

# Training and Organizational Performance: A Case of Education Service Sector in Lira District Local Government

Jimmy Angole<sup>12</sup> Judith Akello Abal<sup>1\*</sup>

1. Department of Commerce and Business Management, Lira University PO box 1035, Lira, Uganda

2. Town Clerk Office, Lira City West Division

\* E-mail of the corresponding author: [judithakello@yahoo.com](mailto:judithakello@yahoo.com)

## Abstract

The study was conducted to examine the effect of training on employee performance in the education sector of Lira District Local Government (DLG). Specifically, the study investigated the effect of on-job training on employee performance, examined the effect of off-job training on employee performance and assessed the effect of induction on employee performance in the health sector of Lira DLG. The study used cross-sectional research design where both quantitative and qualitative approaches were used; the sample size of the study population was 108 and was sampled using Simple random sampling and purposive sampling techniques. Questionnaires and interview methods were used to collect data while mean and standard deviation were used to measure the performance of the construct in Lira DLG. Correlation coefficient was used to test the strength and the direction of the relationship between training and employee performance. All the constructs were positively correlated to organisational performance. The findings of the study revealed a positive significant effect of on-job training on employee performance in Lira DLG (Coef. 0.315,  $p < 0.01$ ). Secondly, the results on the effect of the off-job training on employee performance in Lira DLG further revealed a positive insignificant effect (Coef. 0.153,  $p > 0.01$ ). Thirdly, the effect of the induction on employee performance of health sector employees in Lira DLG was found to be positive and significant (Coef. 0.430,  $p < 0.01$ ). Finally, the results of multiple regressions yielded an adjusted R Square value of 0.372, which meant that training contribute about 37.2% to the performance of education sector employees in Lira DLG. Based on the above findings, the study recommends that Lira DLG should put more emphasis on on-job training and induction of employees in the education sector to improve on the performance of the sector in Lira DLG.

**Keywords:** Member of staff, Training, Managerial, Performance

**DOI:** 10.7176/EJBM/14-9-05

**Publication date:** May 31<sup>st</sup> 2022

## 1. Introduction

Employee training as linked to performance in organizations is not a new phenomenon, but aspect management that evolved as earlier as existence of human society. The United Nations (UN) dates the history of Training to that of the first efforts in Capacity Building in the 1950s Gillian Bloomfield, et al. (2018). and events of industrial revolution in the case of European Nations. In developing countries, the focus was on improving the ability of development organizations to implement donor-funded projects is good, while the ability of Service delivery organizations and SMEs to do so is also good. However, specifically, in Uganda where training remained narrow in focus as means to performance management. This affected level of relevance in ensuring effective performance. Local Government employees over the years grappled with accusation of absenteeism, the employee's low productivity, poor attitude towards clients, and poor quality of services provided to clients all indicate a poor work environment. (Lutwama, 2011). This ultimately posed difficulty in service quality performance and achievement of stated objectives (Annual Local Government sector performance report, 2012/2013). Therefore, this article focuses on the impact of employee training in ensuring organisational performance in education service sector.

This study looks at how employee training and organizational performance are related. Training is any effort made by an organization to teach its employees in technical skills, knowledge, principles, behaviours, and techniques. This can help employees understand their work and the organization itself. (Khan, Khan, & Khan, 2011).

Organizational performance refers to the attainment of the predetermined service goals and objectives in an entity in a specified period of time, using the predefined human resource (Khan & Arunkumar, 2018). Employee performance is defined as the result or contribution of employees to their achievement of goals (Herbert, John & Lee 2000), while performance can be used to define what an organization is doing. achieved in terms of process, results, relevance and success. National development of Uganda. Program (1995). Afshan et al. found that the use of a booster seat increased the risk of neck and spine injuries in children. Performance can be defined as the successful completion of specific tasks, usually measured against predetermined or identified standards. Employee performance is reflected in improved production, ease of use of new technologies, and aspiring workersI cannot speak for everyone, but I think that it is important to be open-minded and to not judge others

before you have even had a chance to hear their story. Richard, Devinney, Yip, and Johnson (2009) see organizational performance as consisting of three specific areas of business outcomes, including financial performance related to; profits, return on investment, return on investment; Product market performance in terms of revenue and market share, and shareholder return, which is a combination of total shareholder return and economic value composed. From what we've seen, it seems that when businesses are making good progress towards their goals or objectives - and are seen to be succeeding - they are generally perceived as doing well. This performance can be in the areas of product development, diversification, and penetration into other countries with or without the same business model. In the case of this study, organization performance will be conceptualized as timeliness in providing services, quality of services provided to clients and cost effectiveness of services delivered.

