

**TRAINING PROGRAMS AND STAFF PERFORMANCE: A CASE STUDY OF UGANDA POLICE  
FORCE**

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**UGANDA CHRISTIAN  
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**DECLARATION**

I **MATOVU DERRICK** declare that this dissertation entitled: “Training programs and staff performance: A case study of the Uganda Police Force” is my original work and has not been submitted anywhere for any academic award and should never be reproduced without my consent.

Signature..........

Date: ...08/05/2024.....

**APPROVAL**

This dissertation has been submitted with the approval of my supervisors.

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Date: 8/5/2024

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## **LIST OF ABBREVIATIONS**

AIGP	Assistant Inspector General of Police.
AIP	Assistant inspector of police
ASP	Assistant Superintendent of Police
ETC	Ex Cetera (And Others)
IP	Inspector of Police
MPS	Ministry of Public Service
NCO	Non-Commissioned Officers
PC	Police Constable
PTS	Police Training School
SGT	Sergeant
SP	Superintendent of Police
SPSS	Statistical Package for Social Scientists

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## **ABSTRACT**

The study looked on the connection between Uganda Police Force personnel performance and training initiatives. Staff performance was considered the dependent variable, and training programs the independent variable. The study set out to find out how induction training programs and staff performance in the Uganda Police Force related to each other, as well as how on-the-job training programs and staff performance in the Uganda Police Force and off-the-job training programs relate to each other. The study used a case study methodology, and questionnaires were used to gather data. The study was analyzed using both quantitative and qualitative approaches, including statistical tools for inferential and descriptive analysis. The study found a statistically significant favorable relationship between staff performance and off-the-job and introduction training programs. On the other hand, the study found a positive statistically non-significant association between staff performance and on-the-job training programs.

The study makes the following recommendations for the Uganda Police Force: it should prioritize new hires and promotions, maintain senior management's coaching of junior staff to improve performance, place more emphasis on seminars, resource person lectures, and distance learning, and take into account other factors like leadership, supervision, and policy issues to improve staff performance in addition to training programs.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The purpose of this study is to investigate the relationship between Uganda Police Force staff performance and training initiatives. Staff performance was considered the dependent variable in this study, whilst training programs were considered the independent variable. The study's background, problem statement, purpose, objectives, research questions, hypotheses, conceptual framework, significance, justification, study scope, and operational definitions of words are therefore presented in this chapter.

### **1.2 Background of the Study**

The background to the study is presented in four themes including historical, theoretical, conceptual, and contextual background.

#### **1.2.1 Historical Background**

Employee training is traditionally traced back to its inception during and following World War II. Employers frequently provided in-service training during this period due to the industry's rapid transition from peace to war, which necessitated the creation of training programs for semi-skilled workers, workers moving to new positions, and women entering the workforce (Duff, 2003). After that, we witnessed the rise of the modern, fast-paced technical advancement in prosperous economies like Sweden, Germany, and Japan, which was greatly impacted by international rivalry. In recent decades, there have been significant changes at the operating level in industry and public utilities due to the introduction of new techniques, processes, tools, synthetics, power sources, and more automation. The rate of change has also tended to rise over time. The increased use of computers and data processors in the workplace, which allowed for the storing and retrieval of information in quantities unimaginable two decades ago, was causing similar shifts. A new method of training was introduced as a result of everything. Nowadays, a lot of focus is put on getting off to a strong start with on-the-job training, which can be reinforced by orientation seminars or visually appealing printed materials outlining the terms and goals of work.

Since changes were frequent with technological advances, refresher training became common in clerical as well as in industrial work.

With the rapid advancement of technology, both industrial and clerical jobs need refresher training because changes happened often.

Training was conducted exclusively through the introduction of novel and unfamiliar approaches in developing nations, especially those in Africa (Armstrong, 2006). Organizations needed to provide sufficient numbers of skilled technicians, supervisors, and managers, as well as training in basic industrial and administrative skills. These countries needed a lot of experienced administrators, but more than anything, they needed teachers and instructors to make the expected growth.

In Uganda, employee training has changed with time, becoming multifaceted now rather than merely vocational in the early 1920s during the height of colonial authority. Uganda tried to apply best practices, but its ability to do so was limited by its financial resources. Therefore, improving human resource management in the public sector is still highly wanted in order to give better services. In this instance, staff performance has improved through the evolution of employee training in the Uganda Police Force since colonial times. Nonetheless, Transparency International (2011) notes that the Uganda Police Force's performance has consistently been rated as deficient on numerous fronts.

### **1.2.2 Theoretical Background**

Constructivist learning, first proposed by Bartlett in 1932 and codified by Jean Piaget in 1950, served as the foundation for this investigation. With the help of this framework, a trainer can take on the role of a facilitator, offering direction so that students can create their own knowledge. Therefore, a constructivist-based training program aimed at enhancing work performance will emphasize that learners should be active participants who build knowledge about activities in order to improve their performance, rather than merely passive recipients of information (Chen, 2001). This theory suggests that among the best methods of employee training in the workplace are learning-by-doing and on-the-job training. To put it briefly, if improving outcomes is the ultimate goal, constructivist learning theory recommends matching employee training with actual organizational operations.

### **1.2.3 Conceptual Background**

A number of academics have characterized performance and training as essential components of any company. According to Cole (1983), Saleemi (1999), Buckey & Caple (2000), MPS (2010), and other authors, training is defined in this study as a deliberate and methodical attempt to alter or develop knowledge, skills, or attitude through a learning experience in order to attain effective performance in an activity or range of activities. Operationally, the training program in this study comprised induction, on-the-job training, and off-the-job training. The process of introducing public employees to their new positions and helping them adjust to the demands and culture of the public sector is known as induction in this study. Orientation and on-boarding are operational components of induction. For According to this study, on-the-job training is defined as providing workers with regular work environments with the aim of modifying their abilities, mindset, and understanding that are closely linked to the performance requirements of their jobs. Operationally, on-the-job training includes delegation, job rotation, and mentoring. According to this study, off-the-job training is defined as instruction given to civil workers away from their place of employment, during which time they will cease doing their regular tasks. Operationally, off-the-job training consists of webinars, lectures, and online learning. Performance was defined by Bernadin, Kane, Ross, Spina, and Johnson (1995), Kane (1996), and Armstrong (2000) as only the list of results attained. But Brumbach (1988) took a more comprehensive approach to performance, defining it as the actions and outcomes of labor when carrying out. Thus, the operational metrics for measuring performance in this study will be the following: accuracy (the quality of being true, correct, or exact to the expected output), timeliness (the promptness with which tasks are completed, such as the time taken to investigate a case file or respond to emergencies like accidents or fire breaks out), achievement of desired outputs with minimum cost (the level at which police officers deliver output with minimum costs, such as damage to property or reduced casualties during an operation or riot), and completion of tasks/assignments (the rate at which assignments meant for a police officer are completed, for example, cases investigated, prosecutions achieve by the end of the year ,quality (the degree to which police officers' work complied with line managers' criteria) absenteeism (the frequency with which police officers fail to report for duty) and innovation (the degree of resourcefulness displayed by an officer in carrying out a task, such as organizing a community to construct a police station

### **1.2.4 Contextual Background**

With a well-developed and motivated workforce that produces timely, cost-effective work that is affordable to the Ugandan government and responsive to the needs of the populace, the Uganda Police Force's human resource department is in charge of managing human resources overall and providing standards and operating systems that enable an efficient and coordinated service (Ministry of Internal Affairs, 2006). The performance of employees was based on Result Oriented Management (ROM), which emphasizes task accomplishment to meet targets, quality service, punctuality, inventiveness, and outputs, according to the integrated performance management framework for the Uganda Public Service, July 2007. In addition, the promotion of training and the enrollment of skilled workers in the civil service was the focus of the Uganda Public Service Training Policy (2006), the Induction Training Manual for Newly Appointed Officers (2006), the Coaching and Mentoring Guide (2006), the Staff Performance Appraisal Scheme (2007), and the Uganda Public Service Standing Orders (2010) in the Public Sector. But the current disappointment was that there hasn't been a noticeable increase in performance as a result of this situation. It was clear that there were still issues with the induction, on-the-job, and off-the-job training that had been provided.

### **1.3 Statement of the Problem**

The public and international society, including Transparency International, have frequently criticized the Uganda Police's performance and reputation for being harsh and unprofessional in the discharge of their duties. This was confirmed in the Uganda Police Annual Report of 2012, which stated in part that employees of the Uganda Police Force frequently failed to meet quality standards set by police statutes and standards, that timely completion of targets was not given due consideration, that assignments lacked creativity, that tasks were not completed to expectations, and that employees' targets were not met at the end of assessment periods and if they are finished, they come at a hefty cost, and there was a lot of absenteeism, according to reports (Uganda Police Annual Report, 2012). As a result, the public lost faith in the police, which led to instances of mob justice, direct violence against the police, and a general refusal to report crimes to the authorities. Therefore, the purpose of this study is to determine whether staff performance is correlated with the induction, on-the-job, and off-job training programs that the Uganda Police Force implements.

