

**THE IMPACT OF EMPLOYEE TRAINING ON EMPLOYEE PERFORMANCE IN
MUKONO DISTRICT LOCAL GOVERNMENT**

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DECLARATION

I, Bakashabaruhanga Moses, hereby declare that this dissertation was produced from my effort under the supervision of my supervisor and was never submitted to any other institution for any award.

Signature.



Date: 26th March 2025

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APPROVAL

This dissertation has been supervised and approved by me and is now ready for submission to Uganda Christian University.



Signature.....

Date: 26/03/2025

DR. CHRISTOPHER MUGANGA

DEDICATION

With special regard, I dedicate this work to myself and all HR professionals who have always supported me in my career.

ACKNOWLEDGEMENT

Allow me to use this chance to appreciate my supervisor, Dr. Christopher Muganga, for the tireless efforts and professionalism he displayed when supervising me.

Furthermore, I recognize the Mukono District Local Government staff and management in various departments for offering me the required information to carry out my research.

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ABSTRACT

Employee performance management has become a foundation of organizational effectiveness, shaping service delivery and development outcomes across sectors. Its historical evolution highlights both global influences and unique local adaptations that continue to inform present-day practices (Cooke et al., 2020). This study examined the effect of employee training on employee performance in Mukono District Local Government (MDLG). It focused on the effects of training-needs identification, training methods, and training evaluation on employee performance. A cross-sectional survey (mixed quantitative and qualitative methods) was conducted with 92 employees and 10 key informants. Data were collected via questionnaires and interviews. The findings indicated significant positive effects of training-needs identification ($\beta=0.332$, $p<0.001$), training methods ($\beta=0.248$, $p<0.001$), and training evaluation ($\beta=0.317$, $p<0.001$) on employee performance. Key factors enhancing performance included clear communication of training needs, practical and engaging training methods, and constructive post-training feedback. Recommendations were revised to match these findings, such as improving needs-identification processes through performance appraisals and feedback sessions, adopting diverse effective training methods (e.g. workshops, on-the-job training, e-learning), and establishing transparent evaluation mechanisms (post-training assessments and feedback) to ensure alignment of training with organizational goals.

CHAPTER ONE INTRODUCTION

1.0 Introduction

This study was about examining the impact of employee training on employee performance in the Mukono District Local Government (MDLG). This chapter presents the background of the study, problem statement, purpose of the study, objectives, research questions, justification, significance of the study, and theoretical framework.

1.1 Background of the Study

1.1.1 Historical Background

Historically, employee performance is something that has evolved considerably over the years, mirroring overall trends and practices around the world in general across countries (Cooke et al., 2020). In the developed countries of the United States and much of Europe, employee performance emphasis goes as far back as the early part of the 20th century through the introduction of scientific management principles spearheaded by Frederick Taylor (Nudurupati et al., 2021). The era was characterized by a movement toward scientific methods of worker effectiveness and productivity measurement and control that were antecedents to the contemporary performance management systems. Increasingly, attention expanded beyond sheer output to include quality, job satisfaction, and overall employee development (Dachner et al., 2021).

In Africa, the evolution of employee performance management has been influenced by colonial histories and post-independence economic development strategies (Verhoef, 2020). Under colonialism, labor was frequently under coercive and exploitative forms of extraction, mostly to serve the interests of the colonial masters. During the post-independence era, there were attempts at nation-building and economic development with varying levels of concern for human resource management practice (Zoogah, 2021). Like in other African nations, Uganda underwent changing governments and policies that influenced employment relations and management practice. Productivity and performance priorities are altered in harmony with the general economic and political trends, echoing attempts at both adapting to the local environment and implementing global management concepts (Hillbom, 2024).

In Uganda, performance management of employees has been characterized by periods of centralization, decentralization, and reforms aimed at improving the effectiveness of the public sector and service delivery (Natukunda, 2016). Uganda has experienced extensive socio-political and economic evolution since independence in 1962, which has affected employee performance comprehension and administration in state organizations like Mukono District Local Government (Aketch, 2015). These reforms in public administration have been driven by global trends and local aspirations and concerns about governance, service delivery, and human capital development (Sherifah et al., 2022).

High-performing staff are critical for effective service delivery. In an ideal situation, Mukono District Local Government (MDLG) employees consistently meet service targets – delivering tasks on time, with high accuracy and quality mukono.go.ug. However, the current situation falls short. Mukono’s own performance assessment (FY2021/22) reveals that only **58% of education** and **67% of water/environment** targets were achieved mukono.go.ug. Moreover, many infrastructure and community projects were delayed, and increases in service delivery were below the minimum 5% threshold mukono.go.ug. Such statistics indicate **suboptimal performance** across departments. For instance, internal district reports note that only about half of the staff consistently meet performance expectations (e.g. “*below 5% improvement*” on key service measures) mukono.go.ug.

1.1.2 Theoretical Background

This research was grounded in Goal setting theory, which Edwin Locke and Gary Latham formulated in the 1960s and later expanded. The theory states that the establishment of clear, challenging goals can greatly enhance employees' effort and performance. Locke & Latham (2019) argue that specific and challenging goals give direction, enhance focus, and energize effort to attain greater levels of performance. The theory emphasizes that employees with particular goals that are challenging yet attainable are most likely to be motivated to work harder and persevere in realizing them (Vancouver et al., 2022). The axioms of Goal Setting Theory establish some key assumptions: one, that challenging and specific goals result in greater performance than easy or vague goals; two, that feedback regarding goal attainment is essential to maintain motivation and effort adjustment; and three, that goal commitment is necessary to generate ongoing effort and performance enhancement (Deshpande, 2021). Goal Setting Theory application within Mukono District Local Government is where organizational practice and leadership in facilitating the setting of clear performance goals derived from organizational goals are examined. Through the establishment of a culture that facilitates goal setting and the presence of resources and feedback mechanisms, the theory predicts that employee performance can be enhanced based on increased goal clarity, commitment, and motivation (Ojala, 2021). Therefore, Goal Setting Theory explained the mechanism through which employees' performance is positively influenced by achieving difficult but feasible organizational objectives through setting and trying them.

1.1.3 Conceptual Background

Employee performance is a complex phenomenon with the fulfillment of tasks, achievement of targets, and the contribution to organizational goals. Armstrong & Taylor (2023) assert that employee performance is the manner in which a person's behavior is moved towards organizational goals. Dessler (2020) continues to explain that it is the achievement of tasks by standards of correctness, completeness, and reliability. Employee performance in this research referred to the quantifiable work of functions, tasks, and objectives attained by employees who work within Mukono Local Government. Task accomplishment, effectiveness, and efficiency were employed as dimensions or categories of employee performance in this research.

Employee training is an important aspect of human resource development that plays a role in the addition of value to the skills, abilities, and knowledge of individuals within an organization.

Dachner et al. (2021) posit that employee training is a process through which skills for performing existing or future job duties are acquired. Onyango & Wanyoike (2020) further describe that training is through official

programs designed to improve performance by building specific skills or knowledge. However, employee training in this research was described as a deliberate and systematic process of imparting to Mukono District Local Government employees the knowledge, skills, and attitudes required for them to improve their performance. Employee training dimensions were based on training needs identification, approaches, and assessment.

1.1.4 Contextual Background

Mukono Local Government provides standards and working practices within buildings and general human resource management to provide an effective and coordinated service. This is provided by a highly skilled and motivated human resource, delivering timely, creative, and affordable services aimed at satisfying the needs of the community (Mukono District Local Government Annual Report, 2023). The local government of the district has endeavored to ensure that its human resources are developed in different ways, including orientation, coaching, delegation, etc. (Mukono District Local Government Annual Report, 2022).

In addition, data from the Uganda Ministry of Public Service (2019) show extensive performance gaps among local government employees. It is indicated that a very large majority of Ugandan local government workers cannot perform at needed levels, which affects service delivery and efforts towards community development. This reality calls for timely interventions to improve productivity and work efficiency among civil servants. By comparison, in Mukono District, particular issues like high employee turnover, unequal distribution of qualified staff, and bureaucratic inefficiency have been noted to undermine optimal employee performance (Mukono District Local Government Annual Report, 2022). Such issues lead to unequal service delivery across departments and geographic areas within the district, impacting public satisfaction and trust in local government services. Responding to these challenges demands an acute insight into the regional dynamics and responses that are attuned to Uganda's national development priorities.