### **1.1 Problem Statement**

Performance is the key element to explain the level of achievements of the goal for an organization, and different organizations view employee training as an essential element for harnessing the value and potential of their workforce (Farooq & Khan, 2011). Lira District in agreement with such phenomenon, devoted to improving capacity of its staff by effectively planning for training processes. Specific budget allocation has always been made to support training of staff in the organization. In addition, the District Lira district has been using four basic approaches of on-the job training, including Job rotation, job induction, mentoring or coaching, as well as giving short project assignments, especially to the junior staff. Sometimes off-the-job training opportunities are also being provided to the staff, where employee training is done at the site away from the actual work environment, for example through organizing employee workshops, seminars and exchange programs with other health facilities across the globe (Lira District Planning Unit, 2018).

However, the performance of the Local Government has remained low, and there is paucity of literature which highlights the effectiveness of continuous employee training towards performance of Lira District Local Government. Recent literature indicates that the district suffers from upholding its status in terms of upholding service standards, exacerbated by absenteeism of workers, poor attitude towards clients, as well as poor quality services provided to clients. (Lira District Development Plan, 2015/2016-2019/2020). Despite the induction trainings, on job trainings like early grade reading, counseling and guidance, workshops on curriculum implementation among others, absenteeism and late coming by teachers mostly in primary schools who do not attend their lessons regularly or sometimes come late to attend their classes was reported. (Lira District Local Government Budget Framework paper, 2017/2018). The later flaws in service provision result into persistent public outcry about the District performance, intensified by a number of cases that have been registered on poor performance in various departments and Sub Counties in the Local Government. For instance, are the clients waiting for a long time unattended to, delay in executing the implementation of planned activities and remitting huge unspent balances to treasury.

Poor performance has been noticed to be on increase among the employees of Lira District Local Government. Between 2013-2014, poor performance of Lira District Local Government workers was rated at 39.3% and in 2015-2016 poor performance increased to 45.2%. (Lira District Information Officer).

Basing on the problem statement, this study is therefore set to establish the effect of employee training on performance of Lira District Local Government.

### **1.2 Purpose of the Study**

The main purpose of this study was to assess the effect of employee training on performance of an organization, a case of Education Service Sector in Lira District Local Government.

### **1.3 Specific Objectives of the Study**

The study was guided by the following specific objectives;

- i. To establish the effect of on-job training on performance of Education Service Sector in Lira District Local Government.
- ii. To assess the effect of off-job training on performance of Education Service Sector in Lira District Local Government.
- iii. To establish the effect of induction on performance of Education Service Sector in Lira District Local Government.
- iv. To assess the relationship between training and performance of Education Sector in Lira District Local Government

### **1.4 Research Hypothesis**

The study was guided by the following research hypothesis;

**H01** There is no significant effect of on-job training on performance of Education Service Sector in Lira District

Local Government

**H02** There is no significant effect of off-job training on performance of Education Service Sector in Lira District Local Government

**H03** There is no significant effect of induction on performance of Education Service Sector in Lira District Local Government

**H04** There is no significant relationship between training and performance of Education Sector in Lira District Local Government

### 1.5 Theoretical review

The Social Learning Theory was used to explain how employee training can affect an organization's performance. The SLT was developed by Albert Bandura in 1977 and has been used to explain how people can learn new things and develop new behaviors by observing other people. The theory postulates that people learn from each other, through observation, imitation, and demonstration. The social learning system helps us learn new behaviors by either experiencing them directly or observing the behavior of others. This theory covers attention, memory, and motivation, and is often referred to as the bridge between behavioral learning theories and cognitive learning theories. In social learning theory, employees acquire new skills, knowledge and ability to apply new technologies by observing other members of staff whom they believe to be more knowledgeable about the specific areas of work (Falola, Osibanjo, & Ojo, 2014). This enhances positive behavioral change among employees and gives them self-confidence and ability to apply those skills in their day-to-day activities to effectively perform towards a desired personal and organizational goal.