#### **1.4 Purpose of the Study**

This study aims to investigate the association between Uganda Police Force staff performance and training programs.

#### **1.5 Objectives of the Study**

One of the study's goals is to determine how staff performance in the Uganda Police Force is related to induction training programs.

ii. To investigate the connection between staff performance in the Uganda Police Force and on-the-job training programs.

iii. To ascertain the connection between staff performance in the Uganda Police Force and off-the-job training programs.

#### **1.6 Research Questions**

The concerns that follow will be addressed by this research:

i. How do staff performance in the Uganda Police Force and induction training programs relate to each other?

ii. What connection exists between staff performance in the Uganda Police Force and on-the-job training programs?

iii. How do staff performance in the Uganda Police Force and off-the-job training programs relate to each other?

#### **1.7 Hypotheses**

This study will test the hypotheses that:

i. There is a relationship between induction training programs and staff performance in Uganda Police Force.

ii. There is no relationship between on job training programs and staff performance in the Uganda Police Force.

iii. There is a relationship between off job training programs and staff performance in the Uganda Police Force.

## 1.8 Conceptual Framework

Independent Variables

dependent variables

TRAINING PROGRAMS	STAFF PERFORMANCE
<ul style="list-style-type: none"> <li>• INDUCTION</li> <li>• Orientation</li> <li>• On boarding</li> <li>• Socialization</li> </ul>	<ul style="list-style-type: none"> <li>Task accomplishment</li> <li>Desired output</li> <li>Quality</li> <li>Timeliness</li> </ul>
<p>OFF JOB TRAINING</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Lectures</li> <li>• Distance learning</li> </ul>	<ul style="list-style-type: none"> <li>Absentees</li> </ul>
<p>ON JOB TRAINING</p> <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Job rotation</li> <li>• delegation</li> </ul>	

**Source:** The researcher's adaptation of Dysvik & Kuvaas (2008) It was postulated that staff performance and training programs are related based on the conceptual framework. Offering induction, on-the-job and off-the-job training to employees may have an impact on their performance in terms of completing tasks, producing desired results, quality, punctuality, creativity, and absenteeism.

## 1.9 Significance of the study

It is intended that the study will prove beneficial to the Uganda Police Force, which was tasked with creating, organizing, and carrying out public service-related training programs under the Public Service Act No. 18 of 1969. It was also anticipated that the study would offer a modern foundation for the execution of police officer induction, on-the-job, and off-the-job training programs. The report would also be deemed useful by the Ministry of Public Service policy makers due to the Training programs Orientation, Onboarding, Socialization, and Induction

Distance learning, lecturers, seminars, and on-the-job training Job rotation, coaching, on-the-job training, and delegation Employee productivity, task completion, intended output, quality, timeliness, and absenteeism The research may reveal some of the root problems of the current public service training policy's implementation paralysis, which has severely hampered its progress.

### **1.10 Justification of the study**

Studies on staff performance and training programs have been conducted in the past, but none on the relationship between staff performance and training programs in the Uganda Police Force. Furthermore, these studies took into account aspects of training programs beyond induction, on-the-job training, and off-the-job training. Determining the effect of induction, on-the-job and off-the-job training on staff performance in the Uganda Police Force through empirical means was the rationale behind the study's selection. Therefore, the researcher considered that such research was necessary to comprehend the relationship between the training dimensions and staff performance in the Uganda Police Force. It is envisaged that the findings of this study will have a good impact on Uganda Police Force training management.

### **1.11 Scope of the Study**

#### **Content Scope**

This study is limited itself to examining the relationship between training programs and staff performance in Uganda Police Force. Training programs in this study had the dimensions of induction, on-the-job, and off-the-job training, while, staff performance was measured by tasks accomplishment, achievement of desired outputs with minimum cost, quality, timeliness, creativity, and absenteeism.

#### **Time scope**

The study focuses on the time frame between 2020-2023 because this is the period when staff performance of Uganda Police Force staffs had been discredited

#### **Geographical Scope**

The study will be conducted in the Police Headquarters located in Naguru and mukono police stations located in Kampala and mukono district in Uganda. This case study is chosen because it

is accessible to the researcher and ties in very well with the operationalization of the research problem under study.

### **1.12 Operational Definitions of key Terms and Concepts**

For the purposes of this study, **induction** refers to the initial training police officers receive at training facilities such as Police Training School Kabalye in the Masindi district, as well as the training they receive prior to confirmation and during attachment, which typically occurs a year after the police officers graduate from the training facility.

**Non-work-related training:** In order to impact officers' knowledge and skills, this also referred to the seminars, lecturers, courses, and distance learning that are provided to police officers outside of the police setting. Examples of these include study abroad programs, departmental workshops, and seminars. lectures by subject matter experts that influence police officers' understanding in a certain area. Higher education study programs include master's, PhD, graduate, and postgraduate degrees.

**On-the-job training:** This referred to training between the officers within the police setting, for example between the lower ranked officers and their supervisors. It involves coaching, job rotation and delegation.

**Task accomplishment:** This referred to the rate at which assignments or tasks meant for police officers are completed for instance cases investigated and prosecutions achieved in a year.

**Desired output:** Referred to the level at which police officer deliver output with minimum costs for instance damage to property and casualties etc.

**Quality:** Referred to the extent to which the work produced by a police officer met the standards set by line managers.

**Timeliness:** Referred to the level of promptness in completing tasks, for instance time taken in investigating a case file. Response to emergencies like accidents, mob justice, fires etc.

**Creativity:** Referred to the level of ingenuity demonstrated by a police officer in performing tasks. For instance, mobilization of the community to build a station.

**Absenteeism:** Referred to the police officer's incidence of absence from work

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The literature pertaining to determining the correlation between employee performance and training was examined in this chapter. Based on the study's objectives, the review mainly examines the relationship between staff performance and induction, on-the-job, and off-the-job training. These are regarded as the study's cornerstones.

#### 2.2 Theoretical framework.

Bartlett's 1932 pioneering work on constructivist learning theory served as the basis for the study's theoretical framework. The formalization of constructivism's theory was widely credited to Jean Piaget (1950). The behaviorist learning theory, which sees a learner as passive and similar to a programmed animal that only reacts to environmental stimuli, and the cognitive learning theory, which sees a learner as nothing more than an information processor, were both alternatives to the constructivist learning theory (Gagne, 1972). According to the constructivism hypothesis, every person will build new, relevant, and adaptive concepts in learning by drawing on their past experiences and knowledge. According to the constructivist perspective, people approach a learning situation with a cognitive structure derived from prior experiences, hence meaning and experience are tightly related (Hanley, 1994). According to this theory, training curricula ought to be created in a way that makes training material directly relevant to raising employee performance. Constructivism expanded upon the discoveries of behaviorism and cognitivism in the field of learning theories by demonstrating that in addition to responding to external cues and processing information through their cognitive processes, learners also construct knowledge.

Constructivist theory suggests that in order to improve learners' effectiveness at work, training should involve coaching them through the process of creating new knowledge (Kerka, 1997). Therefore, it was highlighted in a constructivist-based training program to enhance work performance that the learner should be an active participant creating knowledge about activities rather than only a passive information-receiving device (Chen, 2001). The constructivist learning theory, as applied in this study, maintains that employee training affects how well they perform

on the job. Employee induction, on-the-job training, and off-the-job training all had an impact on how they behaved and performed when carrying out their tasks. The researcher is aware of the limitations of constructivist learning theory, nonetheless, and has chosen to use it for this investigation. Constructivism encourages an unstructured learning environment in which each learner's methods and outcomes may differ and are difficult to quantify (George, 1991).

### **2.3 Induction training programs and Performance of Public Servants.**

Kumar, Mohapatra, and Chandrasekhar (2009) state that orientation and onboarding—which help new hires integrate into the company—were covered in induction. When a new employee starts working for a company, they are given an orientation, which is a training program (Society for Human Resource Management [SHRM], 2006). It gets workers ready to learn about the company, accomplish their jobs well, and build relationships with coworkers. The orientation procedure for recently hired managers was referred to as "on-boarding" (SHRM, 2006). Like orientation, an on-boarding program exposes new managers to the tasks they should be overseeing and assists them in comprehending the company's culture and methods of operation.

Good onboarding and orientation are crucial parts of induction because they enable new hires to take immediate responsibility for their job while learning about the behavior and culture of the company.

Numerous publications from the Government of Uganda have acknowledged the effect of induction on the performance of Uganda's public personnel. The Uganda Public Service Standing Orders (2010) state that it is the duty of supervisors in Ministries, Departments, and Local Governments throughout the public service to guarantee that newly hired employees, transferees, and promotees are incorporated into the workforce within three months of their appointment. This immediately produces efficiency in the previously indicated staff categories at the outset of their performance and involvement.

This is because they were formally introduced to work during the induction, which inspired them and piqued their interest in working on their jobs right away. This resulted in instant cooperation or teamwork to complete tasks. The goal of induction training, according to MPS (2006), which provides inductors with a curriculum of the induction course, was to impart fundamental knowledge, abilities, and attitudes regarding public service as an institution and particular jobs,

all of which are necessary to swiftly make new hires productive. In order to ensure that new hires, promotees, and transferees in the Ugandan public service understand what is expected of them from the beginning, they must undergo induction, according to MPS (2006). This allows them to perform with pride, dignity, and delight.