1.2 Problem statement

High-performing staff are critical for effective service delivery. In an ideal situation, Mukono District Local Government (MDLG) employees consistently meet service targets delivering tasks on time, with high accuracy and quality. However, the current situation falls short. Mukono's performance assessment (FY2021/22) reveals that only 58% of education and 67% of water/environment targets were achieved. Moreover, many infrastructure and community projects were delayed, and increases in service delivery were below the minimum 5% threshold. Such statistics indicate suboptimal performance across departments. Internal district reports further note that only about half of the staff consistently meet performance expectations. This represents a wide gap between the ideal and the current situation.

governments in developing nations. The research, hence, sought to bridge this gap by analyzing the effect of employee training on employee performance in the Mukono District Local Government.

1.3 Purpose of the study

The purpose of this study is to examine how employee training affects performance in MDLG. It aims to quantify training's impact on outcomes like timeliness, accuracy, and work quality, and to understand why performance gaps persist. By identifying the specific training factors that drive performance, the research provides justification for improving training systems in Mukono. Bridging this gap through evidence-based training interventions is the main goal of this research.

1.4 Objectives of the study

1. To establish the effect of training needs identification on employee performance in Mukono District Local Government.
2. To examine the effect of training methods on employee performance in Mukono District Local Government.
3. To evaluate the effect of training evaluation on employee performance in Mukono District Local Government.

1.5 Research questions

1. How does training needs identification affect employee performance in Mukono District Local Government?
2. How do training methods affect Mukono District Local Government employee performance?
3. What is the effect of training evaluation on employee performance in Mukono District Local Government?

1.6 Scope of the study

The study scope was defined in terms of time, geography, and content. These elements were appropriately chosen to render the study meaningful and feasible.

1.6.1 Content scope

This study was specifically focused on establishing the effect of training needs identification on employee performance, the effect of training methods on employee performance, and evaluating the effect of training evaluation on employee performance within MDLG. These are practical considerations that directly affect the day-to-day operations of the Mukono Local Government.

1.6.2 Geographical scope

Geographically, the study was conducted in Mukono District Local Government in Kauga, Mukono Municipality, Mukono District, Central Uganda. Mukono District Local Government was utilized because it is one of the government departments that have been experiencing challenges in their overall performance, and this may be due to an inability to implement practical employee training.

1.6.3 Time scope

The study was focused on scholarly work from 2019 to 2024. It was also conducted over four months, September to December 2024.

1.7 Significance of the study

To the management of Mukono District Local Government (MDLG), this study will provide the management with an understanding of the importance of training and developing employees and its impact on organizational performance. The result of the study will guide the institution in taking the right decisions regarding resources to be invested in employee training and development interventions. This will enable the institution to build the competencies, skills, and knowledge of the employees, ultimately leading to better organizational performance.

To the employees, this study will provide them with a perception of how training and development are important and contribute to their work performance and career growth.

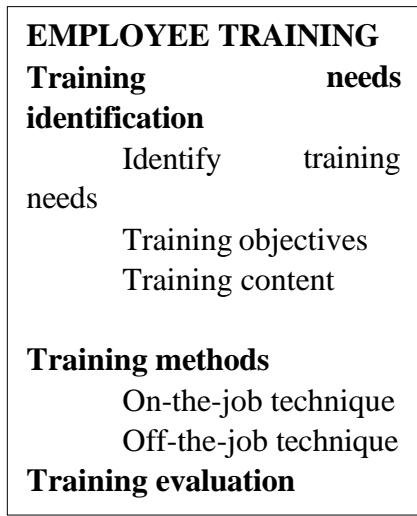
Based on the survey results, employees will be able to grasp the benefits of training and development and will be stimulated to take up training, leading to better work performance and future careers. To policymakers, this study will provide an insight into the importance of staff training and development within the public sector and the influence of training on organizational performance. Policymaking will be assisted by the conclusions of this research to formulate

policies to improve staff training and development in the public sector and therefore improve service delivery.

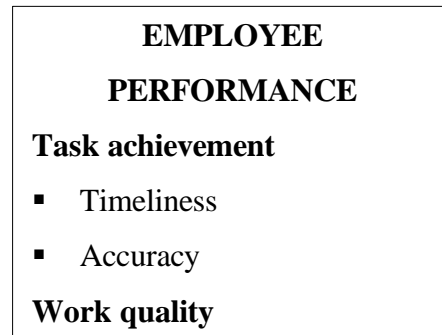
Finally, the results of this research will contribute to the body of knowledge on how employee training and development influence organizational performance. The research will also provide empirical evidence of the role of employee training in organizational performance in the MDLG environment that can be contrasted against research conducted in other environments.

Conceptual framework

Independent variable



Dependent variable



Source: Adapted from Omolo (2015) and modified by the researcher (2024).

The conceptual framework applied herein analyzes the relationship between the independent variable (training) and the dependent variable (employee performance in MDLG). The research finds various dimensions of employee training. First, training needs identification is defining the need for training, framing training objectives, and identifying relevant training content. Second, both training methods include on-the-job and off-the-job; on the other hand, employee performance dimensions of this study are task achievement, which emphasizes punctuality and precision, and work quality, which focuses on attentiveness and consistency methods. Third, training evaluation consists of post-training evaluation, use of knowledge, and mechanisms for providing feedback.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter reviews theoretical and empirical literature on employee training and its effect on employee performance. It synthesizes insights from scholarly articles, books, and policy reports to establish what is already known, highlight existing gaps, and justify the relevance of this study. The review is organized under theoretical review, conceptual review, and key thematic areas including employee performance, training needs identification, training methods, training evaluation, and the relationship between training and performance.

2.1 Theoretical Review

This study is guided by Goal Setting Theory, first developed by Edwin Locke and Gary Latham in the 1960s and refined over subsequent decades (Locke & Latham, 2019). The theory argues that setting clear, specific, and challenging goals enhances employee motivation and performance. It emphasizes three core assumptions:

- Specific and difficult goals lead to higher performance than vague or simple goals.
- Feedback on progress is essential to sustain motivation and redirect effort.
- Commitment to goals stimulates persistence and improved outcomes (Deshpande, 2021).

Applied to Mukono District Local Government (MDLG), the theory suggests that when training is aligned with clearly defined performance goals, employees are more motivated, focused, and productive. Goal clarity, regular feedback, and supportive resources therefore form the basis for linking training to improved performance in the public sector (Ojala, 2021). This theoretical foundation underscores the importance of targeted training as a means to enhance service delivery.

2.2 Conceptual Review

Scholars widely agree that employee training improves performance when it is systematically designed and delivered. Training equips staff with relevant knowledge, skills, and confidence to execute their duties effectively (Beardwell et al., 2004; Gordon, 2006). For instance, Gao and Hu (2019) found significant performance improvements among employees who received targeted job-specific training. Similarly, the Society for Human Resource Management (2018) reported that firms with continuous employee development programs experience higher productivity and lower turnover. The conceptual framework for this study focuses on three independent variables:

Training Needs Identification – the process of determining gaps between current and desired performance.

Training Methods – the strategies used to deliver training, such as workshops, coaching, and on-the-job training.

Training Evaluation – the assessment of training effectiveness in terms of knowledge transfer, behavioral change, and organizational impact.

These variables are hypothesized to influence the dependent variable – employee performance, measured

through timeliness, accuracy, quality of work, and task completion. The framework therefore posits that when training is well-targeted, appropriately delivered, and systematically evaluated, it yields measurable improvements in employee performance.

2.3 Employee Performance

Employee performance refers to the degree to which employees successfully accomplish assigned duties in line with organizational objectives (Safitri & Lathifah, 2019). Armstrong (2020) defines performance management as a continuous process of improving performance by setting objectives, monitoring progress, and enhancing skills. Performance is often assessed through metrics such as productivity, efficiency, timeliness, and quality (Aidan, 2013).

High-performing employees contribute directly to organizational effectiveness. Conversely, inadequate performance undermines service delivery. In the context of local governments, effective performance means meeting service delivery targets in areas such as education, health, and infrastructure (Buchanan & Badham, 2020).

2.4 Training Needs Identification and Employee Performance.

Training needs identification is the first step in designing effective training programs. It ensures resources are directed to employees who genuinely require new skills or knowledge. Milkovic and Bordereau (2013) argue that identifying the gap between expected and actual performance helps determine who should be trained and in what areas. Wognum (2011) identifies three levels of needs assessment:

Strategic level – aligning training with organizational goals.

Tactical level – ensuring coordination between departments.

Operational level – addressing individual performance deficiencies.

Effective needs assessments prevent wasteful spending on irrelevant training and ensure that interventions address real performance gaps. Studies show that organizations conducting systematic needs analysis achieve higher productivity and better returns on training investment (Bartel, 2000; Dearden et al., 2006).

