, improved job performance, and greater adaptability to organizational changes. It also enhances employee motivation and career progression, which contributes to reduced turnover and improved institutional effectiveness. In the context of PPDA, continuous skill development ensures that employees remain competent in handling procurement regulations, ethical decision-making, and stakeholder engagement. Therefore, employee skill development is a critical outcome of mentorship programs and a key determinant of organizational success.

2.4 The Relationship Between Mentorship Programs and employee skill development

Mentorship programs contribute significantly to employee skill development by providing continuous guidance, knowledge sharing, and practical learning opportunities in the workplace. Through mentorship, experienced employees transfer technical expertise and institutional knowledge to less experienced staff, enabling them to perform their duties more effectively.

Mentorship also enhances interpersonal and managerial skills such as communication, teamwork, ethical conduct, and decision-making. Regular interaction with mentors helps employees build confidence, adapt to organizational demands, and apply professional standards in real work situations. In public institutions like the Public Procurement and Disposal of Public Assets Authority (PPDA), mentorship supports the development of competencies required for regulatory compliance and efficient service delivery.

2.5 Empirical Studies

2.5.1 Mentorship programs contribution to the development of employees' technical and professional skills

Organizations that adopt mentorship as part of their human resource development strategies create learning environments where employees can acquire job-specific knowledge, improve performance, and develop professional competence through guided practice and continuous interaction with experienced colleagues (Kahinda & Achieng, 2020). Unlike short-term training programs, mentorship provides ongoing support that enables employees to refine their skills over time.

Mentorship enhances employees' technical skills by facilitating the transfer of practical knowledge that is often difficult to obtain through formal training alone. Employees who are mentored gain deeper understanding of organizational procedures, tools, and systems because mentors provide hands-on guidance and clarify complex tasks as they arise (Mwesigwa & Tumwine, 2021). Public sector institutions further demonstrate that mentorship improves professional competence by strengthening employees' ability to perform specialized duties. In organizations with structured mentorship programs, employees were found to demonstrate higher levels of confidence and professionalism when handling technical responsibilities compared to those without mentorship support (Nansubuga & Kamugisha, 2021).

Employees who participated in mentorship programs showed improved ability to interpret regulations, apply procurement guidelines correctly, and uphold ethical standards in decision-making (Mutungi & Kiggundu, 2023). International organizations that embed mentorship within their capacity-building frameworks report improved employee adaptability, problem-solving ability, and task efficiency (World Bank, 2021). Mentorship enables employees to learn in real-time and apply skills immediately, which increases retention of knowledge and improves overall job performance.

In addition to technical skills, mentorship programs contribute significantly to the development of broader professional skills such as communication, teamwork, and workplace ethics. Regular interaction with mentors exposes employees to professional norms and expected behaviors, which helps shape positive work attitudes and conduct (Aanyu & Tumwebaze, 2022). Employees learn how to communicate effectively with colleagues and stakeholders, manage work relationships, and respond appropriately to workplace challenges. Furthermore, mentorship supports career development by enabling employees to set realistic goals, identify skill gaps, and pursue continuous improvement. Employees who receive mentorship are more likely to seek learning opportunities and demonstrate initiative in enhancing their professional capabilities (Busingye, 2021).

2.5.2 Challenges affect the effectiveness of mentorship programs in enhancing employee skill development

One of the most commonly reported challenges that limit effectiveness of mentorship on skill development is the lack of formal and well-structured mentorship frameworks. Organizations that rely on informal mentorship arrangements often experience inconsistent outcomes, where mentorship benefits are unevenly distributed among employees (Nansubuga & Kamugisha, 2021) hence mentorship depends largely on personal initiative rather than organizational commitment, which weakens its impact on systematic skill development.

Inadequate preparation and training of mentors is another challenge being faced where many organizations appoint mentors based solely on experience or seniority without equipping them with mentoring skills such as coaching, communication, and feedback delivery (Aanyu & Tumwebaze, 2022). As a result, mentors may possess technical expertise but lack the ability to

effectively transfer knowledge or support mentees' professional growth where by employees who receive mentorship from untrained mentors often report limited improvement in their technical and professional competencies.

Time constraints and workload pressures also significantly affect the effectiveness of mentorship programs. Empirical evidence shows that mentors and mentees in public sector institutions frequently struggle to balance mentorship responsibilities with routine work demands (Mwesigwa & Tumwine, 2021). When mentorship activities are not formally scheduled or recognized as part of job responsibilities, they tend to receive less attention which limits regular interaction and reduces opportunities for continuous learning, practical guidance, and skill refinement.

Limited management support has also been identified as a critical barrier to successful mentorship programs. Organizations that fail to allocate adequate resources or provide incentives for mentorship often experience low mentor commitment and poor program sustainability (Busingye, 2021). Monitoring and evaluation challenges further undermine mentorship effectiveness where organizations rarely assess mentorship outcomes, making it difficult to measure improvements in employee skills or identify areas for program improvement (Kahinda & Achieng, 2020) thus mentorship programs may continue without clear evidence of their contribution to technical and professional development.