#### **2.4 On-the-job Training and Performance of Public Servants.**

Okanya (2008) defines coaching, job rotation, and delegating as forms of on-the-job training. According to Bernard (2005), coaching is a type of on-the-job training that involves a partnership between a manager and an employee. The manager gives timely guidance and feedback to help the employee strengthen the knowledge and skills necessary to complete a task or solve a problem. As coaching was typically done to solve a recognized skills gap rapidly and to base the learning on real life on-the-job experience rather than on theoretical understanding gained via classroom instruction, it was in fact a performance-oriented approach to training.

A practical way to enhance and broaden job assignments, job rotation was a type of on-the-job training that involved moving an employee from one department to another for a set amount of time to diversify his or her job skills (Seibert, Kramer & Liden, 2001; Bio Med Central [BMC], 2009). By doing this, a worker not only gains work skills from various areas but also gets rid of the boredom that comes with doing the same things every day. Consequently, an employee's excitement is rekindled by the new duties, which leads to better job performance.

Delegation is referred to as an on-the-job training approach where a manager assigns a task to an employee who might not be the best suited for the task but who was nonetheless up to the challenge (Gazda, 2002). In this case, the employee gained invaluable experience and knowledge for his or her consequent performance, providing him or her opportunity to grow. Coaching, job rotation, and delegation are important components of on-the-job training involving a collaborative effort between employees and supervisors or more experienced co-workers, something that goes a long way in enhancing the skills required of employees to effectively perform their jobs. Numerous Government of Uganda dossiers have acknowledged the connection between public servant performance and on-the-job training. As per MPS (2007), employees in the Uganda Public Service were urged to contribute as much as possible to the objectives of government institutions through on-the-job training. This was due to the fact that

workplace activities that directly support organizational objectives might be participated in firsthand through on-the-job training interventions like delegation.

Since on-the-job training occurs in the workplace, the Uganda Public Service Standing Orders (2010) emphasize this type of training as essential to maximizing the potential of serving public officers. As a competence-based approach to training, the Uganda Public Service Training Policy (2006) firmly supported on-the-job training for public employees since it gave them the direction and assistance they needed to become experts in their roles rather than just obtaining academic papers.

## **2.5 Off-the-job Training and Performance of Public Servants**

According to Okanya (2008), off-the-job training refers to seminars, lectures, and distance learning. A seminar brings together a group of people who pool and discuss ideas. It was meant to stimulate intellectual input. Papers presented were critiqued and corrections suggested (Aidelomon, 2010). Lectures, conducted at training centres and academic institutions, involved the transmission of knowledge, ideas, and factual information from the instructor to a larger group of trainees at one time thereby having the advantage of being a relatively low cost training method (Aidelomon, 2010).

Distance learning was an instructional delivery system that connects learners with educational resources. It provided educational access to learners not enrolled in educational institutions and can augment the learning opportunities of contemporary employees. Distance learning can be synchronous or asynchronous. Synchronous distance learning requires the simultaneous participation of all students and instructors, and takes on forms like interactive tele courses and web conferencing, where all students study at the same time.

Asynchronous distant learning, which includes correspondence, filmed, audiocassette, and email courses, enables students to study at their own pace. Because they were held in a setting that was free from the stress and strains of the workplace, seminars, lectures, and distance learning were significant forms of off-the-job training. This allowed employees to take in more information that they needed to perform better when they returned to their work stations.

The relationship between off-the-job training and the performance of Uganda's public servants has been recognized in a number of Government of Uganda publications. According to Uganda's Public Service Training Policy (2006), off-the-job training was a requirement for public servants in so far as enhancement of job performance was concerned.

Since both forms of training have advantages over one another, they complement each other and can't fully meet the training needs of public employees when on-the-job training isn't enough. For high, senior, and medium level government officials, overseas training is a type of off-the-job training that is essential for them to gain knowledge from cross-country experiences. This type of training is performance-oriented and cannot be fulfilled locally. As to the 2010 Uganda Public Service Standing Orders, every public servant was expected to meet certain training requirements in order to improve their job performance both now and in the future. Training milestones are specialized courses that are required as part of an official's career path in order to advance their career. These training sessions were more theoretical in nature and as such

According to the Ministry of Public Service [MPS] (2006), off-the-job training in the form of workshops, seminars, and conferences was conducted by Ministry of Public Service across public service institutions on an ad hoc basis to enlighten public officials on performance appraisal system and results oriented management which enabled public servants to appreciate the need for planning, monitoring, and evaluation of their job performance. This had gone a long way in meliorating the performance of employees in the Uganda public service.

## **2.6 Summary of Literature Review**

The literature study makes it abundantly evident that numerous studies have successfully established a link between staff performance and training programs worldwide, including in Uganda. Nevertheless, it appears that the examined material was completed in 2019 and before. As of 2023, there have been significant developments that necessitate a study like this one in order to attempt to empirically test the material examined and assess the effectiveness of the recently implemented initiatives. This revealed ongoing research, particularly on the connections between staff performance (task accomplishment, desired outcomes) and off-the-job training programs (seminars, lectures, distance learning), as well as induction (orientation, onboarding, and socialization), on-the-job training (job rotation, delegating, and coaching).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter indicates how data for the study will be collected, analyzed and interpreted in order to answer the research questions or test the research hypotheses, thereby meeting the purpose of this study. This chapter therefore comprises research design, study population, determination of sample size, sampling techniques, data collection methods, data collection instruments, quality control, data collection procedures, data analysis, measurement of variables, and ethical considerations.

#### **3.2 Research Design**

Research design for this study will be correlational in nature. As suggested by (Sekaran, 2003), a correlational research design allows the researcher to ascertain the link between the study variables. Given that the goal of the study is to analyze correlations to uncover predictive associations, this form of research design was chosen as the best fit. This study will include both a quantitative and qualitative research dimension thanks to the collection of descriptive data and numerical numbers. For the purposes of sampling, data collection, quality assurance, and analysis, the study will combine qualitative and quantitative methods. While the quantitative design entails asking respondents to complete closed-ended questions in an interview and a questionnaire, the qualitative design will involve asking respondents open-ended questions throughout the data gathering stage.

#### **3.3 Study Population**

This study will be conducted in the Police headquarters at Naguru at the human resource department, regional headquarters Kampala Metropolitan and two police stations and Kawempe. The study population consists of 85 respondents. 3 from police headquarters (human resource department), 2 from the regional headquarters of Kampala Metropolitan North in kawempe police station, 80 from mukono and Kawempe police stations. The break down consists of 3 senior officers from the rank of AIGP (Assistant Inspector General of Police) to SP ( Superintendent of Police) from the human resource department, 2 regional staff from Kampala

Metropolitan North headquarters in Kawempe from the rank of SSP (Senior Superintendent of Police) to ASP (Assistant Superintendent of Police) 80 implementers from both police stations ( 10 officers from the rank of ASP ( Assistant Superintendent of Police) to AIP (Assistant Inspector of Police) and 70 officer from the rank of Sgt (Sergeant ) to PC ( Police constable).

The top management personnel from the human resources department were selected for this study due to their crucial responsibility of overseeing the training programs and determining their impact on staff performance and service delivery. Since they have the direct role of determining whether the performance of the employees at the divisions aligns with their training, the supervisory staff members from the regional headquarters are selected. The personnel working in the police station divisions, or implementers, were selected for this study since they are the ones whose performance is being evaluated in terms of training with regard to enforcing law and order in society.

### 3.4 Determination of the Sample Size

The sample size was determined using the table in Appendix C from a study by Morgan and Krejcie (1970, as cited in Amin, 2005). This therefore means that the sample will include 60 police officers. The sample sizes are depicted in Table 3.1.

Table 3. 1: Population Samples and Sampling Techniques Sample Techniques

Category of POPULATION	POPULATION SIZE	SAMPLING SIZE	SAMPLING TECHNIQUES
Senior management staff	3	3	Purposive sampling
Supervisors	2	2	Purposive sampling
Implementers (officers from the rank of assistant superintendent to	10	10	Purposive sampling

assistant inspector)			
Implementers (junior staff from the rank of sergeant to constable)	70	45	Simple random sampling
Totals	85	60	

Source: primary source

### 3.5 Sampling Techniques

The study used both probability and non-probability sampling techniques.

#### 3.5.1 Probability Sampling Techniques

From the existing probability sampling techniques, the study will use simple random sampling technique. Simple random sampling will be used to select police officers from the police stations. This technique was chosen because this category of police officers has a large population size and as such warranted simple random sampling to minimize sampling bias as recommended by (Mugenda & Mugenda, 2003).

#### 3.5.2 Non-probabilistic Sampling Techniques

From the existing non-probability sampling techniques, purposive sampling was employed to select, senior management staff, and supervisors who were targeted due to their perceived knowledge arising out of known experience that they have. This technique will be employed following the postulate that if sampling has to be done from smaller groups of key informants, there is need to collect very informative data, and thus the researcher needs to select the sample purposively at one's own discretion as recommended by (Sekaran, 2003).