2.5 Training Methods and Employee Performance

Training methods are the approaches used to transfer knowledge and skills. Broadly, they are categorized into on-the-job methods (coaching, mentoring, job rotation) and off-the-job methods (workshops, conferences, role-playing). Each method has unique strengths and limitations (Armstrong, 2015; Nadler, 2014).

For example, on-the-job training is cost-effective and context-specific, while off-the-job training allows employees to concentrate without workplace interruptions (Ongori & Nzonzo, 2011). Coaching and mentoring have been shown to improve responsibility and motivation (Torrington et al., 2015). Role-playing and simulations are effective for developing problem-solving and communication skills (Khan et al., 2011). Selecting appropriate methods depends on the organization's goals, resources, and employee needs. Studies consistently find that interactive and participatory methods yield greater learning transfer than lecture-based

approaches (Kulkarni, 2013).

2.6 Training Evaluation and Employee Performance

Training evaluation assesses whether learning objectives are achieved and whether training contributes to improved performance. Kirkpatrick's (2016) four-level model is the most widely cited framework, evaluating:

- **Reaction** – participants' satisfaction.
- **Learning** – acquisition of knowledge or skills.
- **Behavior** – application of learning on the job.
- **Results** – organizational impact.

Evaluation is critical in ensuring accountability and refining future programs (Metz, 2015). Without systematic evaluation, training may be perceived as a cost rather than an investment (Al-Athari & Zairi, 2012). Studies have shown that organizations with strong evaluation systems achieve higher productivity growth (Ballot et al., 2006).

Conceptual Framework: The conceptual model (adapted from Omolo, 2015) posits that independent variable – *training needs identification, training methods, and training evaluation* influence the **dependent variable** *employee performance* (measured by task completion, timeliness, accuracy, and work quality). (Diagram: systematic needs assessment → tailored training programs and methods → effective evaluation → improved performance outcomes.) In this model, accurately identifying training needs ensures relevance; engaging methods ensure knowledge transfer; and evaluation closes the feedback loop. Each step strengthens performance by enhancing skills and motivation.

2.7 Relationship between Employee Training and Employee Performance

A substantial body of empirical evidence links employee training to improved performance outcomes. Afroz (2018) argues that training equips employees with innovative skills and competencies necessary to achieve organizational objectives. Sendawula et al. (2018), in a Ugandan healthcare study, found that training significantly enhanced motivation and performance among staff.

Other studies confirm that training leads to higher productivity, efficiency, and service quality (Elnaga & Imran, 2013; Luo et al., 2021). However, the effectiveness of training depends on the relevance of content, delivery methods, and follow-up evaluation. Training that is misaligned with organizational goals or poorly delivered may fail to improve performance (Kenny & Nnamdi, 2019).

2.8 Literature Gap

While global and regional studies confirm the positive effect of training on performance, research specifically focused on Ugandan local governments is limited. Much of the existing literature examines private firms or

international organizations, overlooking the unique challenges of public institutions such as bureaucratic constraints, limited resources, and accountability requirements.

Furthermore, many studies emphasize the benefits of training but pay less attention to contextual barriers, such as inadequate needs assessments, ineffective training methods, and lack of evaluation systems. This study therefore seeks to address these gaps by examining the effect of training on employee performance in Mukono District Local Government, where persistent performance shortfalls suggest that training systems are not fully effective.

CHAPTER THREE METHODOLOGY

3.0 Introduction

This chapter describes the research design, data collection methods, instruments, and analysis procedures used in the study. The aim is to explain how evidence was gathered to assess training’s effect on employee performance in MDLG.

3.1 Research Design

A cross-sectional survey design was adopted, combining quantitative and qualitative methods. Data were collected at one point in time in late 2024 from MDLG employees and administrators. The cross-sectional design is efficient for capturing current perceptions and outcomes across departments. A *mixed-methods approach* was used: questionnaires provided quantitative measures, while semi-structured interviews yielded qualitative insights.

3.2 Study Area

The study was conducted at Mukono District Local Government headquarters (Kauga), central Uganda. Mukono District was chosen because recent district reports indicated underperformance in service metrics, possibly linked to training deficiencies mukono.go.ug.

3.3 Population and Sampling

The target population comprised all staff in MDLG departments (Management & Support, Finance, Education, Health, etc.), totaling 120 employees according to HR records (2024). In addition, the Human Resource Manager, Chief Administrative Officer (CAO), and department heads (total 10 key informants) were included for interviews.

A sample of 92 employees was drawn using Krejcie and Morgan’s table (1970) (Chaokromthong, K., & Sintao, N. (2021)). for a population of 120. Simple random sampling selected the employee respondents to ensure representativeness. The CAO, HRM, and HODs were purposively selected due to their roles. Table 1 summarizes this.

Table 1: Population and Sample

Category	Population	Sample	Sampling Technique
MDLG Employees	120	92	Simple random sampling
CAO	1	1	Purposive sampling
HR Manager	1	1	Purposive sampling
Dept. Heads	8	8	Purposive sampling
Total	130	102	

Source: Mukono District (2024 records)

3.4 Data Collection Methods

Two main data collection methods were used:

Questionnaires (Quantitative): A structured questionnaire was developed to measure perceptions of training practices and performance outcomes. It contained Likert-scale items on training needs identification, methods, evaluation, and performance indicators. The questionnaire was administered face-to-face to the selected 92 employees.

Interviews (Qualitative): Semi-structured interviews were conducted with the 10 key informants (CAO, HRM, HODs). The interview guide focused on current training practices and perceived effects on performance. Interviews allowed in-depth exploration of themes that cannot be captured in a survey.

In this design, the *data collection methods* (questionnaire, interviews) are distinct from the *instruments* (the specific survey questionnaire and interview guide used).

3.5 Instrument Validity

Validity refers to whether the instruments measure what they intend. Content validity was ensured through expert review and pre-testing. The draft questionnaire and interview guide were reviewed by the supervisor and by 5 non-participants from MDLG. Feedback was used to revise unclear or irrelevant items. A content validity index (CVI) was calculated by counting items judged “relevant” by experts divided by total items. This process confirmed that all key constructs (training needs, methods, evaluation, performance) were adequately covered.

3.6 Instrument Reliability

Reliability indicates consistency of measurement. A pilot test of the questionnaire was conducted with 10 MDLG staff not in the main sample. Cronbach’s alpha was computed for each multi-item scale. **Cronbach’s alpha** values exceeded 0.70 for all constructs, indicating acceptable internal consistency (globaljournals.orgscholarworks.indianapolis.iu.edu). For example, the alpha for the training needs subscale was 0.85 and for the performance subscale 0.88 (criteria: ≥ 0.7 acceptable) (globaljournals.orgscholarworks.indianapolis.iu.edu). This confirms the questionnaire reliably measured each concept. Any item with low item-total correlation was reviewed for clarity, but all were retained after the pilot confirmed overall reliability.

3.7 Data Processing and Analysis

Quantitative data from questionnaires were recorded into an excel file, coded and entered into SPSS v20. Descriptive statistics (means, frequencies, percentages) summarized respondent demographics and item scores. Inferential analysis included Pearson correlation and multiple regression to test the effect of training variables on performance. The regression model checked that variance inflation factors were acceptable. Qualitative interview data were transcribed and analyzed using thematic analysis. Key themes were identified across interview transcripts, and illustrative quotations were selected.

3.8 Ethical Considerations

Ethical approval was obtained from Uganda Christian University (School of Business) and permission from Mukono District officials. Participants were informed of the study's purpose, assured of voluntary participation and confidentiality. Written informed consent was obtained. No personally identifying information was reported. Interviewees and survey respondents were anonymized (e.g. "Respondent 1") to preserve privacy.

3.9 Study Limitations

1. The questionnaire guide was constrained by unanswered questions and this limited response. The interview guide was constrained by limited response. The interview guide was limited because they required enough time to be answered.
2. Availability of research material: The research material available to the researcher was insufficient, thereby limiting the study. But this was solved by the researcher through visiting the internet to get more literature information concerning the study.
3. The researcher met un-co-operative respondents who were unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information given was confidential.
4. Time: The time frame allocated to the study did not enhance wider coverage as the researcher had to combine other academic activities, part-time work schedule and examinations. This was solved by the researcher through giving more time to the research and trying to balance all the work as per the planned work schedule.
5. Finance: The finance available for the research work did not allow for wider coverage as resources were extremely limited as the researcher had other academic bills to cover. This was solved through getting soft loans from friends and relatives.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION OF FINDINGS

Introduction

4.1 Demographic Profile

A total of 92 questionnaires were returned (100% response rate). Among respondents, 56.5% were male and 43.5% female, indicating a modest male majority. The largest age group was 31–40 years (35.9%), followed by 21–30 (29.3%). Most had tenure of 5–10 years (47.8%), reflecting a relatively experienced workforce. Educationally, 60% held bachelor’s degrees, 30% diplomas, and 10% certificates. as indicated in Table 2 and 3 below.