Organizational culture also plays a significant role in shaping mentorship outcomes where environments characterized by competition, mistrust, or fear of knowledge sharing discourage effective mentoring relationships (Mutungi & Kiggundu, 2023). In such settings, experienced employees may be reluctant to share expertise due to concerns about job security or loss of professional advantage which limits the transfer of institutional knowledge and reduce the potential benefits of mentorship programs. Mentorship programs in public institutions often face challenges related to policy gaps, weak leadership commitment, and limited integration with broader human resource development strategies (World Bank, 2021). When mentorship is not embedded within organizational policies and development plans, it becomes difficult to sustain and align with employee skill development goals.

2.5.3 Strategies can be implemented to improve mentorship programs for better employee skill development

Empirical studies indicate that mentorship programs can be made more effective through deliberate strategies aimed at strengthening their structure, monitoring, and implementation. One key strategy is the development of formal and well-defined mentorship frameworks. Organizations that implement structured mentorship programs with clear objectives, timelines, and roles experience more consistent outcomes and improved employee skill development (Nansubuga & Kamugisha, 2021).

Another widely recommended strategy is the training and capacity-building of mentors where mentors who receive targeted training in coaching, communication, and feedback delivery are more effective in transferring both technical and professional skills to mentees (Aanyu & Tumwebaze, 2022). For example, structured mentor training programs that include role-playing, guidance on goal-setting, and feedback techniques have been shown to improve the quality of mentorship interactions and increase mentee satisfaction and performance (Tripathi & Shankar, 2025).

Time management and workload planning are also crucial for enhancing mentorship effectiveness where integrating mentorship activities into official work schedules and providing dedicated time for mentor–mentee interactions increases participation and ensures regular engagement (Mwesigwa & Tumwine, 2021). Organizations that recognize mentorship as part of employees’ job responsibilities report higher mentor commitment and better skill development outcomes among mentees. For instance, employees who received scheduled mentoring sessions reported improved technical competencies and confidence in performing job tasks compared to those in unstructured programs.

Management support and recognition of mentorship efforts constitute another important strategy. Several studies highlight that organizational support, including incentives, career progression opportunities, and formal acknowledgment of mentors’ contributions, enhances mentor motivation and program sustainability (Busingye, 2021). For example, performance appraisal systems that consider mentorship contributions alongside operational achievements encourage experienced

employees to actively participate in guiding mentees, thereby improving the overall effectiveness of the program.

Monitoring and evaluation mechanisms are also critical for improving mentorship programs. Empirical evidence shows that organizations that routinely assess mentorship outcomes, such as improvements in technical proficiency, professional conduct, and problem-solving abilities, are better positioned to adjust program design, provide additional resources, and align mentorship with organizational goals (Kahinda & Achieng, 2020). Finally, fostering a supportive organizational culture that encourages knowledge sharing, trust, and collaboration is essential. Studies indicate that mentorship is most effective in environments where employees feel comfortable sharing expertise, seeking guidance, and learning from colleagues (Mutungi & Kiggundu, 2023). Interventions such as team-building activities, communication workshops, and recognition of collaborative behaviors can reinforce a culture conducive to mentoring, thereby enhancing professional growth and technical skill development.

2.6 Gaps in the Literature

Most studies focus on general public or private organizations, with limited attention to regulatory authorities like the Public Procurement and Disposal of Public Assets Authority (PPDA) (Mwesigwa & Tumwine, 2021; Mutungi & Kiggundu, 2023). There is also a lack of research on structured program design, monitoring, and evaluation, which are critical for consistent skill development outcomes (Nansubuga & Kamugisha, 2021; Busingye, 2021).

Challenges affecting mentorship effectiveness, such as mentor training, workload pressures, and management support, have been noted but remain underexplored in specialized public institutions (Aanyu & Tumwebaze, 2022; Kahinda & Achieng, 2020). Additionally, most studies focus on technical skills while overlooking the combined development of professional and behavioral competencies (Tripathi & Shankar, 2025; World Bank, 2021). Finally, there is a scarcity of longitudinal research tracking the long-term impact of mentorship on employee performance and institutional outcomes (Mutungi & Kiggundu, 2023).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter present the research methodology that will be adopted for the study mentorship programs on employee skill development. It will outline the research design, target population, sample size, sampling techniques, data collection methods, data analysis, and ethical considerations.

3.1 Research Design

The study will adopt a descriptive and quantitative research design. A descriptive design will allow the researcher to obtain detailed and factual information on how mentorship programs influence employee skill development within PPDA.

A quantitative approach will also be used, where numerical data will be collected through structured questionnaires. This approach will allow for statistical analysis of the relationship between mentorship program components and employee skill development indicators.