A general understanding of the SLT theory suggests that; learning experiences resulting from direct experiences can occur on an intermediated basis through observation of other people's behavior and its consequences for them. Therefore, employees need to acquire secondary training as a strategic intermediate avenue for their improvement on job performance, innovation, and creativity which all culminate in outstanding organizational performance. The theory clearly highlights the key concepts which are pertinent to this study, which include Job training, employee performance and organizational performance. Therefore, in this study, the Social Learning Theory will be used to explain the variables linkages. In that the theory put emphasis on learning experiences acquired through various training approaches as means to better performance. Equally training of any form whether on the job or off the job provide wealth of experience to an employee this would influence employee level of performance. The employee is capable of translating what is learnt to practice to increase work performance efficiency.

## 2. Literature Review: An Overview

### 2.1 On-the job training and Organizational Performance

Literature reviewed under this concept relates to the approaches used in organizations to provide on-the job training to the employees, the approaches that add fresh to on-the-job training as part of an independent variable for this study include employee rotation, Induction, and employee mentoring.

The vertical rotation of employees in an organization means moving trainees from department to department at different levels to broaden their understanding of all activities of the business and to test their abilities which are useful for organizational performance (Adjei, 2012). According to Tarus (2014), vertical rotation training is done in a planned and coordinated basis to get a holistic view of the activities of the organization. The benefits of vertical employee rotation is that, it provides a variety of job experiences and can serve the purpose of breaking down departmental provincialism-the feeling that only my department is important (Aragón et al., 2014). However, in developing countries, some of these forms of training lack effectiveness when they are being conducted, and this often makes them lose meaning (Adjei, 2012). The later argument can be apparent especially when there is ineffective supervision of the employees, especially when employees are being rotated from a top level to the lower level, as the manager/supervisor at the lower level department may find it difficult to follow up on the employee who has been rotated from a high ranking level to downwards, and this can make the organization lose his/her job competence.

At senior management, upward vertical rotations are often used and linked to succession planning to develop a pool of staff and provide them with the knowledge and experience to move into existing jobs (Tirajoh, et al, 2018). The vertical rotation is embraced in many organizations as the best practical training approach to enable employees acquire multiple capabilities and expand vision, dedication and commitment towards achievement of the organizational goal (Mokhtari, 2017).

The horizontal rotation of employees in an organization means moving trainees from department to department at the same level; to enable employees improve their abilities to execute multifaceted organizational activities. The horizontal employee rotation is done as a form of planning for future employee replacements, or to fill any temporally labor gap that may accrue in an organization, for instance due to maternity leaves, resignation, promotion or even death of an employee in a particular department. This form of training is useful

for organizational performance (Adjei, 2012), and according to Tarus (2014), this form of training is usually done to equip the employees with the basic minimum knowledge and a variety of experiences to operate in particular departments in case the need arises (Aragón et al., 2014).

Rotating employees around the company helps them to understand the different steps involved in creating a product or service, how their own efforts affect the quality and efficiency of production, and how each member of the team contributes to the process. (Mokhtari, 2017). A close understanding of Mokhtari's (2017) argument reflects that when a qualified employee is being rotated, it can help to allow him/her gain more insights into the processes of a company understand the activities being done in all the departments hence learning the entire process of product development, which can ultimately improve organizational performance. However, the truth of this statement may not be guaranteed because some workers in organization lose morale when they are being rotated to the departments that they personally do not like to work.

Unlike the very much educative and result oriented vertical upward employee rotation which may specifically be conducted as part of employee succession plan, Mohan & Gomathi (2015) believe that rotating employees horizontally may help to reduce boredom and monotony in workers who are assigned to the same job for an extended period of time. Jassim (2018) and Plowman (2012) also practice horizontal rotation to increase work satisfaction through work variations, reduce burnout syndrome, indifference, fatigue, and ultimately for employees. He adds that it can increase satisfaction and motivation. However, keep in mind that not all employees are open to the idea of rotation, which sometimes makes this argument weak. Higher performers, compared to inefficient ones, are more likely to value job rotation, as it is believed to improve skills more than inefficient ones (Jassim, 2018). Tirajoh, et al. (2018) points out the benefit of Job rotation without disaggregation based on vertical or horizontal approach, that the whole practice leads to increased satisfaction among employees which results into organizational performance. According to Tirajoh and his colleagues' model, employees prefer to do a variety of tasks rather than specializing in a single task and, as a consequence, job rotation increases job satisfaction. Mokhtari (2017) has proposed that rotating jobs may help employees to develop multiple skills and expand their vision, which can reduce job burnout. A motivating solution for employees would be to inspire them to achieve higher performance, which would lead to continuous growth in their abilities and knowledge at work. This would also lead to increased customer satisfaction. However, Jassim, (2018) had a different perspective that when employees are rotated, it might cause them to lose that memory that had obtained while being in one position.