TABLE 2: RESPONSE RATE

Response Rate	Sample Size	
	Frequency	Percentage (%)
Response	92	100.0%
Non Response	00	0.0%
Expected Response	92	100.0%

Source: Primary data

TABLE 3 : BACKGROUND INFORMATION ABOUT THE RESPONDENTS

Item	Description	Frequency	Percentage (%)
Gender	Male	52	56.5
	Female	40	43.5
	Total	92	100.0
Age bracket	21-30 years	27	29.3
	31-40 years	33	35.9
	41-50 years	23	25.0
	Above 50 years	9	9.8
	Total	92	100.0
Level of education	Diploma	15	16.3
	Bachelor's degree	33	35.9
	Master's degree	25	27.2
	Others	19	20.6
	Total	92	100.0
Department	Management & Support Department	23	25.0
	Finance department	12	13.1
	Production & marketing department	21	22.8
	Community based department	17	18.5
	Works and technical department	19	20.6
	Total	92	100.0
Period spent working	1-5 years	25	27.2
	6-10 years	44	47.8
	Above 10 years	23	25.0
	Total	92	100.0

Source: Primary data

From Table 4, it is shown that there were over half of the respondents who were males at 56.5% and

females at 43.5%. This shows that the Mukono District Local Government staff is weakly male dominated. Go a step further than this implication. The research also revealed that the highest age category of the respondents was between 31-40 years at 35.9%, followed by 21-30 years at 29.3%. Employees aged between 41-50 years comprised 25.0%, while the least represented were those who were above 50 years old, comprising 9.8%. The findings reflect that most of the Mukono District Local Government employees are not very old and are within their working ages. Proceed to interpret.

Moreover, the study set that the majority of the respondents, 35.9%, were holders of bachelor degrees, followed by respondents who had a master's degree at 27.2%. Other respondents with varying qualifications (i.e., certificates or vocational training) were 20.6%, while 16.3% were the respondents who had diplomas. This indicates that most of the employees are possessors of higher levels of studies, with most of them having undergone postgraduate studies. From Table 4, it is observed that most of the respondents were males, standing at 56.5%, and the females stood at 43.5%. This is an indication that the employees in Mukono District Local Government are somewhat dominated by the males. Interpret beyond this. The research also confirmed the highest age category of the respondents to be 31-40 years and stood at 35.9%, followed by 21-30 years standing at 29.3%. Employees aged between 41-50 years stood at 25.0%, while the minimum age category covered was above 50 years and stood at 9.8%. These findings show that most of Mukono District Local Government employees are still very young and in the active working age. Proceed with this explanation.

Furthermore, the findings affirmed that a high percentage of the respondents, 35.9%, had a bachelor's degree, followed by respondents who had a master's degree at 27.2%. The respondents who had other qualifications (i.e., vocational training or certificates) made up 20.6%, while the respondents who had diplomas made up 16.3%. This indicates that workers are better educated, with a large proportion having attained postgraduate levels. From Table 4, the finding indicates that most of the respondents were male, making up 56.5%, while the females made up 43.5%. This indicates that Mukono District Local Government's workforce is averagely male dominated. Exceed this interpretation.

The research also indicated that the most prevalent age group among the respondents were those aged 31-40 years at 35.9%, followed by the 21-30 years age group at 29.3%. The employees in the 41-50 years age group comprised 25.0%, while the smallest age group present were those above 50 years, who represented 9.8%. The findings show that most of the Mukono District Local Government employees are relatively young and of working age. Proceed with your analysis.

Besides, the findings found that a vast percentage of the respondents at 35.9% held bachelor's degrees, then came master's degree holders at 27.2%. The others with other qualifications (e.g., vocational training or certificates) took 20.6%, while diplomas were 16.3%. This is an affirmation that most of the employees possess higher levels of academic qualifications with most reaching postgraduate levels. As aforementioned. From the above Table 4, it is evident that most of the respondents were male, occupying 56.5%, whereas females occupied 43.5%. This is an affirmation that the Mukono District Local Government staff is decently dominated by males. Proceed and interpret accordingly.

The research also found that the most dominant age range of the respondents was 31-40 years, at 35.9%, followed by the 21-30 years age range at 29.3%. The age range of 41-50 years was at 25.0% of employees, with the lowest represented age range being the age range of more than 50 years at 9.8%. The findings show that the workers of Mukono District Local Government are predominantly quite youthful and belong to the working age that can productively contribute. Continue with your explanation.

Further, the study reaffirmed that a considerable percentage of the respondents were bachelor's degree holders at 35.9%, while the master's degree holders were 27.2%. Others who had other qualifications (i.e., certificates or vocational) were 20.6%, while the diplomates were 16.3%. This is a reflection that most of the employees have higher levels of academics, where most of them have attained postgraduate levels. As directed above.

In addition to that, the research findings indicated that the largest majority of the respondents, at 25.0%, are working in the Management and Support Department, followed by 22.8% working in the Production and Marketing Department. The Workers who were working in the Works and Technical Department amounted to 20.6%, while those working in the Community-Based Department amounted to 18.5%. The Finance Department was the least as 13.1% of the respondents belonged to it. This spread indicates that most employees work in administrative and operational support roles. Lastly, the survey confirmed that most of the respondents, i.e., 47.8%, have worked for Mukono District Local Government for between 6-10 years, while 27.2% have worked for 1-5 years. The most of those who have worked for more than 10 years make up 25.0%. These results indicate that most of the staff have average years of experience, but fewer staff have worked for more years.

4.2 Training Needs Identification and Performance

Quantitative findings: Table 4.2 shows staff agreement with statements on how needs are identified. The mean scores (on a 1–5 Likert scale) were all high (above 4.0), indicating consensus that MDLG uses formal appraisals and consultations to determine training needs.

Qualitative interviews affirmed this. Key informants explained that MDLG identifies training needs

through annual performance appraisals and departmental meetings. One official noted, “*Through the performance appraisal exercise, we have been able to pinpoint certain gaps in skills amongst employees, based on which we can plan custom training programs for them.*” (Respondent 1). Another added, “*Through feedback from the employees during the departmental meeting, we realize what the employees actually need to overcome, making our training process more relevant to them.*” (Respondent 2). These quotations illustrate that MDLG employs both top-down appraisals and bottom-up feedback to align training with actual task requirements.

Correlation analysis shows a significant positive correlation between training needs identification and employee performance (Pearson’s $r \approx .66, p < .01$). This suggests that employees in divisions with better-defined needs tend to perform better. In the regression model, *training needs identification* had a standardized coefficient $\beta = 0.332$ ($p < .001$), meaning each unit increase in needs-identification score predicted a 0.332 unit increase in performance (holding other factors constant). The 95% confidence interval did not cross zero, confirming significance.

The qualitative data support this: respondents emphasized that correctly identifying needs gives employees the skills to meet targets. One said, “*When employees are skilled for jobs that fit their roles, they can execute work better and in particular time limits.*” (Respondent 4). Another noted, “*Accurate identification of training needs ensures employees are not just meeting but exceeding expectations on the job, as they are able to operate with fewer mistakes and delays.*” (Respondent 5). These themes underscore that needs-based training reduces errors and delays, improving performance.

4.3 Training Methods and Performance

Table 4.3 (below) summarizes mean responses on the effectiveness of various training methods. Overall, respondents agreed that MDLG uses interactive and varied methods. For instance, practical exercises (Mean=4.13) and on-the-job techniques (Mean ≈ 4.00) scored high on facilitating learning transfer.

Table 4: Influence of Training Methods on Performance (Survey of MDLG employees)

Statement	Strongly Agree	Agree	Neutral	Disagree	Mean	SD
Training sessions are interactive and engaging.	38.0%	21.7%	20.7%	19.5%	3.97	0.996
Practical exercises in training help apply learning on the job.	58.7%	18.5%	23.9%	0%	4.13	0.589
Training materials provided are clear and easy to understand.	58.7%	15.2%	8.7%	17.4%	3.88	0.510
Trainers demonstrate expertise in their subject matter.	39.1%	53.3%	7.6%	0%	4.25	1.033
Training methods cater to different learning styles.	44.6%	43.5%	11.0%	0.9%	4.29	0.933
<i>Source: Primary survey data.</i>						

These means (all ≈ 3.9 – 4.3) indicate **strong agreement** that training approaches are effective. For example, “Training materials are clear” (Mean=3.88) shows consensus that content clarity supports learning.