3.2 Target population

The study will target a population of 25 employees working in different departments of PPDA, including Human Resource, Procurement, Finance, Audit, Compliance, and Risk Management. These employees are directly involved in mentorship programs or benefit from them, making them suitable respondents for understanding the effectiveness and challenges of mentorship.

3.3 Sample Size

According to Katamba and Nsubuga (2014), a sample size is the portion or subset of the total population selected for participation in a study. The sample size for this study was determined using Krejcie and Morgan's (1970) Table for Determining Sample Size.

Based on the table, for a target population (N) of 25 employees at PPDA, including Human Resource Management, Finance Department, Procurement Officers, Audit department and Risk Department, the corresponding sample size (n) is 24 respondents.

This sample size was considered adequate to provide reliable and representative data for the study while maintaining manageability in data collection. Hence, a total of 24 respondents were selected from PPDA employees. The selection was done using simple random sampling, giving each employee an equal chance of being included.

Table 1

Table 1: Target Population, Size and Selection

: Target Population, Size and Selection

Category of Respondents	Population	Sample Size
Human Resource Department	7	7
Procurement Department	10	9
Finance Department	2	2
Audit & Compliance Department	4	4
Risk Management Department	2	2
Total	25	24

Source: Primary data 2026

3.4 Sample Techniques

The study will use both purposive and simple random sampling. Purposive sampling will target employees in departments directly involved in mentorship programs, such as Human Resource, Audit, Compliance, and Procurement, as they have specialized knowledge regarding mentorship practices and skill development.

Simple random sampling will be used to select employees from other departments to ensure every staff member has an equal chance of being included, reducing bias and improving representativeness.

3.5 Data Sources

Data will be collected from both primary and secondary sources.

3.5.1 Primary Data Sources

Primary data will be collected directly from PPDA employees using structured questionnaires and interviews from respondents in staff departments.

3.5.2 Secondary Data Sources

Secondary data will be obtained from existing literature, including PPDA reports, audit manuals, academic journals, textbooks, and credible online sources.

3.6 Data collection method

The study will use both questionnaires and interview guide to collect primary data for the study.

Questionnaires

A questionnaire will offer respondents the liberty to provide data in specifics due to the open-ended nature of some of the items it will contain (Creswell, 2014). Since a sizable portion of the population may be semi-illiterate, the researcher will employ questionnaires. Because they will be simple to complete, save time, and help respondents stay more focused on the topic, the researcher will create both closed- and open-ended questions (Likert scale format). The questionnaire will be broken down into sections containing questions on the dependent variable, the independent variable, and personal information. Since questionnaires will be the primary means of gathering data, they will be used. This will benefit the researcher because it will take less time to cover a wide population. The questionnaires will be the most effective tools for quantitative research since they will allow anonymity, which will suggest that the answers are more truthful. The guidelines for how to approach and react to the questions will be made evident to the respondents.

3.7 Data analysis

3.7.1 Analysis of techniques

After data collection, responses will be coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. Descriptive statistics such as frequencies, percentages, and means will be used to summarize the data. The Likert-scale responses will be analyzed to determine the degree of agreement among respondents regarding each mentorship on skills development. Data will be presented using tables, charts, and graphs for clear interpretation.

3.8 Ethical Considerations

Respondents will be allowed to participate willingly and can withdraw at any time without any consequences.

All information collected will be kept private and used solely for academic purposes.

3.9 Measurement of Variables

The study will measure both the independent variable (mentorship programs) and the dependent variable (employee skill development) using a structured approach, ensuring that the data collected can be analyzed quantitatively. A five-point Likert scale will be used, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. This scale allows respondents to indicate the extent to which they agree with statements related to mentorship and skill development

3.10 Anticipated limitations

The study is expected to encounter some limitations during data collection and analysis:

- i. The research will be conducted within a limited period, which may restrict the depth of data collection and analysis.
- ii. Some PPDA employees may be reluctant to provide honest feedback about mentorship programs due to fear of judgment or professional repercussions, potentially affecting data accuracy.
- iii. Respondents may overstate their engagement with mentorship activities or perceived skill improvements, influencing the reliability of findings.

- iv. Unavailability of some employees during data collection could limit the representativeness of the sample

CHAPTER FOUR

RESEARCH FINDINGS AND INTERPRETATION OF RESULTS.

4.0 Introduction

This chapter presents analyses and interprets the study findings. It specifically presents the response rate, background of the respondents, description of variables and findings of the study objective by objective.

4.1 Response Rate

A total of 24 questionnaires were issued and 24 were turned as shown in table 4.1 below.

Table 4.2

Table 3: Response rate

Respondents	Questionnaire issue	Questionnaire returned	Response rate (%)
Human Resource Department	6	6	100
Procurement Department	9	9	100
Finance Department	2	2	100
Audit & Compliance Department	5	5	100
Risk Management Department	2	2	100
Overall rate	24	24	100

Source: Primary data 2026

Table 4.1 above shows an overall response rate of 100% which was maximum and suggesting that the survey results were representative.