Literature suggests that employee rotation is one of the efficient and cheapest learning mechanisms in an organization, because it involves no direct costs (Chandrashekhar Singh & Jain, 2017). Studies have shown that even when costs are incurred, the significant benefits of training employees for a variety of positions outweigh the costs involved. Employees are given the opportunity to learn the necessary skills so that they can improve their career within an organization (Chandrashekhar Singh & Jain, 2017; Cohen, 2017). A general perspective of the earlier scholars, concur that employee training opportunities of whatever kind have a significant effect of boosting the morale and self-efficacy of the employees (Elnaga & Imran, 2013; Nda & Fard, 2013). Whereas the later argument may not be contested, it is also important to recognize the fact that under normal circumstances, employees are recruited in an organization basing on their primary professional merit acquired from schools to execute the assigned duties, and this makes them fit to acquire particular responsibilities in an organization, even before providing any extra training. For instance, the medical officers, midwives, surgeons among other clinical officers for the case of a hospital setting. Therefore, employee training ought to be understood as a secondary professional development approach that helps the already made professionals to add the special skills and abilities required to pursue particular activities (Khan et al., 2011). Therefore, employee training should not be used to overshadow the credibility of the primary training. However, when it is carried out successfully with care, using appropriate approaches such as job rotation, professional development training may allow an organization to run more efficiently, and as a result, become more productive (Khan et al., 2011).

Tarus and Aime believe that rotating employees through different positions helps to relieve the physical and mental stresses that can come with working in the same position year after year. By allowing employees to rotate to other positions, the risk factors for some types of musculoskeletal disorders and stresses may be reduced (Tarus & Aime, 2014). However, while the later argument may be of significance, Tarous and Aime ought to have recognized the existence of other factors that may be at play in bringing about stress and poor performance among employees in an organization, such as the working environment (Elnaga and Imran, 2013). Therefore, Rotation without improving working environment, such as policies, sanitation, feeding, reporting system, remunerations among others can still make employee dull in their office assignments.

Mohan and Gomathi (2015) suggest that job rotation can improve an employer's brand image in a tight economy, as everyone is likely to be more focused on job security. A focus on inside hiring preferences will help build the external brand image of your firm as a place where employees are secure and can count on good job security. The increased security offered to employees may help to keep them at their jobs longer.

Many people believe that excellent internal movement programs are often praised by employees and the

business press. If an organization has an excellent program, it will help it build an external image as an employer of choice and “the best place to work” (Mohan & Gomathi, 2015). Mohan and Gomathi say that employee rotation allows the firm to hire newest employees internally, through transfers or promotions. This allows the firm to do almost all of its external hiring at the entry level. This is a good thing, as entry-level positions are cheaper to fill, have a larger pool of candidates, and give the company more time to train and assess “unknown” contingent workers while they're in jobs where they can do less harm. In any case, rapid movement minimizes frustration and burnout, which leads to a higher retention rate (Cohen, 2017). Nevertheless, the opinions surrounding employee rotation and even other on-the-job training mechanisms did not put into consideration the Local Government setting, whereby sometimes employee’s rotation might result into loss of competent employees in critical departments when they are being rotated / replaced by less competent ones/armatures, and this can affect service delivery and cause other consequences to the institution. Therefore, this requires investigating the opinion of local government employees about their preference for, and the perceived effect of, employee rotation.

Kebenei, (2014) believes that establishing a two-way relationship between an organization and its employees is the first step in building a successful relationship. The transition to the new workplace can be made more smoothly and effectively if there is an effective induction process in place. A comprehensive induction program helps new employees transition smoothly into their new workplace, providing them with information about the department and the institution as a whole. It also introduces them to departmental goals, policies, and procedures, customs and traditions. The induction can also communicate the employer's expectations, ease the new employee's anxiety about starting a new job, and inspire the new employee to feel good about the organization and his or her new job. The researcher also agrees with the above arguments that when induction is conducted successfully, it can help new employees to conduct their activities in line with the goals and objectives of the organization.