In regression, the composite **training methods** variable also predicted performance positively ($\beta=0.248$, $p=.000$). This $\beta=0.248$ implies that improved training methods contribute to a 24.8% increase in performance score when other factors are held constant. In qualitative interviews, informants emphasized the need for diverse, hands-on training: one said mentoring and coaching were effective because they “transfer tailored advice... so [employees] can negate specific challenges”. The mixed methods result confirms that **interactive, applied training** significantly enhances employee efficiency and timely task completion.

TABLE 5: EFFECT OF TRAINING METHODS ON EMPLOYEE PERFORMANCE IN MDLG

Statements	Extent of agreement & disagreement					Mean	Std. Dev.
	SA	A	NS	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
The training methods used are relevant to my job role.	35 38.0%	31 33.7%	18 19.6%	4 4.3%	4 4.3%	3.97	0.996
The training sessions are interactive and engaging.	20 21.7%	35 38.0%	19 20.7%	11 12.0%	7 7.6%	3.65	1.085
Practical exercises in training sessions help me apply learning to my work.	37 40.2%	34 37.0%	17 18.5%	4 4.3%	00	4.13	0.589
The training materials provided are clear and easy to understand.	16 17.4%	54 58.7%	8 8.7%	14 15.2%	00	3.88	0.510
The trainers demonstrate expertise in the subject matter during training.	36 39.1%	49 53.3%	00	7 7.6%	00	4.25	1.033

The training methods used effectively cater to different learning styles.	41 44.6%	40 43.5%	8 8.7%	3 3.3%	00	4.29	0.933
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Source: Primary data

Table 5 above gives a breakdown of the influence of training methods on Mukono District Local Government employees' performance using means and standard deviations that resulted from using a Likert scale used in the form of Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4) and Strongly Agree (5). Strongly Disagree and Disagree ratings are taken to represent a variable that was of Import to a Small Extent (on the continuous Likert scale with a mean rating of 0 to 2.4). Not Sure rating is taken to represent a variable that was of some degree (on the continuous Likert scale with a mean rating of 2.5 to 3.4). The Agree, Strongly Agree, and Agree have been utilized to measure a variable which was significant to a Large Extent (mean measure ranging between 3.5 and 5.0 on a continuous Likert scale). A difference of >1.5 signifies a critical difference in the meaning of the effect of training methods on workers performance in Mukono District Local Government.

The findings showed that, on average, most of the participants were in consensus that the training methods adopted are transferable to working activities, as revealed by (Mean = 3.97; Std. Dev. = 0.996). The rate of agreement on a high level illustrates that the training is transferable to workers' own job requirements, hence making them more efficient in practicing knowledge and skills acquired in their respective activities.

The research findings also indicated that, in general, most of the respondents agreed that the training sessions were interactive and engaging, as presented in (Mean = 3.65; Std. Dev. = 1.085). This agreement of a middle level indicates that even though most of them find the sessions to be interesting, the training sessions may have the possibility to be more uniformly interactive in their nature so that participants' interests are maintained and they remain engaged.

Moreover, the findings validated that, overall, a large percentage of the respondents agreed that practical exercises in training can help them apply learning to work, as shown by (Mean = 4.13; Std. Dev. = 0.589). This high mean score reflects the strong belief of the respondents that practical exercises play a critical role in bridging theory and practice and leading to improved workplace performance.

In addition, the findings revealed that, overall, most of the participants agreed that the training materials provided are easy to comprehend as (Mean = 3.88; Std. Dev. = 0.510). The agreement indicates that tidy and clear training materials make learning more convenient and enable employees to memorize and utilize what has been learned within the workplace better.

In addition, the study also uncovered that, on average, most of the respondents highly concurred that trainers demonstrate competence in the content during training, as indicated by (Mean = 4.25; Std. Dev. = 1.033). Such concurrence indicates that effective trainers are tasked with conducting effective training sessions that can greatly help in improving employee performance.

Lastly, the findings indicated that, overall, a majority of the respondents agreed that the training strategies are effective in catering for various learning styles, as seen in (Mean = 4.29; Std. Dev.

= 0.933). Such agreement underscores the importance of respecting and accommodating employees' unique learning needs, which further elevates their competency and performance.

This means that effective training approaches, founded on relevance, interactivity, applicability, clarity of course materials, trainers' ability, and flexibility in addressing varied learning styles, significantly enhance employees' performance within the Mukono Local District Government.

Most used training practices by the local government and their effects on employee performance.

From the interviews conducted on the main informants, CAO, human resource manager, and departmental heads of Mukono District Local Government (MDLG), they were asked to give their comments on the training method used mostly by the local government and how it affects employees' ability to meet work deadlines and ensure work quality and their response was as follows.

The key information highlighted that the most favored training techniques are workshops, seminars, and in-job training. Workshops and seminars are favored because of their ability to provide in-depth knowledge on a specific topic and discussion in a group. Informants clarified that these techniques allow employees to learn from trainers and their co-workers, fostering teamwork. Nevertheless, despite the effectiveness of these methods to enhance knowledge, some of the respondents added that irregular scheduling can prevent them from being effective in continuous performance improvement.

Another widely utilized method, on-the-job training, was identified as being pragmatic. Very effective as a technique for training new workers and workers to be reassigned to new roles, this technique has workers learn by doing their jobs, leading to the immediate application of acquired skills. Informants mentioned that job training on the job is essential in increasing employees' confidence levels and making them realize job-specific duties. However, they conceded that the success of the process depends on the presence and qualifications of supervisors or mentors to monitor the trainees.

E-learning platforms and self-study materials are also utilized, albeit in smaller numbers. These flexible and convenient methods enable employees to learn at their own pace. The respondents mentioned that e-learning is especially effective for technical training since employees can go over materials at any time. However, problems such as poor internet connectivity and low digital literacy among some employees were mentioned as hindrances to the proper use of e-learning methods.

Interview participants also emphasized bringing mentorship and coaching into training practices that are followed by the local government. For them, these practices transfer tailored advice to the employees in such a manner that they are able to negate specific challenges that come their way at work. Out of all such practices, mentorship has been recognized as an effective means of negating the gap between abstract knowledge and reality since workers who have gained more experience possess insight and standards that enhance efficiency. There were frequent coaching sessions in order to boost employees' confidence and a culture of continued learning, motivating and inspiring them to perform better.

By and large, the respondents agreed that the choice of training methods is very influential towards

employees' ability to meet work deadlines and work quality. Methods of hands-on application, such as on-the-job training and case studies at workshops, were cited as most effective in readying employees with the abilities to perform tasks to perfection. A few of the selected respondents confirmed that,

"On-the-job training has been the most successful and realistic method because employees learn by doing, therefore ensuring the use and maintenance of skills is instant.... " Respondent seven. One of the most critical observations was the need for more frequent workshops. While workshops are great for developing teamwork and sharing ideas, some of the respondents were of the view that they need to be more frequent in nature in order to effectively address ongoing performance deficits. This observation underscores the importance of frequent and consistent training in maintaining and developing employee performance.

"E-learning offers flexibility, but in the absence of reliable internet and proper guidance, its role in helping improve performance can be negligible" Respondent Nine.

The contribution of training assessment to employee performance in MDLG

Table 6 summarizes respondents' responses on the effect of training assessment on employee performance in Mukono District Local Government on a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree)

TABLE 6: EFFECT OF TRAINING EVALUATION ON EMPLOYEE PERFORMANCE IN MDLG

Statements	Extent of agreement & disagreement					Mean	Std. Dev.
	SA	A	NS	D	SD		
	Freq.	Freq.	Freq.	Freq.	Freq.		
	(%)	(%)	(%)	(%)	(%)		
Feedback on my training performance helps me understand my strengths and weaknesses.	37 40.2%	34 37.0%	17 18.5%	4 4.3%	00	4.13	0.352
The evaluation criteria used for training are fair and transparent.	16 17.4%	54 58.7%	8 8.7%	14 15.2%	00	3.89	0.525
I receive constructive feedback on how to improve from my training evaluations.	34 37.0%	47 51.1%	3 3.3%	8 8.7%	00	4.16	0.601
Training evaluations measure the practical application of learned skills at work.	44 47.8%	29 31.5%	16 17.4%	3 3.3%	00	4.24	0.475
The organization uses my feedback to improve future training programs.	40 43.5%	41 44.6%	4 4.3%	7 7.6%	00	4.23	0.496
The evaluation of training programs helps me gauge their impact on my job performance.	31 33.7%	46 50.0%	4 4.3%	11 12.0%	00	4.05	0.607

Source: Primary data

Table 6 above presents analysis regarding the influence of the evaluation of training on the performance of employees in the Mukono District Local Government by means and standard deviations based on the use of the Likert scale, which was: Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4) and Strongly Agree (5). Strongly Disagree and Disagree were utilized to represent a variable that was important to a Small Extent (i.e., had a mean rating between 0 and 2.4 on the continuous Likert scale). Not Sure was utilized to represent a variable that was important to some extent (i.e., had a mean rating between 2.5 and 3.4 on the continuous Likert scale). Strongly Agree, Agree, and Agree were used to report a variable that was significant to a Large Extent (a mean score of 3.5 to 5.0 on a continuous Likert scale). Use of standard deviation of >1.5 shows a very large difference as far as the contribution of training appraisal in the performance of Mukono District Local Government employees is concerned.