4.2 Background of the respondents

This section reflects the distribution of respondents by sex, age, experience and education level as shown in Table 4.2.

Table 4.4

Table 5: Background Information on the Respondents

Variable	Category	Frequency	Percentage (%)
Sex of the respondent	Male	12	50%
	Female	12	50%
Age groups of the respondent	18-29 years	5	20.8%
	30-39 years	11	45.8%
	40-49 years	5	20.8%
	50 and above	3	12.5%
Highest education level	Certificate/Diploma	2	8.3%
	Master's degree	7	29.2%
	Bachelor's degree	12	50%
	PHD	3	12.5%
Working experience	Below 1 years	6	25%
	1-4 years	7	29.2%
	5-9 years	7	29.2%
	10 and above years	4	16.7%

Source: Primary data 2026

From Table 4.2, the respondents were equally distributed by sex, with males and females each representing 50% of the sample. This indicates that the study captured a balanced perspective from both male and female employees at PPDA.

Table 4.2 also shows that most respondents were aged between 30–39 years, accounting for 45.8% of the sample, followed by those aged 18–29 years and 40–49 years at 20.8% each, and finally those aged 50 years and above at 12.5%. This suggests that the majority of the participants were middle-aged employees, with a smaller proportion being younger or older adults.

Regarding the highest level of education, most respondents held a Bachelor's degree (50%), followed by Master's degree holders at 29.2%, PhD holders at 12.5%, and Certificate/Diploma holders at 8.3%. This indicates that the sample was largely composed of employees with higher education qualifications, reflecting a skilled workforce.

Table 4.2 further shows that respondents' work experience was fairly spread, with 1–4 years and 5–9 years both representing 29.2% of the sample, below 1 year at 25%, and 10 years and above at 16.7%. This implies that while many respondents were early to mid-career employees, a notable proportion had substantial work experience, contributing to a mix of fresh and experienced perspectives in the study.

4.3 Description of the Dependent Variable

The dependent variable, employee skill development comprised of 05 quantitative items. These were measured using a five-point Likert scale ranging from 1 – 5. Where (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree and (5) = strongly agree as shown in Table 4.3.

Table 4.6

Table 7: Description of Employee Skill Development

Employee Skill Development	Agree F (%)		Not sure F (%)	Disagree F (%)		Mean	SDV
	SA	A	NS	DA	SDA		
Employees at PPDA continuously improve their technical competencies required for their job roles.	13 (54.2%)	7 (29.2%)	1 (4.2%)	2 (8.3%)	1 (4.2%)	4.21	1.14
Employees demonstrate improved problem-solving and decision-making abilities in their daily tasks.	6 (25.0%)	13 (54.2%)	3 (12.5%)	1 (4.2%)	1 (4.2%)	3.92	0.97
Employees show strong interpersonal and communication skills in performing their duties.	10 (41.7%)	7 (29.2%)	4 (16.7%)	2 (8.3%)	1 (4.2%)	3.96	1.16

Employees are confident in handling complex and challenging work responsibilities.	4 (16.7%)	9 (37.5%)	4 (16.7%)	6 (25.0%)	1 (4.2%)	3.38	1.17
Employees at PPDA do not experience noticeable improvement in their skills over time.	1 (4.2%)	2 (8.3%)	2 (8.3%)	8 (33.3%)	11 (45.8%)	1.92	1.14

Source: Primary data 2026

Table 4.3 above indicates that the majority of respondents agreed that employees at PPDA continuously improve their technical competencies required for their job roles (mean = 4.21, SDV = 1.14). The results further show that employees demonstrate improved problem-solving and decision-making abilities in their daily tasks (mean = 3.92, SDV = 0.97). Similarly, respondents agreed that employees exhibit strong interpersonal and communication skills in performing their duties (mean = 3.96, SDV = 1.16). The findings also reveal moderate agreement that employees are confident in handling complex and challenging work responsibilities (mean = 3.38, SDV = 1.17), suggesting that while progress has been made, confidence levels may still require strengthening. In addition, respondents disagreed with the statement that employees at PPDA do not experience noticeable improvement in their skills over time (mean = 1.92, SDV = 1.14), further confirming positive perceptions regarding employee skill development. These findings suggest that employee skill development at PPDA is generally perceived to be improving, particularly in technical competence, problem-solving, and interpersonal skills. However, the standard deviation values indicate moderate variations in respondents' views, implying that perceptions of skill improvement are not entirely uniform across all employees.