### 3.6 Data Collection Methods

### **3.6.1 Self-administered questionnaires**

These will be used to collect primary data from junior staff and officers from the police station of mukono and Kawempe between the ranks of ASP (Assistant Superintendent of Police) and PC (Police Constable) and it involved use of a semi-structured questionnaire. The method of survey using a semi-structured questionnaire will be deemed appropriate since part of the questionnaire offers the staff a choice of picking their answers from a given set of alternatives while the other part of the questionnaire allows them to qualify their responses as noted by (Amin, 2005).

### **3.6.2 Documentary Review**

This will be used to collect secondary data and was guided by a documentary review checklist. Documents from Uganda Police Force, reports from Human rights agencies, newspapers, research findings, public and private libraries with literature relevant to the research topic will be analyzed as secondary sources of data to supplement primary data from survey and interviews (Amin, 2005).

## **3.7 Data Collection Instruments**

### **3.7.1 Questionnaire**

Questionnaires will be used to collect data from Police officers at the police stations. 55 questionnaires were randomly distributed to 55 police officers at the two police stations of mukono and Kawempe. The questionnaire will be used in this case because it proves to be an invaluable method of collecting a wide range of information from a large number of individuals especially when it comes to people like police officers at the police stations as recommended by (Sekarasn, 2003). The questionnaires were popular because the respondents filled them in at their own convenience and were appropriate for large samples. The questionnaire was designed with both open and closed ended questions as recommended by (Amin, 2005).

### **3.7.2 Documentary Review Checklist**

This will consist of a list of documents as sighted by (Sekaran, 2003) particularly concerning training and employee performance which are directly relevant. Most of these documents were obtained from the Uganda Police Force reports, publications from human rights agencies, newspaper articles, government reports, new paper articles, conference papers, thesis, internet,

text books, journals and dissertations related to the topic under investigation as recommended by Amin (2005) were reviewed.

### **3.8 Data Analysis**

Data was analyzed both quantitatively and qualitatively.

#### **3.8.1 Quantitative data analysis**

Quantitative data analysis involved use of both descriptive and inferential statistics in the Statistical Package for Social Scientists (SPSS). Descriptive statistics entailed determination of measures of central tendency such as mean, mode, median; measures of dispersion such as range, variance, standard deviation; frequency distributions; and percentages. Data was processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables. Inferential statistics included correlation analysis using a correlation coefficient and regression analysis using a regression coefficient in order to answer the research questions. According to Sekaran (2003), a correlation study was most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation. A correlation coefficient was computed because the study entailed determining correlations or describing the association between two variables (Oso & Onen, 2008). At bivariate level, training as an independent variable was correlated with employee performance as the dependent variable using Pearson's Correlation Coefficient.

#### **3.8.2 Qualitative data analysis**

Qualitative data analysis involved both thematic and content analysis, and, was based on how the findings related to the research questions. Content analysis was used to edit qualitative data and reorganize it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Sekaran, 2003). After data collection, information of same category was assembled together and their similarity with the quantitative data created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by quotation or descriptions.

### **3.9 Measurement of Variables**

Mugenda and Mugenda (2003) support the use of nominal, ordinal, and Likert type rating scales during questionnaire design and measurement of variables. The nominal scale was used to measure such variables as gender, marital status, terms of employment, among others. The ordinal scale was employed to measure such variables as age, level of education, years of experience, among others. The five-point Likert type scale (1- strongly disagree, 2-disagree, 3- not sure, 4- agree and 5-Strongly agree) was used to measure the independent variable (training) and the dependent variable (employee performance). The choice of this scale of measurement was that each point on the scale carries a numerical score which was used to measure the respondent's attitude and it was the most frequently used summated scale in the study of social attitude. According to Mugenda (2003) and Amin (2005), the Likert scale is able to measure perceptions, attitudes, values and behaviors of individuals towards a given phenomenon.

### **3.10 Ethical Considerations**

Guidelines and practices regarding the protection of the rights of the research participants will be strictly observed. Efforts will be put in place to ensure that physical or psychological damage to the participants is not caused. Therefore, the researcher will respect the autonomy of all those who participate in the research. This includes among other things the right of the participant to deny information consent to the researcher, withdraw from the study at the any time and preference of anonymity in any publication that would arise out of the research. The research did no harm to the participants or any other person or groups of persons. Serious consideration was put to all potential risks involved in the study. When any risk was identified, the advice of an expert was sought. The research was conducted under the following guide lines, voluntary and informed consent of the participants. The participants received full, non-technical and clear explanations of the tasks expected of them so as to make informed decisions. The participants were assured of the parameters of the confidentiality of the information they supplied. The findings of the research were reported with careful attention to the rights of the research participants.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Introduction**

The purpose of the study was to examine the relationship between training programs and staff performance in Uganda Police Force. It sought to achieve the following objectives; to establish the relationship between induction training programs and staff performance of Uganda Police Force, to examine the relationship between on-the-job training programs and staff performance in Uganda Police Force, to determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

This chapter presents data collected using the questionnaire. The corresponding interpretations also follow each presentation. The results of the study are presented according to the study objectives and research questions.

The findings in this chapter were also arrived at by analyzing and interpreting the available data using SPSS and Microsoft Excel software. All the responses are presented in terms of frequencies, percentages, mean, standard deviation, Pearson correlation matrices and regression models which are displayed in tables. The statistical data from the quantitative part of the questionnaire was also supported by the qualitative data of the study from the interviews. The quantitative data was analyzed based on a Likert's scale of 1- (Strongly disagree) to 5- (Strongly agree scale rate).

#### **4.2 Response Rate**

The total numbers of respondents who constitute the sample used in this dissertation are summarized in Table 4.1 below.

**Table 4.1 Showing the Response Rate**

<b>Nature of Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Staff</b>		
<b>Response</b>	<b>59</b>	<b>98%</b>
<b>Non-response</b>	<b>1</b>	<b>2%</b>
<b>Total</b>	<b>60</b>	<b>100</b>

**Source: Primary Data**

The total of respondents was sixty (60) where fifty-nine (59) questionnaires were returned. The response rate was therefore ninety eight percent (98%) as shown in Table 4.1 above. Sorry Darren sherka (2002) said that to score above 80% it shows that the study was perfectly done, meaning that all questions were perfectly understood by all the respondents from the study. Therefore, the results were considered representative of what would have been obtained from the population.

### **4.3 Characteristics of the respondents**

The background information was about the respondents' gender, age, and education level and duration in current employment in the same institution. The purpose of collecting background information about the respondents was to help in establishing the sample characteristics and to be able to form appropriate opinions about the research finding.

### **Table 4.2 Level of Education**

The researcher obtained data on the education level of respondents with an aim of establishing whether there is a close relationship between education level and Staff Performance.

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid Primary</b>	<b>9</b>	<b>16.7</b>	<b>16.7</b>
<b>Secondary</b>	<b>32</b>	<b>59.3</b>	<b>76.0</b>
<b>Bachelors</b>	<b>4</b>	<b>7.4</b>	<b>83.4</b>
<b>Masters</b>	<b>5</b>	<b>9.3</b>	<b>92.7</b>
<b>Others</b>	<b>4</b>	<b>7.4</b>	<b>100.0</b>
<b>Total</b>	<b>54</b>	<b>100</b>	

**Source: Primary Data**

The findings in Table 4.2 above revealed that the majority of the respondents had attained a secondary school certificate and these accounted for 59.3% of the total sample; 7.4% are holders of a first degree, while 16.7% had obtained a primary certificate. With the above statistics, we can say that since a substantive number of the respondents have the basic qualifications of a secondary school certificate and above it showed that the respondents who participated were qualified to conduct the institution's operations since over 60% of the respondents had attained the required institutional education level (from secondary school certificate to masters)

**Table 4.3 Age of respondents**

		<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>20-29</b>	<b>15</b>	<b>27.8</b>	<b>27.8</b>
	<b>30-39</b>	<b>18</b>	<b>33.3</b>	<b>61.1</b>
	<b>40-49</b>	<b>16</b>	<b>29.6</b>	<b>90.7</b>
	<b>50-above</b>	<b>5</b>	<b>9.3</b>	<b>100.0</b>
	<b>Total</b>	<b>54</b>	<b>100</b>	

**Source: Primary Data**

Age of respondents Table 4.3 was chosen as one of the characteristics so as to ascertain the respondents' maturity of reasoning. The study results showed that 27.8% of the respondents were aged 20-29 years, 33.3% were aged 30-39 years and 29.6% were aged 40-49 years. Since more than half of the respondents (72.2%) who participated were aged above 30 years this is an implication that the information obtained was from respondents who were mature in thinking and with a sound mental intellect and the assumption is that they applied this maturity while responding to the issues presented to them.