The findings demonstrate the utility value of the assessment process. A majority of the respondents, on average, attested that receiving feedback about their training performance, where they understand their weaknesses and strengths, enhanced their work output significantly. This is indicated by high compliance (Mean = 4.13; Std. Dev. = 0.352), demonstrating efficacy of feedback systems in guiding employees towards improvement.

The outcome of this study reveals that fairness is a vital issue in training evaluation criteria. Most of the respondents held the opinion that the utilized training evaluation criteria are fair and transparent, as shown by (Mean = 3.89; Std. Dev. = 0.525). Perceived fairness by employees enhances employees' motivational level and has trust in the evaluation system.

Moreover, the findings revealed that nearly all the respondents affirmed they received constructive feedback on how to improve their training tests because (Mean = 4.16; Std. Dev. = 0.601). The method demonstrates the significance of constructive feedback in improving employees' performance through the delivery of constructive means of solving issues in the workplace.

Most significantly, the research also discovered that on average, the vast majority of the respondents concurred that training tests assess the application of acquired skills in the job as stipulated by (Mean = 4.24; Std. Dev. = 0.475). That this is a very high rate of agreement indicates that training tests are job-based and enable employees to successfully transform book knowledge into successful action. It is this utilitarian use of the training tests that instills in the employees the confidence to apply the training to their work.

Additionally, the study implied that the participants tended to believe that the company does take their suggestion to further improve training programs, as shown by (Mean = 4.23; Std. Dev. = 0.496). It means the employees' voices are heard and are involved in creating future training activities, which leads to owner attitude and dedication towards business improvement.

Lastly, the findings revealed that, on average, most of the respondents agreed that the evaluation of training programs allows them to measure their impact on job performance, as supported by (Mean = 4.05; Std. Dev. = 0.607). This reveals that training evaluation is perceived as a key tool for employee development and improvement, with the respondents appreciating the fact that it helps them identify areas to improve.

There is proof that training evaluation is one of the principal sectors to improve employee performance in the Mukono District Local Government. Feedback systems utilized, equity measures, and alignment of training evaluation with workday assignments improve employees' performance to deliver within job deadlines and maintain quality of work. The training serves to heighten the authority of employees and allows the organization to optimize training programs for increased performance. There is proof that training evaluation is one of the principal sectors to improve employee performance in the Mukono District Local Government. Feedback systems utilized, equity measures, and alignment of training evaluation with workday assignments improve employees' performance to deliver within job deadlines and maintain quality of work. The training serves to heighten the authority of employees and allows the organization to optimize training programs for increased performance.

Evaluating the effectiveness of training programs towards the attainment of job- specific targets.

From the interviews with the key informants, who included the CAO, the human resource manager, and department heads in Mukono District Local Government (MDLG), they were asked to share their views on how the local government evaluates if the training programs help employees attain their job-specific targets and work quality improvement and their answers were as follows.

The informants pointed out that among the most critical strategies is post-training testing, whereby employees are tested against what they know and have learned through the training. The purpose is to see whether training is job-directed and employees have skills required to perform tasks in an effective way. The human resource function also monitors employees' performance over time through performance appraisals between pre- and post-training productivity. These estimates help in determining whether there is a notable increase in the quality of output and accomplishment of objectives following the training programs.

Mechanisms of feedback also feature in the evaluation process. There is the provision for enabling feedback from workers on the effectiveness and usability of the training programs. The training and development unit critiques this feedback to enable corrections in future programs. The feedback system ensures that the training is seen as relevant to their work by the employees and helps them achieve some job-related goals. The attention given by feedback within the evaluation system ensures that employees are heard and taken into account within the training system.

The aggregate impact of training on organizational performance is also considered by the organization. This is gauged by verifying whether training programs contribute to the achievement of the strategic objectives of the local government. The performance of employees in the fulfillment of the KPIs and other work-related objectives is compared before and after the training sessions to identify areas for improvement. Regular departmental meetings provide an opportunity to audit how training outcomes affect the quality of work. This allows for timely observation of work output and performance variation, and whether or not the training programs are effective.

MDLG also evaluates training by continuous monitoring and follow-up meetings. The staff exposed to training is under close observation in their respective job positions, with performance measured against established standards. Continuous monitoring includes consideration of long- term impacts, such as improved efficiency, better decision-making, and improvement in work quality. By this blended evaluation process, MDLG aims that training sessions are not a one-time

thing but result in professional growth for the long term and achievement of job-specific objectives. Among the respondents chosen, some reported that,

"We evaluate the effectiveness of our training sessions through performance reviews and post- training assessments. This would definitely determine if training had favorably affected employees' ability to accomplish job-specific objectives.... " Respondent ten

"The feedback of the employees matters. It tells us whether the training is matching their work and whether it is enhancing their ability to enhance work quality." Respondent one

"We focus on measurable results, like KPIs, in measuring the effectiveness of training. If workers are

performing better in meeting these targets, it is a good sign that the training is working." Respondent two.

Employee Performance in Mukono District Local Government

Table 7 presents respondents' responses on employee performance in Mukono District Local Government based on a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree), and SD (Strongly Disagree).

TABLE 7: EMPLOYEE PERFORMANCE IN MUKONO DISTRICT LOCAL GOVERNMENT

Item	Description	Frequency	Percentage (%)
How often do you complete tasks within the required timelines?	Always	49	53.3
	Often	30	32.6
	Sometimes	13	14.1
	Total	92	100.0
How accurately do you accomplish assigned tasks?	Very accurate	50	54.3
	Accurate	42	45.7
	Total	92	100.0
How frequently do you pay close attention to detail in your work?	Always	63	68.5
	Often	29	31.5
	Total	92	100.0
How consistently do you maintain the quality of your work output?	Very consistently	37	40.2
	Consistently	45	48.9
	Inconsistently	10	10.9
	Total	92	100.0
How effectively do you meet deadlines in your role?	Very effectively	31	33.7
	Effectively	43	46.7
	Ineffectively	18	19.6
	Total	92	100.0
How well do you prioritize tasks to ensure timely completion?	Excellent	41	44.6
	Good	30	32.6
	Average	21	22.8
	Total	92	100.0

To what extent does your work meet the required accuracy standards?	Always meets standards	25	27.2
	Often meets standards	32	34.8

	Sometimes meets standards	22	23.9
	Rarely meets standards	13	14.1
	Total	92	100.0
	How precisely do you perform tasks in your role?	Very precisely	33
	Precisely	35	38.0
	Neutral	17	18.5
	Imprecisely	7	7.6
	Total	92	100.0

Source: Primary data

In respect to the frequency with which the respondents' complete tasks within the required timelines, the majority of the respondents, as represented by 53.3%, indicated always completing tasks within the required timelines, suggesting high adherence to deadlines among the staff. A further 32.6% indicated that they often complete tasks on time, which is a commendable frequency of adhering to deadlines. However, 14.1% indicated complete tasks within the timelines, which suggests that there is a requirement to address time management issues for this group of respondents.

When asked to rate how accurately they fulfill assigned tasks, a high proportion of the respondents, as represented by 54.3%, rated their fulfillment of tasks as very accurate, indicating a high level of accuracy among employees. Additionally, 45.7% indicated that their work is accurate, further showing the reliability of employees in undertaking tasks accurately. This finding indicates that the employees guarantee accuracy in their work, which positively affects delivery.

Besides, in terms of how frequently they pay careful attention to detail in work, the majority of the respondents totaling 68.5% indicated that they always pay careful attention to detail, showing high focus and diligence in performing tasks, while 31.5% indicated that they do so often, indicating a sustained effort towards thoroughness on the employees' part. These results illustrate a culture of attentiveness in the workplace, which is necessary for high-quality outcomes.