4.4 Description of independent variables

4.4.1 How do mentorship programs contribute to the development of employees' technical and professional skills?

The first objective of the study was to examine how do mentorship programs contribute to the development of employees' technical and professional skills was measured using 5 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4=Agree,3=NotSure,2=Disagree,1=Strongly Disagree and the findings are presented in Table 4.4

Table 4.8

Table 9: Description on how do mentorship programs contribute to the development of employees' technical and professional skills

How do mentorship programs contribute to the development of employees' technical and professional skills	Agree F (%)		Not sure F (%)	Disagree F (%)		Mean	SDV
	SA	A	NS	DA	SDA		
Mentorship programs improve employees' understanding of procurement regulations and procedures.	16 (66.7%)	2 (8.3%)	3 (12.5%)	2 (8.3%)	1 (4.2%)	4.25	1.22
Mentorship enhances employees' ability to perform technical job tasks effectively.	9 (37.5%)	10 (41.7%)	3 (12.5%)	1 (4.2%)	1 (4.2%)	4.08	1.02
Mentorship promotes the practical application of professional knowledge in daily work activities.	6 (25.0%)	9 (37.5%)	5 (20.8%)	3 (12.5%)	1 (4.2%)	3.71	1.14
Mentorship improves employees' problem-solving and decision-making abilities.	8 (33.3%)	10 (41.7%)	4 (16.7%)	1 (4.2%)	1 (4.2%)	3.96	1.06
Mentorship programs do not contribute to improving employees' professional skills.	3 (12.5%)	3 (12.5%)	6 (25.0%)	5 (20.8%)	7 (29.2%)	2.58	1.41

Source: Primary data 2026

Table 4.4 above reveals that most participants agreed that mentorship programs improve employees' understanding of procurement regulations and procedures at PPDA (mean = 3.87, SDV = 1.36). The findings further indicate that mentorship enhances employees' ability to perform technical job tasks effectively (mean = 4.09, SDV = 1.06). Table 4.4 also shows that respondents agreed that mentorship promotes the practical application of professional knowledge in daily work

activities (mean = 3.70, SDV = 1.21), suggesting that mentorship supports the translation of theory into practice. Additionally, the results indicate that mentorship improves employees' problem-solving and decision-making abilities at PPDA (mean = 4.00, SDV = 1.05). However, respondents disagreed that mentorship programs do not contribute to improving employees' professional skills (mean = 2.13, SDV = 1.34), highlighting a general perception that mentorship plays a positive role in professional growth. These emerged as the key indicators of how mentorship programs contribute to the development of employees' technical and professional skills at PPDA, with relatively high mean scores for positive statements reflecting strong acknowledgment of mentorship as an important driver of employee capacity building, although the standard deviations suggest moderate variations in perceptions among respondents.

4.5 What challenges affect the effectiveness of mentorship programs in enhancing employee skill development?

The second objective of the study was to examine the challenges affect the effectiveness of mentorship programs in enhancing employee skill development. Effectiveness of mentorship program construct was measured using 5 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3=Not Sure, 2=Disagree, 1=Strongly Disagree and the findings are presented in Table 4.5

Table 4.10

Table 11: Description of challenges that affect the effectiveness of mentorship programs in enhancing employee skill development

What challenges affect the effectiveness of mentorship programs in enhancing employee skill development	Agree F (%)		Not sure F (%)	Disagree F (%)		Mean	SDV
	SA	A	NS	DA	SDA		
Lack of a structured mentorship framework limits effective employee skill development.	10 (41.7%)	7 (29.2%)	2 (8.3%)	3 (12.5%)	2 (8.3%)	3.83	1.31
Heavy workload reduces the time available for effective mentor-mentee interaction.	8 (33.3%)	10 (41.7%)	2 (8.3%)	3 (12.5%)	1 (4.2%)	3.88	1.19

Inadequate mentor training affects the quality of mentorship provided to employees.	8 (33.3%)	10 (41.7%)	3 (12.5%)	2 (8.3%)	1 (4.2%)	3.92	1.14
Limited management support weakens the effectiveness of mentorship programs.	7 (29.2%)	12 (50.0%)	3 (12.5%)	1 (4.2%)	1 (4.2%)	3.96	1.02
Mentorship programs at PPDA face no significant challenges in enhancing employee skill development.	3 (12.5%)	1 (4.2%)	7 (29.2%)	7 (29.2%)	5 (20.8%)	2.04	1.23

Source: Primary data 2026

Table 4.5 above reveals that most participants agreed that lack of a structured mentorship framework limits effective employee skill development at PPDA (mean = 3.83, SDV = 1.31). The findings further indicate that heavy workload reduces the time available for effective mentor mentee interaction (mean = 3.88, SDV = 1.19). Table 4.5 also shows that respondents agreed that inadequate mentor training affects the quality of mentorship provided to employees at PPDA (mean = 3.92, SDV = 1.14), suggesting that mentor preparedness is essential for successful skill transfer. Additionally, the results indicate that limited management support weakens the effectiveness of mentorship programs at PPDA (mean = 3.96, SDV = 1.02), highlighting the importance of leadership commitment in strengthening mentorship outcomes. Finally, respondents disagreed that mentorship programs at PPDA face no significant challenges in enhancing employee skill development (mean = 2.04, SDV = 1.23), implying that employees recognize the presence of notable barriers affecting program effectiveness. These findings indicate that structural, organizational, and capacity-related challenges significantly influence the effectiveness of mentorship programs at PPDA. The relatively high mean scores for the challenge-related statements reflect strong acknowledgment of issues such as workload pressure, inadequate training, and limited management support, which may hinder the full realization of mentorship benefits in enhancing employee skill development.