**Table 4.4 Duration of respondents in the institution**

<b>DURATION</b>	<b>FREQUENCY</b>	<b>PERCENT</b>	<b>CUMULATIVE PERCENT</b>
<b>Less than 1 year</b>	<b>5</b>	<b>9.3</b>	<b>9.3</b>
<b>1-3 years</b>	<b>9</b>	<b>16.7</b>	<b>26</b>
<b>4-6 years</b>	<b>12</b>	<b>22.2</b>	<b>48.2</b>
<b>Valid 7-10 years</b>	<b>16</b>	<b>29.6</b>	<b>77.8</b>
<b>More than 10 years</b>	<b>12</b>	<b>22.2</b>	<b>100.0</b>
<b>Total</b>	<b>54</b>	<b>100</b>	

**Source: Primary Data**

Duration of respondents in the institution was chosen as one of the characteristics so as to ascertain the respondents' experience with the institution operations. The study results showed that 9.6% of the respondents had been in Uganda Police Force for less than 1 year, 16.7% for 1-3 years, 22.2% for 4-6 years and 29.6% for 7-10 years and 22.2% for more than 10 years. Since 74% of the respondents were in the institution for over 6 years this is an implication that the information obtained was from respondents who had experience with the institution's operations.

#### **4.4 Empirical findings.**

This part of the study presents in line with the study variables that are a basis of study objectives. The section presents analyses and interprets views and opinions of respondents from questionnaires administered and documents reviewed according to the objectives of the study.

##### **4.4.1 To establish the relationship between induction training programs and staff performance of Uganda Police Force.**

The first objective of the study was to establish the relationship between induction training programs and staff performance of Uganda Police Force. The findings of this objective were gathered from questionnaires from respondents and their views on induction training programs. The variable was measured using 5 items scored on five-point Likert scale of 1=strongly

disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree. The results from the analysis are displayed in Table 4.5 below

**Table 4.5 Respondents views on induction training programs**

	<b>N</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>DA</b>	<b>SDA</b>	<b>M</b>	<b>Mean</b>	<b>Standard Deviation</b>
New employee are normally oriented/taken through their tasks, objectives and core values	<b>54</b>	<b>33%</b> <b>(18)</b>	<b>48%</b> <b>(26)</b>	<b>0%</b>	<b>11%</b> <b>(6)</b>	<b>7%</b> <b>(4)</b>	<b>0</b>	<b>3.89</b>	<b>1.208</b>
Police initial/induction training motivates and prepares the officers to perform their tasks	<b>53</b>	<b>23%</b> <b>(12)</b>	<b>60%</b> <b>(32)</b>	<b>2%</b> <b>(1)</b>	<b>11%</b> <b>(6)</b>	<b>4%</b> <b>(2)</b>	<b>1</b>	<b>3.87</b>	<b>1.020</b>
Police initial/induction training enables an officer to easily socialize and adapt to the organizations culture	<b>52</b>	<b>42%</b> <b>(22)</b>	<b>48%</b> <b>(25)</b>	<b>8%</b> <b>(4)</b>	<b>2%</b> <b>(1)</b>	<b>0%</b>	<b>2</b>	<b>4.31</b>	<b>0.701</b>
Police initial/ induction training enables new entrants to perform their job with dignity	<b>54</b>	<b>26%</b> <b>(14)</b>	<b>56%</b> <b>(30)</b>	<b>4%</b> <b>(2)</b>	<b>11%</b> <b>(6)</b>	<b>4%</b> <b>(2)</b>	<b>0</b>	<b>3.89</b>	<b>1.040</b>
Introducing new officer at supervisory level to the work that they will be supervising helps them to understand their tasks	<b>52</b>	<b>38%</b> <b>(20)</b>	<b>46%</b> <b>(24)</b>	<b>6%</b> <b>(3)</b>	<b>10%</b> <b>(5)</b>	<b>0%</b>	<b>2</b>	<b>4.13</b>	<b>0.908</b>

### **Source: Field Primary Data**

**Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree** from the table 4.5 above, the respondents were asked whether new employees are normally oriented/taken through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments. The results from the study revealed that, of the total respondents, 81% of the respondents were in agreement as shown by the statistics, 19% disagreed with a mean of 3.89 and standard deviation of 1.208. The different statistics informed that as part of induction training programs, from the 81% level of agreement with a mean of 3.89 and a deviation of 1.208 this showed that Uganda Police Force management has a positive aspect of induction training programs as comparison to the 19% level of disagreement. This should be upheld by the Uganda Police Force as an institution.

However, the 19% who disagree are an indicator that there is something to be done in as far as induction training is concerned, probably there is need for more awareness and appreciation of the course content by the participants.

In determining whether the Uganda Police Force induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism; the study revealed that; of the total respondents, 83% of the respondents were in agreement as shown with the statistics, 15% disagreed and 2% had a neutral opinion with a mean of 3.87 and a minimal deviation of 1.020.

From the comparisons above it shows that Uganda Police Force initial/induction training motivates and prepares the officers to perform their tasks with interest. From the 83% level of agreement in comparison to 15% level of disagreement this is a plus to the Uganda Police Force management as it ensures that initial/induction training motivates and prepares the officers to perform their tasks with interest. However, the 2% and 15% who disagreed and who are not sure respectively this could imply that they may not be in the know or this aspect doesn't concern them.

This was further support in the interviews as one of the key informant who was a director said, "The police cadets from training school to specialized units need specialized training to make

them comfortable and produce results where they are deployed” (Key informant A, 3rd October, 2015)

From the findings above this show how worthwhile the Uganda Police Force initial/induction training program motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism as seen from the 83% level of agreement in comparison to 15% level of disagreement.

On whether Uganda Police Force induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contribute to his/her performance in terms of timely accomplishment of assignments; respondents were asked to state the extent to which they approved with the above. Of the total respondents, 90% of the respondents were in approval that the Uganda Police Force induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to his/her performance in terms of timely accomplishment of assignments, 2% disagreed and 8% had a neutral opinion with a mean of 4.31 and standard deviation of 0.701.

From the statistics above, it shows that Uganda Police Force initial/induction training enables an officer to easily socialize and adapt to the organizations culture and values with 90% who concurred that this was done in comparison to the 2% who were in disagreement. On the 8% who were neutral this implies that they were either not aware or it was none of their concern.

From the findings of the study when respondents were asked whether Uganda Police Force induction training enables new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done; Of the total respondents (54),81% of the respondents were in approval that Uganda Police Force initial/ induction training enables the officers and new entrants to perform their job with dignity,15% disagreed and 4% had a Neutral opinion From the statistics above this implied that 81% of the officers were in agreement in comparison to the 15% who disagreed with this aspect of the study. The 4% who were not sure therefore meant that these respondents either did not know or had taken a no concern approach in respect to this regard.

Thus, from the findings above this is a key attribute which should be upheld by the Uganda Police Force management as it enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work.

From the table above, the respondents were asked whether introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output; The results from the study revealed that, of the total respondents, 84% of the respondents were in agreement as shown by the statistics, 10% disagreed and 6% had a neutral opinion with a mean of 4.13 and deviation of 0.908. The different statistics implied that as part of induction training, Uganda Police Force Management has done well in introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising. This helps the officers to understand their tasks as agreed from the finding with 84% in agreement in comparison to the 10% who disagreed that the messages are not clear. The 6% who had a neutral opinion implied that were either not observant or decided to neglect this aspect.

From the findings above it showed that Uganda Police Force management should uphold this virtue. However, the 10% who disagreed showed that it is an indicator that there is something to be done in as far as introducing new officer at supervisory level is concerned.

#### **4.4.1.1 Relationship between induction training programs and staff performance in the Uganda Police Force**

To examine whether there is a significant relationship between induction training programs and staff performance in the Uganda Police Force a correlation was computed, examined and interpreted using Pearson product moment correlation coefficient. The results are detailed in the table below. Table 4.6 Correlation between induction training programs and staff performance.

	<b>Induction</b>	<b>Staff performance</b>
<b>Pearson correlation</b>	<b>1</b>	<b>.326*</b>
<b>Induction sig.(2-tailed)</b>		<b>.025</b>
<b>N</b>	<b>49</b>	<b>47</b>
<b>PEARSON CORRELATION</b>	<b>.326*</b>	<b>1</b>
<b>Staff performance sig.(2-tailed)</b>		
<b>N</b>	<b>.025</b>	
	<b>47</b>	<b>52</b>

**\*. Correlation is significant at the 0.05 level (2-tailed).**

From the table 4.6, above it is indicated that there is a statistically significant positive correlation between induction training programs and staff performance in the Uganda Police Force ( $r = .326$ ,  $P < .05$ ) the study therefore accepted the hypothesis that there is a significant relationship between induction training programs and staff performance in the Uganda Police Force.

From the findings above it shows how significant the role of induction training programs are to staff performance as it builds confidence at the same time helps the new staff to become accustomed to the new environment.

#### **4.4.2 Regression analysis results**

A further analysis was conducted using regression to determine the effect between independent variable on staff performance of police officers, regression analysis is employed and the results of each independent variable with the staff performance are summarized in the tables below.