More so, when asked to rate how consistently they maintain the quality of their work output, a majority of the respondents, as represented by 48.9%, confirmed that they consistently maintain work quality, and 40.2% indicated doing it very consistently, showing that most employees are interested in the quality of their output. However, 10.9% confessed to maintaining quality inconsistently, suggesting that there is a minority group that requires special interventions to improve consistency in their performance.

As far as how well they meet deadlines in their work, most respondents, as represented by 46.7%, reported meeting deadlines very well, with 33.7% stating they do so very well. These findings confirm that most staff are efficient in time management. However, 19.6% reported they meet deadlines badly, a reflection that there is a need for greater capacity development to facilitate improved deadline management within this group.

When asked to rate how effectively they prioritize tasks in order to enable timely completion, the majority of the respondents, as illustrated by 44.6%, rated their task prioritization as excellent, whereas 32.6% rated it as good, demonstrating that most of the employees prioritize their tasks well. Nonetheless, 22.8% rated their prioritization as average, demonstrating the necessity to enhance time management and prioritization skill among certain employees.

Also, in terms of how closely their work is aligned with the standards of accuracy required, 34.8% of the respondents indicated that their work often meets standards, followed by 27.2% who indicated that their work always meets standards. While these findings demonstrate a high level of accuracy in the workplace generally, 23.9% indicated they sometimes meet standards, and 14.1% admitted they rarely meet standards, revealing shortcomings in sustaining consistent accuracy in a notable sector of the workforce.

Lastly, when asked how accurately they perform tasks at work, 38.0% of the participants reported performing their tasks accurately, and 35.9% reported performing them very accurately, reflecting an overall high emphasis on accuracy in task performance. Meanwhile, 18.5% were undecided, and 7.6% reported performing tasks inaccurately, reflecting the need to bridge accuracy gaps for some employees.

Overall, the findings indicate that while a high proportion of employees in Mukono District Local Government have high performance in timeliness, accuracy, and prioritization of tasks, there are areas for improvement, particularly among employees with inconsistent or lower frequencies of adherence to standards. Addressing these discrepancies through targeted training and capacity development can enhance employee performance as a whole.

4.7. Relationship between employee training and employee performance in MDLG

The aim of the research here was to explore the relationship between employee training and employee performance within the Mukono District Local Government (MDLG). This was done through correlation analysis between the composite employee training measure and employee performance in MDLG and the three elements of employee training, i.e., training needs identification, training methods, and training evaluation, compared to employee performance in MDLG as depicted in the conceptual framework. For a correlation to be significant, there must be a small P-value (Sig. (two-tailed) should be less than 0.05 (95% confidence level) or less than 0.01 (99% confidence level) and the results are given in the following Table 7.

Table 8: Correlation Matrix

Variables	Mean	Standard Deviation	1	2	3
• Training needs identification	4.20	.620	1		
• Training methods	4.03	.858	.523**	1	
• Training evaluation	4.17	.509	.512**	.660**	1
• Employee performance	4.32	.454	.656**	.523**	.634**

• **Note:**

1= Training needs identification; 2= Training methods; 3= Training evaluation; and 4= Employee performance in MDLG

- *P < .05, ** p < .01, *** p < .001 level of Significance

Source: Primary data

With regard to employee training and employee performance in MDLG, results as shown in Table 9 showed that there is a positive significant relationship between training needs identification and employee performance in MDLG ($r = .656^{**}$, $p < .05$). The table further showed that there is a positive significant relationship between training methods and employee performance in MDLG ($r = .523^{**}$, $p < .05$). Finally, the table revealed that there is a significant positive correlation between employee training and employee performance in MDLG ($r = .634^{**}$, $p < .05$).

4.8 Multiple regressions on employee training on employee performance in MDLG.

With overall $\Delta R^2 = .637$, $p = .000$, the whole model as a unit made a considerable contribution, explaining 63.7% variance in employee performance in MDLG. Observe, importantly, that the R-Square (R^2) and R-Square Change (ΔR^2) for all models are summarized in the following table, and indicate the proportion each model accounts for in the whole model. These are represented by the ANOVA table, with each model's F values and corresponding p-values.

TABLE 9 : LINEAR REGRESSION ANALYSIS RESULTS

Model Summary					
Model	R	R Square	Adjusted R Square	Error of the Estimate	
1	.669 ^a	.639	.637	.325	
ANOVA ^a					
Model	Sum of square	df	Mean	F	Sig.

		s		Square		
1	Regression	72.053	3	24.019	39.742	0.000 ^b
	Residual	2.764	88	0.060		
	Total	74.820	91			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.448	.256		1.749	.003
	Training needs identification	.350	.056	.332	4.686	.000
	Training methods	.213	.291	.248	3.076	.000
	Training evaluation	.332	.182	.317	5.003	.000
<ul style="list-style-type: none"> • Dependent Variable: Employee performance in MDLG • Predictors: (constant), Training needs identification, Training methods, Training evaluation 						

$P \leq 0.05$ **Source:** Primary data

Primary data indicates high agreement that MDLG has mechanisms for post-training evaluation (e.g. feedback forms, on-the-job assessments) with a mean around 3.89 (SD=0.525). Regression analysis found **training evaluation** was the strongest predictor of performance ($\beta=0.317$, $p=.000$). That is, a 31.7% increase in performance is expected for each unit improvement in evaluation practices. This suggests that when MDLG systematically evaluates training, performance improves dramatically. Indeed, informants stressed that evaluating training ensures relevance: “*Evaluation of training program effectiveness... ensures that delivered training is relevant, effective, and has the capability to improve employees’ competencies*”.

The ANOVA confirmed the overall model is highly significant ($F=39.742$, $p<0.001$), with $R^2=0.639$, meaning 63.9% of performance variance is explained by the three training factors. (Note: the multiple correlation coefficient R is $\sqrt{0.639} \approx 0.799$, indicating a strong collective effect of training on performance.) Thus, statistically and thematically, comprehensive training processes (needs assessment, effective methods, and evaluation) are associated with significantly better employee performance in MDLG.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Discussion.

The findings show that systematic training practices drive employee performance in Mukono District. The positive correlation ($r \approx 0.80$) between training factors and performance aligns with prior studies (e.g. Sultana et al., 2012; Khan et al., 2011) that link training to enhanced productivity globaljournals.org. Specifically, clearly identifying training needs ensures skill gaps are filled. This confirms Armstrong & Taylor (2023) who emphasize performance appraisals and feedback for relevant training. Staff in MDLG reported that targeted training led to faster task completion and fewer errors (quotes above).

Similarly, effective training methods (interactive, on-site) improve learning transfer. This echoes previous research noting that practical, hands-on training boosts confidence and output (e.g., Mira & Odeh, 2019). The qualitative data stressed the value of mentorship and coaching, reflecting best practices in adult learning.

Importantly, rigorous evaluation turned out most critical. Training evaluation (post-training assessment and feedback) had the highest predictive power ($\beta = 0.317$). This matches the idea from training theory that continuous evaluation and feedback loop are necessary for lasting performance gains. Without evaluating outcomes, training may become irrelevant. MDLG's use of evaluations thus appears justified by the data, and the positive quotes from informants underline its role in sustaining training quality.

5.1 Conclusions:

In summary, all three aspects of training studied (needs identification, methods, evaluation) had a statistically significant positive effect on employee performance in Mukono District Local Government ($p < .001$ for each). This supports the study's proposition that training *causes* (has an effect on) performance, rather than merely correlates. The model explained about 64% of performance variation, a substantial effect size. The qualitative evidence adds nuance, showing that staff believe well-aligned training leads to greater efficiency, timeliness, and job satisfaction.

These outcomes confirm the importance of strategic training in the public sector. By implementing structured needs assessments, engaging training techniques, and post-training feedback, MDLG can improve employee productivity and service delivery. The findings suggest that MDLG's current gaps (e.g. only ~60% of targets met mukono.go.ug) can be narrowed through improved training systems.

5.3 Recommendations:

Based on these results, the study makes the following recommendations to Mukono District Local Government:

Enhance Training Needs Assessment: Institutionalize regular, detailed performance appraisals and departmental feedback sessions to identify skills gaps. Involve employees in setting career goals and aligning them with organizational objectives. This will ensure training resources target the most critical deficiencies, directly boosting performance and employee engagement.

Diversify and Improve Training Methods: Employ a mix of training approaches to suit various learning styles. MDLG should incorporate workshops, on-the-job coaching, mentorship, and e-learning, rather than relying on lectures. Materials should be clear and practically oriented. Investing in experienced trainers and interactive activities will make training more engaging and effective, leading to better skill acquisition and higher morale.