Dessler, (2013) asserts that a comprehensive induction program for the new employee provides the new employee with information that will ease the transition into the workplace. It paints a precise picture of the department and the institution as a whole; and introduces the new employee to departmental goals, policies which are useful in organizational performance. Wachira & Waiganjo, (2014) also assert that effective induction process conveys the employer’s expectations; relieves the new employee’s anxieties about starting a new job; and inspires the new employee to have a good attitude towards the organization and his or her new job (Arachchige, 2014). However, the researcher also agrees with the argument of Samosamo, (2015) who asserts that induction helps to put the new employee at ease, interest the new employee in the job and the organization. This is because when an induction is done, it creates an atmosphere of being welcomed and accepted in an organization which removes fear and increases confidence useful for conducting their activities.

Gherardi & Perrotta, (2016) point out that induction results in reduced employee turnover and provides other benefits giving an example of a survey of 1,400 financial officers who went through an induction process and this resulted to 83% of the respondents indicating that formal induction programs are effective in retaining and motivating employees. They state that induction programs may contribute to the success of both the employee and the organization.

According to Vargas-Hernández & Ramos-Hernández, (2016) induction is important because it lays a foundation for the new employee’s entire career with the department. First impressions are important since they establish the basis for everything that follows. Without induction, a new employee sometimes feels uncomfortable in his or her new position and takes longer to reach his or her full potential. Specifically, induction is important in the following ways among other things; it provides the new employees with concise and accurate information to make one more comfortable in the job; encourages employee confidence and helps the new employee adapt faster to the job; contributes to a more effective and productive workforce; promotes communication between the supervisor and the new employee; and improves employee retention.

Dessler (2013) asserts that effective induction program will lead to reduction in employee anxiety which helps in employee commitment towards organizational performance. Any employee who is placed into a new, unfamiliar situation will likely experience some anxiety, which could impede his or her ability to learn to do the job. Proper guidance helps reduce the anxiety that results from falling into an unknown situation and provides behavioral and behavioral guidelines. This eliminates the need for employees to experience the stress of guessing (Samosamo, 2015). The organization of induction programs shows that the organization values employees and helps to provide the tools necessary to succeed at work, as well as save time for managers and colleagues (Arachchige, 2014). colleagues will have to spend time training a new employee. However, according to Wachira, & Waiganjo (2014), induction alone may not be enough to align the employees’ mental ability towards achieving organizational goals without the periodical trainings.

Hunt and Michael (2013) identified three types of mentoring functions: vocational support, psychosocial support, and role modeling. Mentors can help employees learn how to succeed in their roles and prepare for their future careers. The mentor provides support, exposure, guidance, protection, and challenging tasks for the

employee's advancement in an organization. Second, having a supportive network can help a protégé maintain a sense of psychological stability. However, the researcher notes that the assumption that mentoring helps in psychological support and role modeling sometimes remain theoretical on paper but its applicability is sometimes different. In some organizations, mentors fear to release much of their knowledge to mentees in fear of quick replacement and loss of respect based on knowledge and experience (Hunt & Michael, 2013). The mentor mostly desires to remain dominant managing employees in their lower positions. This leaves mentoring objectives nonfunctional in developing countries.

Mentoring provides a way for new practitioners to learn from experienced professionals and to apply what they have learned in the classroom to real-world practice. Mentorship can help new practitioners to set and achieve goals that build on what they know, gradually increasing their proficiency in practice (Woo, 2017). However, the researcher concurs with the views of Johnson, (2013) who notes that knowledge and skills transferred to employees is sometimes retained and left to be used in one organization and cannot be applied elsewhere.

Mentoring can help employees learn from one another and work more effectively together. This can help promote innovation and growth in the organization (Woo, 2017). Zachary (2012) believes that mentoring is a deliberate pairing of a more skilled person with a less skilled one, with the goal of helping the less skilled person grow and develop specific skills. However, in line with this argument, the researcher also agrees with the opinion of Zachary (2012) who also believes that mentorship allows for the possibility for a mentee to transition in the organization.