**Table 4.7 Induction Training Programs and Staff Performance.**

## Model Summary

MODEL	R	R Square	Adjusted R square	Std. Error of estimate	Change statistics				
					R square	F change	df1	df2	sig. F change
1	.326	.106	.086	.70066	.106	5.354	1	45	.025

### a. Predictors: (Constant), induction

From the summary in table 4.7, above shows adjusted value of 0.086 between induction training programs and staff performance which is suggesting that induction training programs alone predicted 8.6% of the variance in staff performance. The adjusted = 0.086 at significance 0.025 suggested that induction training programs was a weak predictor of staff performances.

This implies that there is 8.6 % variation which can be explained by the induction training programs and the 91.4% can be explained by other factors.

## 4.5 To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force

The second objective of the study was to examine the relationship between on-the-job training programs and staff performance in Uganda Police Force. The findings of this objective were gathered from questionnaires from respondents. The objective was measured using 5 items scored on five points Like scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree. The results are displayed in Table 4.8 below.

**Table 4.8 Respondents views on-the-job training programs**

	<b>N</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>DA</b>	<b>SDA</b>	<b>M</b>	<b>MEAN</b>	<b>Std.dev</b>
Senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment	<b>53</b>	<b>21%</b> <b>(11)</b>	<b>60%</b> <b>(32)</b>	<b>9%</b> <b>(5)</b>	<b>4%</b> <b>(2)</b>	<b>6%</b> <b>(3)</b>	<b>1</b>	<b>3.87</b>	<b>.981</b>
Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments.	<b>52</b>	<b>25%</b> <b>(13)</b>	<b>37%</b> <b>(19)</b>	<b>15%</b> <b>(8)</b>	<b>17%</b> <b>(9)</b>	<b>6%</b> <b>(3)</b>	<b>2</b>	<b>3.58</b>	<b>1.210</b>
Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output.	<b>52</b>	<b>31%</b> <b>(16)</b>	<b>52%</b> <b>(27)</b>	<b>6%</b> <b>(3)</b>	<b>8%</b> <b>(4)</b>	<b>4%</b> <b>(2)</b>	<b>2</b>	<b>3.98</b>	<b>1.019</b>
Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs	<b>51</b>	<b>25%</b> <b>(13)</b>	<b>51%</b> <b>(26)</b>	<b>10%</b> <b>(5)</b>	<b>6%</b> <b>(3)</b>	<b>8%</b> <b>(4)</b>	<b>3</b>	<b>3.80</b>	<b>1.132</b>
Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely	<b>53</b>	<b>38%</b> <b>(20)</b>	<b>53%</b> <b>(28)</b>	<b>2%</b> <b>(1)</b>	<b>6%</b> <b>(3)</b>	<b>2%</b> <b>(1)</b>	<b>1</b>	<b>4.19</b>	<b>0.878</b>

accomplishment of tasks.									
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**Source: Field Primary Data**

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree From the table above, the respondents were asked whether senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment. The results from the study revealed that, of the total respondents, 81% of the respondents were in agreement as shown by the statistics, 9% disagreed and 9% had a neutral opinion with a mean of 3.87 and standard deviation of 0.981. The different statistics informed that as part of on -the -job training, from the 81% level of agreement with a mean of 3.87 and a deviation of 0.981 this shows that Uganda Police Force management, Senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment which is a positive aspect of the institution This was in comparison to the 9% level of disagreement. The 9% who were not sure respectively could have been that they had no interest in this aspect.

This calls for the management of the Uganda Police Force to uphold this virtue. However, the 9% who disagree are an indicator that there is something to be done in as far as on -the -job training is concerned.

In determining whether Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, the study revealed that; of the total respondents, 62% of the respondents were in agreement as shown with the statistics, 23% disagreed and 15% had a neutral opinion with a mean of 3.58 and a minimal deviation of 1.210.From the comparisons above it shows that the Uganda Police Force management offers Job rotation (continues transfers of officers and men within their job description) to officers to improve on their performance in terms of skills and task

accomplishments. From the 62% level of agreement in comparison to 23% level of disagreement this is a plus to the Uganda Police Force management as it ensure that Job rotation (continues transfers of officers and men within their job description) improves on the performance of officers in terms of skills and task accomplishments. However, the 23% and 15% who disagreed and who are not sure respectively it could imply that they may not be in the know or this aspect doesn't concern them.

From the findings above it shows that Job rotation improves performance in terms of skills and task accomplishments the study revealed with 62% of the respondents were in agreement. The above attribute should be highly upheld in the Uganda Police Force as an Institution.

On whether Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output; respondents were asked to state the extent to which they approved with the above. Of the total respondents, 83% of the respondents were in approval that Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output 12% disagreed and 6% had a neutral opinion with a mean of 3.98 and standard deviation of 1.019. From the statistics above, it shows that Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output with the 83% who concurred that this is done in comparison to the 12% who were in disagreement. On the 6% who were neutral this implies that they were either not aware or this is none of their concern.

From the findings of the study when respondents were asked whether Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs; Of the total respondents ,76% of the respondents were in approval that Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs ,14% disagreed and 10% had a neutral opinion . From the statistics above this implies that 76% of the respondents are in agreement in comparison to the 14% who disagreed with this aspect of the study. The 10% who were not sure this means that these respondents either do not know or have taken a no concern approach in respect to this regard.

Thus, from the findings above this is a key attribute which should be upheld by the Uganda Police Force management in their roadmap of grooming junior staff.

From the findings above it shows that Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs; with a 76% of the respondents were in approval, this is a worthy aspect to be upheld by the Uganda Police Force as an institution.

From the table above, the respondents were asked whether Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks. The results from the study revealed that, of the total respondents, 91% of the respondents were in agreement as shown by the statistics, 8% disagreed and 2% had a neutral opinion with a mean of 4.19 and deviation of 0.878. The different statistics implied that as part of Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks as agreed from the finding with 91% in agreement in comparison to the 8% who disagreed that the messages are not clear. The 2% who had a neutral opinion implies that they are either not observant or decided to neglect this aspect.

From the findings above this shows that the Uganda Police Force management should uphold this virtue. However, the 16% who disagreed, it shows that this is an indicator that there is something to be done in as far as delegation is concerned.

#### **4.4.1.2. Relationship between on-the-job training programs and staff performance.**

To examine whether there is a significant relationship between on-the-job training programs and staff performance a correlation was computed, examined and interpreted using Pearson product moment correlation coefficient. The results are detailed in the table below.

**Table 4.9 Correlation between on-the-job training programs and staff performance.**

	<b>On job training</b>	<b>Staff performance</b>
<b>Pearson correlation</b>	<b>1</b>	<b>.005</b>
<b>On job training sig. (2-tailed)</b>		<b>.975</b>
<b>N</b>	<b>48</b>	<b>47</b>
<b>Pearson correlation</b>	<b>.005</b>	<b>1</b>
<b>Staff performance sig. (2-tailed)</b>	<b>.975</b>	
<b>N</b>	<b>47</b>	<b>52</b>

**Source: Field Primary Data**

From the table 4.9, above it is indicated that there is a statistically non-significant positive correlation between on-the-job training programs and staff performance ( $r = .005$ ,  $P > .0.000$ ). The study therefore rejected the hypothesis that there is no significant relationship between on-the-job training programs and staff performance in the Uganda Police Force.

From the findings above it shows there is a lot to be done to make on- job- training enjoyable for the police officers as shown by a substantive percentage of police officers who disagreed with its functionality.

#### **4.4.2 Regression analysis results**

A further analysis was conducted using regression to determine the effect between independent variable on staff performance of police officers, regression analysis is employed and the results of each independent variable with the staff performance are summarized in the tables below. Table 4.10 on-the-job training programs and staff performance.

## Summary

models	R	R-square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	Df1	Df2	Sig. F change
1	.005	.000	.022	.70395	.000	.001	1	45	.975

From the summary in Table 4.10, above shows adjusted value of 0.022 between on-the-job training programs and staff performance which is suggesting that on-the-job training programs alone predicted 2.2% of the variance in staff performance. The adjusted = 0.022 at significance 0.975 suggested that price was not a predictor of staff performance.

This implies that there is 2.2% variation which can be explained by the on-the-job training programs and the 97.8% can be explained by other factors.

### **4.6 To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.**

The findings of this objective were gathered from questionnaires from respondents. These were measured using 4 items scored on five-point Likert scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree the results from the process of are displayed in table below.