Strengthen Training Evaluation:

Develop transparent, fair evaluation tools for all training programs. This includes pre- and post-training assessments, feedback surveys, and follow-up on-the-job performance reviews. Use this data to refine future training content. Regular evaluation will help ensure that training remains relevant and continues to improve employees' competencies in line with MDLG goals.

Monitor and Incentivize Performance:

Complement training with performance management. Set measurable targets and provide incentives for meeting goals. Publicly recognize and reward improvements in timeliness, accuracy, and productivity to reinforce the value of training

Implementing these recommendations should help close the gap between current performance and the district's service delivery goals, ultimately leading to more timely, accurate, and high-quality outputs from MDLG employees.

Areas for Future Research:

Further studies could examine the **long-term effects** of training (e.g. one year post-training) on organizational performance, or compare MDLG with other districts in Uganda to identify best practices.

Evaluating the role of factors like organizational culture, leadership support, and technology in mediating training effectiveness would also be valuable.

It also calls for consideration of how organizational culture, management support, and representative enthusiasm affect the viability of training schemes.

Comparative studies with other local governments in Uganda can offer broader experiences in the best-sophisticated methods for simplifying, preparing, and developing representative performance in open-segment education.

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APPENDICES

Appendix 1: Questionnaire

For employees of Mukono District Local Government

Introduction

Dear Respondent,

I am Bakashabaruhanga Moses, a master’s student of Human Resource Management from Uganda Christian University-Mukono researching “the impact of employee training on employee performance in Mukono District Local Government (MDLG).” You have been selected to participate in this study because the contribution you make to your organization is central to the kind of information required. The information you provide is solely for academic purposes and will be treated with the utmost confidentiality.

Please spare a few minutes to respond to the following questions.

SECTION A: BACKGROUND DATA

Please TICK the numbers representing the most appropriate responses for you in respect of the following items:

What is your gender?

Male b) Female

What is your age?

21-30 years b) 31 -40 years

c) 41-50 years d) Above 50 years

What is your education level?

Certificate b) Diploma

c) Degree d) Mast

e) Others specify..........

Which department do you work in Mukono District Local Government?

.....

How long have you been working in Mukono District Local Government?

Less than 1 year b) 1-5 years

c) 6-10 years d) Above 10 years

Guide for Completing the Questionnaire:

Please answer questions by making a tick (✓) and explain where necessary.

For the following sections, please rank by ticking in the boxes the alternative that best suits your answer using the Likert scale below.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
5	4	3	2	1

Section B: Employee Training.

No.	Please indicate the rate at which you rank the following. Tick the scale	Strongly agree	disagree	Not Sure	Disagree	Strongly
	Training needs identification	5	4	3	2	1
1	The organization effectively identifies my training needs.					
2	My training needs are communicated to me by my supervisors.					
3	The training programs offered align well with my job responsibilities.					
4	I am involved in discussions about my training needs with my supervisors.					
5	The organization considers my career goals when identifying training needs.					
6	The training needs assessment process helps me improve my job performance.					
No.	Training methods	5	4	3	2	1

1	The training methods used are relevant to my job role.					
2	The training sessions are interactive and engaging.					
3	Practical exercises in training sessions help me apply learning to my work.					

4	The training materials provided are clear and easy to understand.					
5	The trainers demonstrate expertise in the subject matter during training.					
6	The training methods used effectively cater to different learning styles.					
No.	Training evaluation	5	4	3	2	1
1	Feedback on my training performance helps me understand my strengths and weaknesses.					
2	The evaluation criteria used for training are fair and transparent.					
3	I receive constructive feedback on how to improve from my training evaluations.					
4	Training evaluations measure the practical application of learned skills at work.					
5	The organization uses my feedback to improve future training programs.					
6	The evaluation of training programs helps me gauge their impact on my job performance.					

Section C: Employee performance in Mukono District Local Government

How often do you complete tasks within the required timelines?

s.no	Options	Tick
1	Never	
2	Rarely	

3	Sometimes	
4	Often	
5	Always	

How accurately do you accomplish assigned tasks?

s.no	Options	Tick
.		
1	Very inaccurate	
2	Inaccurate	
3	Neutral	
4	Accurate	
5	Very accurate	

How frequently do you pay close attention to detail in your work?

s.no	Options	Tick
.		
1	Never	
2	Rarely	
3	Sometimes	
4	Often	
5	Always	

How consistently do you maintain the quality of your work output?

s.no	Options	Tick
.		
1	Very inconsistently	
2	Inconsistently	
3	Neutral	
4	Consistently	
5	Very consistently	

How effectively do you meet deadlines in your role?

s.no	Options	Tick
.		
1	Very ineffectively	
2	Ineffectively	
3	Neutral	
4	Effectively	
5	Very effectively	

How well do you prioritize tasks to ensure timely completion?

s.no	Options	Tick
.		
1	Very poor	
2	Poor	
3	Average	
4	Good	
5	Excellent	

To what extent does your work meet the required accuracy standards?

s.no	Options	Tick
.		
1	Never meets standards	
2	Rarely meets standards	
3	Sometimes meets standards	
4	Often meets standards	
5	Always meets standards	

• How precisely do you perform tasks in your role?

s.no	Options	Tick
.		

1	Very imprecisely	
2	Imprecisely	
3	Neutral	
4	Precisely	
5	Very precisely	

Thank you very much for your cooperation.

Appendix 2: Interview Guide

For the top management of Mukono District Local Government

Introduction

Dear Respondent,

I am Bakashabaruhanga Moses, a master's student in Human Resource Management at Uganda Christian University-Mukono carrying out "the impact of employee training on employee performance in Mukono District Local Government (MDLG)." You have been selected to participate in this study because your input towards your organization is at the center of the kind of information required. The information you provide will be for academic purposes only and treated as confidentially as is possible.

Take a couple of minutes and respond to the following questions.

Section A: Introductions

- Tell me about yourself (gender, age, level of education)
- What position do you hold in the Mukono District Local Government?
- How long have you worked with Mukono District Local Government?

Section B: The Effect of Training Needs Identification on Employee Performance in MDLG

- How does the local government currently identify training needs for employees across different departments?

Focus: Identify the link between training needs and specific job tasks to improve task performance.

- In your opinion, how does identifying relevant training needs impact on employees' ability to meet job targets and deadlines?

Focus: Task performance (productivity, task efficiency).

- What impact does effective training needs identification have on employees' ability to collaborate with colleagues and deliver innovative solutions?

Focus: Contextual performance (teamwork, innovation).

- Can you describe any challenges or successes related to the identification of training needs and their influence on employee task execution and teamwork?

Focus: Both task performance (job execution) and contextual performance (team collaboration).

Section C: The Effect of Training Methods on Employee Performance in MDLG.

- What training methods are most used by the local government, and how do they affect employees' ability to meet job deadlines and ensure work quality?

Focus: Task performance (efficiency, quality of work).

- In your experience, how do the training methods used improve employees' innovation and ability to provide excellent service to stakeholders?

Focus: Contextual performance (innovation, service delivery).

- What key factors contribute to the effectiveness or ineffectiveness of training methods in improving both individual job performance and team collaboration?

Focus: Both task performance (individual tasks) and contextual performance (teamwork, collaboration).

Section D: The Effect of Training Evaluation on Employee Performance in MDLG

- How does the local government evaluate whether the training programs help employees meet their job-specific targets and enhance work quality?

Focus: Task performance (job targets, quality improvement).

- What criteria or feedback does the local government use to assess whether training programs improve employees' collaboration, service delivery, and innovation at work?

Focus: Contextual performance (teamwork, service delivery, innovation).

- What improvements could be made to the current evaluation processes to better assess the impact of training on both individual job performance and overall organizational contributions?

Focus: Both task performance (individual improvement) and contextual performance (organizational contribution).

Section E: General Impact of Training on Employee Performance.

In your opinion, what is the overall impact of employee training on meeting performance expectations such as deadlines, task quality, and job targets in Mukono District Local Government?

Focus: Task performance.

- How has employee training contributed to improving collaboration, service delivery, and innovation within the organization?

Focus: Contextual performance.

Thank you for your cooperation.

Appendix 3: Research Budget and Timelines

Activity	Resources	Cost UGX	Schedule (2024)			
			Jan-Sept	Oct	Nov.	Dec 2024- Mar 2025
Proposal writing	Internet, Transport Stationery	50,000 50,000 100,000				
Data collection	Transport Lunch Stationery Accommodation	200,000 50,000 200,000 400,000				
Data analysis	Internet	50,000				
Final dissertation writing	Internet Stationery (Printing & binding)	50,000 100,000				
Dissertation and submission						
Total		1,250,000				