4.6 What strategies can be implemented to improve mentorship programs for better employee skill development??

The third objective of the study was to examine What strategies can be implemented to improve mentorship programs for better employee skill development and it's construct was measured using 5 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3=Not Sure, 2=Disagree, 1=Strongly Disagree and the findings are presented in Table 4.6

Table 4.12

Table 13: Description of what strategies can be implemented to improve mentorship programs for better employee skill development

What strategies can be implemented to improve mentorship programs for better employee skill development?	Agree F (%)		Not sure F (%)	Disagree F (%)		Mean	SDV
	SA	A	NS	DA	SDA		
Establishing a formal mentorship policy improves employee skill development outcomes.	11 (45.8%)	6 (25.0%)	3 (12.5%)	2 (8.3%)	2 (8.3%)	3.92	1.29
Providing structured mentor training enhances the quality of knowledge transfer to employees.	8 (33.3%)	11 (45.8%)	2 (8.3%)	1 (4.2%)	2 (8.3%)	3.92	1.19
Integrating mentorship activities into official work schedules improves mentorship effectiveness.	7 (29.2%)	12 (50.0%)	2 (8.3%)	1 (4.2%)	1 (4.2%)	3.96	1.08
Recognizing mentorship contributions in performance appraisals increases mentor commitment.	8 (33.3%)	8 (33.3%)	4 (16.7%)	3 (12.5%)	1 (4.2%)	3.79	1.19
Implementing additional mentorship improvement strategies would not	3 (12.5%)	3 (12.5%)	3 (12.5%)	9 (37.5%)	6 (25.0%)	2.50	1.38

significantly enhance employee competencies.							
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Source: Primary data 2026

Table 4.6 above reveals that most participants agreed that establishing a formal mentorship policy improves employee skill development outcomes at PPDA (mean = 3.92, SDV = 1.29). The findings further indicate that providing structured mentor training enhances the quality of knowledge transfer to employees (mean = 3.92, SDV = 1.19). Table 4.6 also shows that respondents agreed that integrating mentorship activities into official work schedules improves mentorship effectiveness (mean = 3.96, SDV = 1.08), suggesting that formalizing mentorship within work routines strengthens its impact. Additionally, the results indicate that recognizing mentorship contributions in performance appraisals increases mentor commitment at PPDA (mean = 3.79, SDV = 1.19), highlighting the importance of incentives and recognition in sustaining mentorship engagement. Finally, respondents disagreed that implementing additional mentorship improvement strategies would not significantly enhance employee competencies (mean = 2.50, SDV = 1.38), implying that employees believe strategic improvements can positively influence skill development outcomes. These findings indicate that formal policies, structured training, schedule integration, and performance-based recognition are perceived as effective strategies for strengthening mentorship programs at PPDA. The relatively high mean scores reflect strong support for institutionalizing and enhancing mentorship practices to improve employee skill development, although the standard deviations suggest moderate variation in respondents' perceptions.

4.7 Inferential Analysis: Relationships Between Variables and Regression on table 4.8

Correlation analysis in Pearson revealed the following:

Table 4.7

Table 14: Correlation Matrix

Variables	Correlation and p-values	Employee Skill Development	Development of Employees' Technical & Professional Skills	Challenges	Strategies
AVEG: Employee Skill Development	Correlation	1.00	0.69	0.80	0.79
	p	–	<0.001	<0.001	<0.001
AVEG: Development of Employees' Technical & Professional	Correlation	0.69**	1.00	0.71	0.82
	p	<0.001	–	<0.001	<0.001
AVEG: Challenges	Correlation	0.80	0.71	1.00	0.71
	p	<0.001	<0.001	–	<0.001
AVEG: Strategies	Correlation	0.79	0.82	0.71	1.00
	p	<0.001	<0.001	<0.001	–

Source: Primary data 2026

Table 4.7 presents the Pearson correlation coefficients and significance levels between Employee Skill Development, Development of Employees' Technical & Professional Skills, Challenges, and Strategies at PPDA. The results show a strong positive and statistically significant relationship between Development of Employees' Technical & Professional Skills and Employee Skill Development ($r = 0.69$, $p < 0.001$), indicating that employees' technical and professional growth is strongly associated with improvements in overall skill development. Similarly, Challenges affecting mentorship programs are positively and significantly correlated with Employee Skill

Development ($r = 0.80, p < 0.001$), suggesting that while challenges exist, they may be recognized as factors influencing skill development outcomes.