**Table 4. 11 Respondents views on off-the-job training programs**

	<b>N</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>DA</b>	<b>SDA</b>	<b>M</b>	<b>Mean</b>	<b>Std.dev</b>
The seminars, lecturers and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease.	<b>54</b>	<b>37%</b> <b>(20)</b>	<b>46%</b> <b>(25)</b>	<b>9%</b> <b>(5)</b>	<b>6%</b> <b>(3)</b>	<b>2%</b> <b>(1)</b>	<b>0</b>	<b>4.11</b>	<b>.925</b>
lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work	<b>54</b>	<b>41%</b> <b>(22)</b>	<b>50%</b> <b>(27)</b>	<b>2%</b> <b>(1)</b>	<b>6%</b> <b>(3)</b>	<b>2%</b> <b>(1)</b>	<b>0</b>	<b>4.22</b>	<b>.883</b>
Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment.	<b>53</b>	<b>47%</b> <b>(25)</b>	<b>25%</b> <b>(13)</b>	<b>8%</b> <b>(4)</b>	<b>15%</b> <b>(8)</b>	<b>6%</b> <b>(8)</b>	<b>1</b>	<b>3.92</b>	<b>1.299</b>
Attainment of further qualification has enabled police officers to improve on their output as per their job descriptions	<b>53</b>	<b>42%</b> <b>(22)</b>	<b>43%</b> <b>(23)</b>	<b>2%</b> <b>(1)</b>	<b>6%</b> <b>(3)</b>	<b>8%</b> <b>(4)</b>	<b>1</b>	<b>4.06</b>	<b>1.167</b>

**Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree**

**Source: Field Primary Data**

From the Table 4.11 above, the respondents were asked whether the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease. The results from the study revealed that, of the total respondents, 83% of the respondents were in agreement as shown by the statistics, 7% disagreed and 9% had a neutral opinion. The above statistics implied that 83% are in agreement that the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease. In comparison to the 7% who disagreed this can be interpreted those respondents see value in these skills' development activities. The implication of those who disagreed and not sure is that the seminars, lectures and distance learning programs have not helped them to improve on their skills and accomplish their task with minimum costs and ease.

The above findings show that the seminars, lectures and distance learning programs duly help officers to improve on their skills and accomplish their task with minimum costs and ease basing on those findings this shows that some effort should be done to improve the 83% who agreed with the attribute and a minimal 7% who disagreed.

In order to find out whether, lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 91% of the respondents were in approval that lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work, 7% disagreed and 2% had a neutral opinion. From the statistics above with 91% in agreement this was a plus to Uganda Police Force management in comparison to the 7% who were in disagreement. The 2% with a neutral opinion means that they are not aware or this is not a concern to them. From the findings of the study the respondents were asked whether distance learning courses often sponsored by the Uganda Police Force had enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment, respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 72% of the respondents were in approval that Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting

targets and timeliness in task accomplishment while 21% disagreed and 8 % had a neutral opinion. From the statistics above, this shows that the police management is doing a worthwhile job in having distance learning courses to enable the police officers to improve on their performance with 72% in agreement in comparison to 21% in disagreement which is a positive on the side of management of the Uganda Police Force. This is a key attribute which should be well managed as if poorly carried out may greatly degenerate the staff performance.

The respondents were asked whether Attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions. The results from the study revealed that, of the total respondents, 85% of the respondents were in agreement as shown by the statistics,13% disagreed and 2% not sure. The different statistics implied that as part of off-the-job training, the aspect of attainment of further qualifications should be looked into adequately as it has a very high agreement level. Those that disagreed could imply that they have either not attained further education to clearly demystify its meaning to them.

#### **4.4.6.1 Relationship between off-the-job training programs and staff performance**

To examine whether there is a significant relationship between off-the-job training programs and staff performance in the Uganda Police Force a correlation was computed, examined and interpreted using Pearson product moment correlation coefficient. The results are detailed in the table below.

**Table 4.12 Correlation between off-the-job training programs and staff performance**

	Off-job-training	Staff-performance
<b>Pearson Correlation</b>	<b>1</b>	<b>.363*</b>
<b>Off job training Sig. (2-tailed )</b>		<b>.008</b>
<b>N</b>	<b>53</b>	<b>52</b>
<b>Pearson correlation</b>	<b>.363**</b>	<b>1</b>
<b>Staff performance sig.(2-tailed)</b>	<b>.008</b>	
<b>N</b>	<b>52</b>	<b>52</b>

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

From the Table 4.12, above it is indicated that there is a statistically significant positive correlation between off-the-job training programs and staff performance in the Uganda Police Force. ( $r = .363$ ,  $P < 0.000$ ) The study therefore validated the hypothesis that there is a significant relationship between off-the-job training programs and staff performance in the Uganda Police Force.

From the findings above it shows that off-the- job training is positively related to staff performance and should be upheld by the institution of the Uganda Police Force, as it a good motivator to staff thus enhancing their performance.

#### **4.4.6.2 Regression analysis results**

Further analysis was conducted using regression to determine the effect of the independent variable and staff performance of police officers, regression analysis is employed and the results of each independent variable with the staff performance are summarized in the tables below.

**Table 4.13 Off-the-job Training Programs and staff performance**

Model	R	R square	Adjusted R square	Std. error of the estimate	Changes statistics				
					R square change	F change	Df1	Df2	Sig. f change
1	.363*	.132	.114	.67693	.132	7.592	1	50	.008

**\*. Predictors: (Constant), Off-the-job-training**

From the summary in Table 4.13, above shows adjusted value of 0.114 between off-the-job training programs and staff performance which is suggesting that off-the-job training programs alone predicted 11.4% of the variance in staff t performance. The adjusted = 0.114 at significance 0.000 suggested that price was a weak predictor of staff performance.

This implies that there is 11.4% variation can be explained by off-the-job training programs and the 88.6% can be explained by other factors.

**Table 4.14 multiple regression of all independent variables**

Model	R	R square	Adjusted R square	Std. error of the estimate	Changes statistics				
					R square change	F change	Df1	Df2	Sig. f change
1	.439*	.192	.132	.64588	.192	3.178	3	40	.034

**\*. Predictors: (Constant), Off- the –job training, induction, On-the –job training**

The Table 4.14 above represents the overall regression results between the independent variable and the dependent variable. The model summary reveals that correlation coefficient (R) using the predictor Off-the-job training, induction and On-the-job training is 0.439 and adjusted R square is .132. This implies that only 13.2 % (0.132\*100%) variation in staff performance can be

explained by the three factors while the remaining of the variations can be explained by other factors.

**Table 4.15 multiple regression and all the independent variables**

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.239	.846		3.831	.000
Induction	.131	.217	.106	.606	.548
On-the-job training	.362	.241	.271	1,502	.141
Off job training	.444	.176	.483	2.518	.016

**Dependent Variable: staff performance**

**Source: Primary data**

From the Table 4.15 above it shows that with a unit change of dependent variable (Staff Performance) it results in 3.239 of the independent variables (Off –the –job training, induction and On-the-job training) and this shows that the effect is significant that is a change in Staff Performance this implies that the institution of Uganda Police Force have to strongly uphold Off-the- job training so that Staff Performance is improved.

**Conclusion;**

This chapter was concerned with analysis, presenting and interpreting data got from respondents in the Uganda Police Force from the two police stations of Kawempe and mukono, and the human resource development department at police headquarters in Naguru Kampala district.

From the analysis, it gives the conclusion that there is a statistically significant positive correlation between induction training programs, off- the- job training programs and staff performance. The study also reveals a statistically non-significant positive correlation between on-the- job training programs and staff performance.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction.**

This chapter presents the summary of findings, discussion of the findings obtained in chapter four in relation to the study objectives and literature review, recommendations based on the findings of the study and the concluding remarks. The specific objectives of the study were; to establish the relationship between induction training programs and staff performance of Uganda Police Force, to examine the relationship between on-the-job training programs and staff performance in Uganda Police Force and to determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.

#### **5.2 Summary of Findings.**

The study revealed a number of findings. These findings are summarized below.

##### **5.2.1 To establish the relationship between induction training programs and staff performance of Uganda Police Force.**

Under induction training programs in respect to the findings of table 4.7 the findings indicated that there is a statistically significant positive correlation between induction training programs and staff performance in the Uganda Police Force ( $r = .326, P < .05$ ). The following were found out that new employees and those promoted are normally oriented/taken through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments, the induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism, Uganda Police Force initial training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to his/her performance in terms of timely accomplishment of assignments induction training enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done, and introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output.

The above were the key findings and all of them should be upheld by the management of the Uganda Police Force since they critically inform staff performance.

### **5.2.2 To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.**

Under the on-the-job training programs, the study indicated as shown in Table 4.8 that there is a statistically non-significant positive correlation between on-the-job training programs and staff performance ( $r = .005$ ,  $P > .0.000$ ). The major findings were; Senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment, Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output and officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs and delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks.

The above were the key findings that informed on-the-job training programs which should be upheld by the Uganda Police Force institution.

### **5.2.3 To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.**

The funding situation under Table 4.11 indicated that there is a statistically significant positive correlation between off-the-job training programs and staff performance in the Uganda Police Force. ( $r = .363$ ,  $P < .0.000$ ) The major findings were; the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease, Lectures from resource persons on a particular subject widens the knowledge and skills of police officers and has since helped officers to improve on their creativity and quality of work. Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting

targets and timeliness in task accomplishment and the attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.

### **5.3 Discussion of Findings**

#### **5.3.1 To establish the relationship between induction training programs and staff performance of Uganda Police Force.**

The study results revealed that there is a statistically significant positive correlation between induction training programs and staff performance in the Uganda Police Force. The findings are in corroboration with Kumar, Mohapatra, and Chandrasekhar (2009) induction covers orientation and on-boarding which facilitate the socialization of new employees in an organization. Orientation refers to a training program that occurs when an employee first begins employment within an organization (Society for Human Resource Management [SHRM], 2006). States that it prepares employees to perform their jobs effectively, learn about the organization and establish work relations.