Mentoring can help inexperienced employees learn new skills and use their knowledge in different professional contexts, which can lead to career success, salary increases and promotions, and job satisfaction. According to Lipman-Blumen (2011), mentoring is an affordable way to help new professionals learn practical skills and knowledge from experienced professionals, while still maintaining the high quality needed for proficiency in a discipline. However, the researcher disagrees with the above statement by perceiving how transfer of skills from mentors to mentees becomes difficult due to the mentors need to retain positions as mentioned by Giber, Carter and Goldsmith, (2010). Mentors will not pour out their knowledge because of fear to be retired and this is common where organizations retire people above 60 years

Mentoring relationships can be helpful to the senior partner in a union, as it provides them with the opportunity to build a network of technical support and power which can be quickly accessed in the future (Hunt & Michael, 2013). Being recognized as a mentor to a successful inexperienced staff can enhance the reputation of the mentor among their peers. Mentoring enables less experienced individuals to develop relationships with established professionals in their field who can provide advice on personal and professional goals, introduce them to other practitioners in the professional community, and provide positive examples of ethical and masterful professional behavior (Zachary, 2012). Mentors can benefit from the unique perspective of their mentees, who can offer new approaches to problems that have already been explored by other professionals. Mentoring programs within organizations can create a mentoring culture within the organization. Mentoring can help encourage managers at all ranks to provide mentoring to fewer senior colleagues, and help keep employees (especially senior ones) with the organization. Today, mentoring has become a core leadership and management strategy for many organizations (Woo, 2017).

The literature reviewed presents a clear position that different training programs that are done while employees' are at work generate both positive and negative outcomes. The strengths of such training are however more pronounced in the literature. The literature does not on the other hand address the fact that different organizations weigh what would be the strengths based on the circumstances of job demands in an organization with Lira District Local Government not being exceptional.

## **2.2 Off-the job training and organizational performance**

While the off-the-job training method involves employee training at a location away from the actual work environment. It is believed that concepts and ideas which help to improve employee creativity and organizational performance are more effective than those that do not. (Chandrashekhar Singh & Jain, 2017). A study conducted by Dermol, and Čater (2013) indicate that off-the job training is a learning approach which provides employees with time away from the routine work environment, and helps to refresh their mind after a long time of job stress. By being away from work environment, employees get re-energized not only with the knowledge and skills acquired during training but also the virtue of being free from work gives a physical and mental resting moment to the employees (Dermol, and Čater, 2013). Thus a combination of rest, knowledge and skills acquired during off-the-job training re-ignites employees' robustness to work when they get back to the job. All these practices when achieved and effectively integrated into the day-to-day organizational activities result in greater employee performance.

Unlike on-the job training approaches such as job rotation which may necessitate distributing individuals into different organizational departments, the off-the-job training approaches such as attending seminars,

workshops and classroom approaches provide employees with an opportunity to associate with experienced and non-experienced professionals from a wide range of related organizations which may help to share ideas that can later be a basis for employees innovativeness and improved performance. In addition, Chandrashekhar Singh & Jain (2017) assert that an effective off-the-job training utilizes lectures, case studies, role playing, and simulation, which helps to keep updated with new technologies developed in their field of work all the time. Adding that regular off-the-job training needs to take place to ensure that staff are able to transfer knowledge and skills of using all the latest technology comfortably and to its full potential for the better performance of the organization.

With regular off-the-job training, approaches such as workshops and seminar sessions, a business or organization can easily identify any gaps in the market and skills gaps within the existing workforce, through holding comparative interactions with fellow professionals from other organizations Chandrashekhar Singh & Jain (2017). Identifying these gaps helps an organization to improve on employee training in the required areas such that they can fulfill the organizational roles effectively.

All in all, there is a general recognition in the literature that employee training improves organizational performance. However, the focus of existing studies inclined towards profit making organizations. There is still paucity of literature which clearly documents evidence that relates training and organizational performance in publicly owned organizations, such as Local Governments where the notion of profit-making is not a matter of concern.