Strategies to improve mentorship programs also show a strong positive and statistically significant relationship with Employee Skill Development ($r = 0.79, p < 0.001$), highlighting that effective strategies for mentorship directly enhance employees' skills. Among the independent variables, Development of Employees' Technical & Professional Skills is positively and significantly correlated with Challenges ($r = 0.71, p < 0.001$) and Strategies ($r = 0.82, p < 0.001$), implying that structured development efforts, the recognition of challenges, and the implementation of strategies are closely interrelated. Furthermore, Challenges and Strategies are positively and significantly associated ($r = 0.71, p < 0.001$), suggesting that addressing challenges through well-designed strategies strengthens the overall effectiveness of mentorship programs at PPDA. The correlation analysis indicates that all study variables are positively interrelated and significantly influence Employee Skill Development, emphasizing the importance of combining technical skill development, challenge mitigation, and strategic mentorship interventions to achieve enhanced workforce competencies.

Table 4.8

Table 15: Model Summary for the Effect of Mentorship Programs on Employee Skill Development

Model Statistics	Value
R (Correlation Coefficient)	0.87
R ² (Coefficient of Determination)	0.75
Adjusted R ²	0.71
Standard Error of the Estimate	0.39

Source: Primary Data 2026

Table 4.8 presents the model summary for the regression analysis examining the effect of mentorship programs on Employee Skill Development at PPDA. The correlation coefficient ($R = 0.87$) indicates a strong positive relationship between the combined independent variables (Development of Employees' Technical & Professional Skills, Challenges, and Strategies) and the dependent variable, Employee Skill Development.

The coefficient of determination ($R^2 = 0.75$) suggests that approximately 75% of the variability in Employee Skill Development can be explained by the independent variables included in the model. The Adjusted R^2 (0.71) accounts for the number of predictors and confirms that the model fits the data well, with a slight adjustment for degrees of freedom.

The standard error of the estimate (0.39) indicates that, on average, the observed Employee Skill Development scores deviate from the predicted values by 0.39 units. This relatively small error further supports that the model provides a reliable prediction of Employee Skill Development based on mentorship program variables

4.8 Summary of Findings

The study revealed that mentorship programs at PPDA play a key role in improving employee skills, including technical, professional, and interpersonal abilities. While employees benefit from guidance and practical knowledge, challenges like lack of structured frameworks, high workloads, and limited mentor training reduce program effectiveness. Implementing formal policies, providing mentor training, integrating mentorship into work schedules, and recognizing contributions were found to strengthen outcomes. Overall, mentorship programs, strategies, and challenges collectively have a strong and positive impact on employee skill development ($R = 0.87$, $R^2 = 0.75$).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction

This section presents discussion of findings, conclusions and recommendations of the study basing on the study findings.

5.1 Discussion of Findings

Mentorship programs really make a difference for employee skill development, especially in places like the Public Procurement and Disposal of Public Assets Authority (PPDA). Studies have shown that mentorship facilitates the transfer of practical knowledge, sharpens their professional skills, and makes tackling complicated tasks a lot easier (Mwesigwa & Tumwine, 2021; Nansubuga & Kamugisha, 2021). The logic isn't new—Human Capital Theory says investing in employees boosts how a whole organization performs, while Social Learning Theory points out that people learn best by watching each other and getting guidance.

At PPDA, the research found mentorship does a lot to build employees' technical and professional abilities. When someone takes part in mentorship, their grasp of procurement procedures gets better, they handle regulatory rules with more confidence, and their overall job skills improve. Plus, mentorship pushes interpersonal skills—things like communication, teamwork, and professional conduct—which are vital in a place that deals with regulations every day. The study also made it clear that when mentorship is structured and organized, the results are steadier and easier to measure than when things are left informal. So, how a program is designed and run really matters.

However, The study uncovered some big challenges holding mentorship back at PPDA. There's no formal framework to guide mentorship, most mentors aren't adequately trained, and packed schedules make it tough to prioritize these activities. Management support isn't strong enough, and there's not much tracking to see if mentorship is actually working. Most people said mentorship isn't baked into their daily routines, so keeping regular mentor-mentee conversations going is tough. The culture of the organization doesn't help much either limited knowledge sharing

and lack of trust get in the way of useful mentorship. This lines up with earlier research (Aanyu & Tumwebaze, 2022; Busingye, 2021): if the structure's weak and institutional support is lacking, mentorship doesn't deliver.

Looking forward, the study suggests a few practical strategies to make mentorship stronger at PPDA and really ramp up employee development. First, they should set up clear, structured mentorship systems with defined goals and rules. Mentors need training to improve how they coach and communicate. Mentorship should be part of peoples' official schedules, not an afterthought. Management needs to back these efforts, and there should be solid ways to monitor and evaluate progress. Creating a workplace culture that actually encourages sharing, teamwork, and trust is also key. All this matches what other studies have argued (Kahinda & Achieng, 2020; Tripathi & Shankar, 2025): when mentorship is well-organized and gets real support, employees get better, and the organization as a whole wins

5.2 Conclusions

Based on the findings presented in Chapter Four, the following conclusions can be drawn:

- i. Mentorship programs significantly contribute to the development of employees' technical and professional skills at PPDA.
- ii. Employee skill development is strongly influenced by structured mentorship practices, as confirmed by the strong regression results ($R = 0.87$; $R^2 = 0.75$).
- iii. Challenges such as lack of formal frameworks, heavy workloads, inadequate mentor training, and limited management support reduce the effectiveness of mentorship programs.
- iv. Implementing structured strategies such as formal mentorship policies, mentor training, schedule integration, and recognition systems significantly improves mentorship outcomes and employee skill development.