On-boarding refers to the orientation process for newly hired managers (SHRM, 2006). Similar to orientation, an on-boarding program involves introducing new managers to the work they will be supervising and helping them to understand the culture and the operation of the company. Effective orientation and on-boarding are important components of induction as they help new appointees to quickly take charge of their work as they get to learn the organizational culture and behavior.

The impact of induction on the performance of Uganda's public servants has been recognized in a number of Government of Uganda publications. According to the Uganda Public Service Standing Orders (2010), supervisors in Ministries, Departments, and Local Governments across the public service are charged with the responsibility of ensuring that new staff, transferees and promotes are inducted within three months of appointment. This generates efficiency in the aforementioned categories of staff right away at their initial performance and participation. This is because the induction formally introduces them to work, they get motivated, and they pick interest to focus on their jobs immediately which leads to teamwork or immediate cooperation to perform job tasks. According to MPS (2006), which gives inductors a curriculum of the induction course, the thrust of induction training is to provide basic knowledge, skills, and

attitudes regarding public service as an institution and specific jobs, all of which are required to quickly get new appointees productive. According to MPS (2006), induction of new staff, promotes, and transferees is mandatory in the Uganda public service with the rationale of ensuring that such staffs know what is expected of them right at embryonic stages of their service to be able to perform with dignity, pride, and joy.

### **5.3.2 To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.**

The results indicated that there is a statistically non-significant positive correlation between on-the job training programs and staff performance.

The findings are in agreement with Seibert, Kramer & Liden, 2001; Biomed Central [BMC], (2009) Job rotation is a form of on-the-job training that involves transferring an employee from one department to another in order to diversify his or her job skills during a specific period of time; it is also regarded as a practical approach to enrich and expand job assignments. In so doing, an employee not only learns job skills from different departments, but also rids oneself of the monotony that comes along with performing the same tasks on a daily basis. Consequently, the new assignments stimulate an employee's enthusiasm once again, something that translates into improved job performance. The findings also correlate with Gazda, (2002) who says delegation refers to an on-the-job training approach where a manager assigns a task to an employee who might not be the best suited for the task but who is nonetheless up to the challenge. In this case, the employee gains invaluable experience and knowledge for his or her consequent performance, providing him or her opportunity to grow. Coaching, job rotation, and delegation are important components of on-the-job training involving a collaborative effort between employees and supervisors or more experienced co-workers, something that goes a long way in enhancing the skills required of employees to effectively perform their jobs.

### **5.3.3 To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.**

The results indicated that there is a statistically significant positive correlation between off-the-job training programs and staff performance in the Uganda Police Force. The findings resonated with Okanya (2008), off-the-job training refers to seminars, lectures, and distance learning. A seminar brings together a group of people who pool and discuss ideas. It is meant to stimulate

intellectual input. Papers presented are critiqued and corrections suggested (Aidelomon, 2010). Lectures, conducted at training centers and academic institutions, involve the transmission of knowledge, ideas, and factual information from the instructor to a larger group of trainees at one time thereby having the advantage of being a relatively low-cost training method (Aidelomon, 2010).

Distance learning is an instructional delivery system that connects learners with educational resources. It provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of contemporary employees. Distance learning can be synchronous or asynchronous. Synchronous distance learning requires the simultaneous participation of all students and instructors, and takes on forms like interactive Tele courses and web conferencing, where all students study at the same time. Asynchronous distance learning allows the students to study at their own pace and takes on forms like audiocassette courses, e-mail, videotaped courses, and correspondence courses. Seminars, lectures, and distance learning are important forms of off-the-job training because they are conducted in such a relaxed environment, free from the frustrations and the bustle of work, such that employees can absorb more information required for their enhanced performance back at their work stations.

## **5.4 Conclusions**

### **5.4.1. To establish the relationship between induction training programs and staff performance in Uganda Police Force.**

From the findings of the study it was concluded that new employee and those promoted are normally oriented taken through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments, the Uganda Police Force induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism, Uganda Police Force induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to the his/her performance in terms of timely accomplishment of assignments, Uganda Police Force induction training enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done and Introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising helps them to understand their tasks, culture and

operation of the organization leading to improved desired output. Thus, all the above areas need to be upheld by the Uganda Police Force as an institution for enhanced staff performance.

#### **5.4.2. To examine the relationship between on-the-job training programs and staff performance in Uganda Police Force.**

The following lessons were learnt from the responses; senior officers normally carry out coaching to the junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment.

Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments.

Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output.

Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs.

Delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks.

Auxiliary to these also some areas need to be worked on like Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments and Delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output, Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs.

#### **5.4.3. To determine the relationship between off-the-job training programs and staff performance in Uganda Police Force.**

The following were key lessons taken from the study, the seminars, lectures and distance learning programs have always helped officers to improve on their skills and accomplish their task with minimum costs and ease, lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their

creativity and quality of work, Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment and attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.

## **5.5 Recommendations**

The study came up with the following recommendations based on the findings and conclusions above;

It is recommended in this study that for Uganda Police Force as an institution to drastically improve on the relationship between induction training programs and staff performance. It should focus on new employees and those promoted to orient them through their tasks, objectives and core values of the organization by the supervisors before starting on their new assignments. The Uganda Police Force induction training motivates and prepares the officers to perform their tasks with interest and ease reducing on the level of absenteeism.

The Uganda Police Force induction training enables an officer to easily socialize and adapt to the organizations culture and values and thus highly contributes to his/her performance in terms of timely accomplishment of tasks.

Uganda Police Force induction training enables the officers and new entrants to perform their job with dignity, pride and joy enhancing their performance as regards quality of work done. Introducing new officer at supervisory level (NCOs, inspectorates and officers within the ranks of superintendent) to the work that they will be supervising helps them to understand their tasks, culture and operation of the organization leading to improved desired output.

### **5.5.2 On-the-job Training Programs and staff performance in Uganda Police Force.**

It is recommended that the Uganda Police Force as institution should uphold these areas; senior officers normally carry out coaching of junior officers on their task or other senior management tasks so as to improve on their performance leading to timeliness in task accomplishment, Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output, officers always coach the junior staff in their

tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs and delegation improves trust and confidence of the junior officers and improves on the working relationship in the organization reducing on absenteeism and timely accomplishment of tasks.

Auxiliary to these also some areas which should be worked on like Job rotation (continues transfers of officers and men within their job description) improve on their performance in terms of skills and task accomplishments, delegation of tasks to junior officers from their immediate supervisors enables them to improve on their work performance in terms of quality of work and achievement of desired output and Officers always coach the junior staff in their tasks and responsibilities so as to enable them to improve on timely accomplishment of tasks within a minimum time and costs.

### **5.5.3 Off-The-Job Training Programs and staff performance in Uganda Police Force.**

It is recommended that Uganda Police Force as an institution should emphasize more on seminars, lectures and distance learning programs that have always helped officers to improve on their skills and accomplish their task with minimum costs and ease, lectures from resource persons on a particular subject widens the knowledge and skills of police officers and have since helped officers to improve on their creativity and quality of work. Distance learning courses often sponsored by the Uganda Police Force have enabled the police officers to improve on their performance as regards meeting targets and timeliness in task accomplishment and attainment of further qualifications has enabled police officers to improve on their output as per their job descriptions.

### **5.6 Limitations of the study and future research**

**The researcher encountered a number of limitations as sighted below;**

- There were several factors that could have affected the validity and reliability of the study findings for instance, some of the high-ranking police officers at the human resource development department expressed unwillingness to engage in the interview sessions arguing their busy. The police officers at Kawempe and Mukono police stations were equally not ready to fill in the Self-Administered Questionnaires thinking that they were being investigated. However, with the help of their immediate supervisors, the researcher managed to convince the

respondents that the study was purely academic and that the information would be kept confidential.

- The study had a limited generalization because of the limited small sample which was limited to two police stations and police headquarters. However, given that it was a case study, the objective was identified to be transferred to see what the whole institution can learn from the study findings.

## **Conclusion**

In a nutshell, the study, investigated the relationship between training programs and staff performance in the Uganda Police Force. Training programs were treated as an independent variable and staff performance as the dependent variable. The specific objectives were; to establish the relationship between induction training programs and staff performance in the Uganda Police Force, to examine the relationship between on-the-job training programs and staff performance in the Uganda Police Force, to determine the relationship between off-the-job training programs and staff performance in the Uganda Police Force. A case study design was adopted for the study. The target study population was 85 from which a sample size of 60 respondents was selected and data was collected using questionnaires and literature review and later was electronically analyzed with the help of Statistical Package for Social Scientists (SPSS). The study revealed a statistically significant positive correlation between induction training programs, off-the –job training programs and staff performance. However, the study also revealed a statistically non-significant positive correlation between on- the –job training programs and staff performance.

The study recommends that the Uganda Police Force should drastically improve on the relationship between induction training programs and staff performance while focusing on new employees and those promoted, uphold coaching of junior staff by senior management so as to improve on performance, emphasize more on seminars, lectures by resource persons and distance learning and also consider other factors like leadership, supervision and policy issues to improve on staff performance besides training programs also another area for research.

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