5.3 Recommendations

Based on the findings, the study recommends the following:

- i. PPDA should establish a formal mentorship policy to provide clear guidelines, roles, and expectations for mentors and mentees.

- ii. Management should provide structured training programs for mentors to improve knowledge transfer and coaching effectiveness.
- iii. Mentorship activities should be integrated into official work schedules to reduce the impact of heavy workloads on mentor–mentee interaction.
- iv. PPDA should recognize mentorship contributions in performance appraisal systems to motivate mentors and sustain commitment.
- v. Management should continuously monitor and evaluate mentorship programs to identify gaps and implement timely improvements

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Appendix

Appendix I: Study Questionnaire

Dear Respondent,

My name is , **ERAU ARNOLD** pursuing a Bachelor's degree in BACHELOR OF HUMAN RESOURCE MANAGEMENT **S23B42/011** from Uganda Christian University Mukono. You have been selected as one of the respondents in this research as I am investigating the **MENTORSHIP PROGRAMS ON EMPLOYEE SKILL DEVELOPMENT** at PPDA. All responses given should be genuine so as we come up with accurate data.

Section 1: Background Information

01	My Sex	Male	1
		Female	2
02	My age in years	Between 18-29	1
		Between 30 -39	2
		Between 40 -49	3
		50 and above	4
03	My highest level of education	Certificate/diploma level	1
		Bachelor's Degree level	2
		Master's degree level	3
		PhD level	4
04	My working experience	Below 1 years	1
		1-4 years	2
		5-9 years	3
		10 and above years	4

Section II: How do mentorship programs contribute to the development of employees' technical and professional skills? (Tick as Appropriate)

Indicate the extent to which you agree with the following observations on how do mentorship programs contribute to the development of employees' technic on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree.

Scale	5	4	3	2	1
Mentorship programs improve employees' understanding of procurement regulations and procedures.					
Mentorship enhances employees' ability to perform technical job tasks effectively.	5	4	3	2	1
Mentorship promotes the practical application of professional knowledge in daily work activities.	5	4	3	2	1
Mentorship improves employees' problem-solving and decision-making abilities.	5	4	3	2	1
Mentorship programs do not contribute to improving employees' professional skills.	5	4	3	2	1

Section III: What challenges affect the effectiveness of mentorship programs in enhancing employee skill development? (Tick as Appropriate)

Indicate the extent to which you agree with the following observations on what challenges affect the effectiveness of mentorship programs in enhancing employee skill development on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree.

Scale	5	4	3	2	1
Lack of a structured mentorship framework limits effective employee skill development.					
Heavy workload reduces the time available for effective mentor–mentee interaction.	5	4	3	2	1
Inadequate mentor training affects the quality of mentorship provided to employees.	5	4	3	2	1

Limited management support weakens the effectiveness of mentorship programs.	5	4	3	2	1
Mentorship programs at PPDA face no significant challenges in enhancing employee skill development.	5	4	3	2	1

Section IV: What strategies can be implemented to improve mentorship programs for better employee skill development? (Tick as Appropriate)

Indicate the extent to which you agree with the following observations on What strategies can be implemented to improve mentorship programs for better employee skill development on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree.

Scale	5	4	3	2	1
Establishing a formal mentorship policy improves employee skill development outcomes.					
Providing structured mentor training enhances the quality of knowledge transfer to employees.	5	4	3	2	1
Integrating mentorship activities into official work schedules improves mentorship effectiveness.	5	4	3	2	1
Recognizing mentorship contributions in performance appraisals increases mentor commitment.	5	4	3	2	1
Implementing additional mentorship improvement strategies would not significantly enhance employee competencies.	5	4	3	2	1

Section V: Employee Skill Development (Tick as Appropriate)

Indicate the extent to which you agree with the following observations on employee skill development a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

Scale	5	4	3	2	1
Employees at PPDA continuously improve their technical competencies required for their job roles.	5	4	3	2	1
Employees demonstrate improved problem-solving and decision-making abilities in their daily tasks.	5	4	3	2	1
Employees show strong interpersonal and communication skills in performing their duties.	5	4	3	2	1
Employees are confident in handling complex and challenging work responsibilities.	5	4	3	2	1
Employees at PPDA do not experience noticeable improvement in their skills over time.	5	4	3	2	1

Thanks for participating in this study