### **2.3 Induction and organizational performance**

Organizational training programs have become one of the most popular ways to train employees (Klein and Weaver, 2000). Induction has become a fundamental part of these programs because it is effective and efficient. Several studies have found that many industrial organizations use different techniques to acclimate and introduce their employees to their jobs and environment. Induction comes in two forms: formal training programs, and the informal induction which is carried out by managers and workers/supervisors, or a combination of both of them. There are many different types of employee programs at different organizations, depending on the roles, status, and variety of program activities of new employees (Wesson and Gogus, 2005). Organizational training programs have become one of the most popular ways to train employees (Snell, 2006). Induction has become a fundamental part of these programs because it is effective and efficient. Several studies have found that many industrial organizations use different techniques to acclimate and introduce their employees to their jobs and environment (Butler, 2008; Wells, 2005; Wesson Gogus, 2005). Induction comes in two forms: formal training programs, and the informal induction which is carried out by managers and workers/supervisors, or a combination of both of them. There are many different types of employee programs at different organizations, depending on the roles, status, and variety of program activities of new employees. This means that inadequate and inadequate implementation programs can adversely affect staff attitudes. Therefore, it is important that organizations consider different ways of integrating and engaging employees to the culture, philosophies, processes, programs and practices of the organization. The first few months of a new employee's career are important in determining whether he or she will help the organization achieve competitive advantage. Induction can lead to benefits that are difficult to quantify, such as reducing the time it takes for new employees to adjust to the company's culture and values, or optimizing their working abilities. These benefits not only benefit organizations, they also help employees feel committed and knowledgeable. According to Derven (2008), induction is a way of transferring the feeling and sense of belongings to new employees, and it also helps them make a decision to join the organization without feeling coerced.

A well-planned induction program is essential for effective use. This plan will help the new staff get ready for the stress and other problems that can come with their new job, like the fear of the unknown and a feeling of inferiority. Therefore, induction programs should be designed in a way that will make new staff members more comfortable and proactive in the organization (Dodds & Verest, 2002; Ragsdale & Mueller, 2005). The success of an induction program may result in job enrichment and acceptable attitudes among the new employees, which will in turn lead to increased productivity and commitment. Several researchers have also indicated that extrapolation can achieve customer satisfaction. This happens when a new employee is trained to provide the support needed to help them avoid discouragement during their first few months on the job (D' Aurizio, 2007). A study by Pollit (2007) revealed that satisfaction ratings at the UK energy provider increased from 40% to 80% after they introduced an induction program for all new employees. When employees feel commitment to their job, they are less likely to leave. However, this commitment can be weak, meaning there is a risk of high employee turnover. This can lead to immediate costs, as the need to constantly recruit and train new employees takes up a lot of organizational resources. Dessler (2013) believes that induction can save recruitment costs by increasing employee commitment. This in turn makes the employees more likely to stay with the company and deliver high-quality services. Labor costs can be decreased by having well-trained employees who work efficiently.

### The Gaps in Literature

The literature reviewed presents a clear position that different training programs that are done while employees are at work generate both positive and negative outcomes. This would equally apply in the case of on –the-job training, off- job training and induction training. However, Giber, Carter and Goldsmith (2010) and Giber et al (2010) contend that, the literature presented does not on the other hand address the fact that different organizations weigh what would be the strengths based on the circumstances of job demands in an organization with Lira District not being exceptional.

Moreover, the focus of existing studies inclined towards profit making organizations. There is yet paucity of literature which clearly documents evidence that relates training and organizational performance in publicly owned organizations, such as Local Governments where the notion of profit-making is not a matter of concern.

This left a possible assumption that employee training in Local Governments may equally have significant effect on performance of those institutions towards providing services to the beneficiaries. A factor this study is interested in.

### 3. Methodological Process

The study used a cross sectional research design where both qualitative and quantitative research approaches for data collection and analysis was employed. A cross-sectional research design was used to gather data from a sample of a study population at a particular point in time (Sekarani, 2003). Quantitative research approach was used to collect and analyze the demographic characteristics of study participants and other descriptive and inferential statistics. This approach was preferred, because it provides results in form of tables which are easy to interpret and understand. Qualitative approach was used because it is the only method that can be useful in providing in-depth answers to research hypothesis. The qualitative data provides the basis for in-depth understanding of the situation under study

#### 3.1 Population and Sampling

The overall study population was 155 comprising 04 political leaders and these will include the Secretaries Education of each of the 03 Sub Counties and that of Lira District Local Government. This study equally considered two (02) technical staff; and these were the Senior Assistant Secretary and the Community Development Officer from each of the three (03) Sub Counties. Again, at the District level, a total of four (04) technical staff was considered and these were the District Education Officer, the Inspector of Schools, Sports Officer and Education Officer (Special Needs). This population was considered for the study, because they have experience on issues of educational performance of the District.

The total number of teachers in Agali Sub County is 116, in Adekokwok Sub County, the total number of teachers is 87 and Ngetta Sub County has a total of 152 teachers. But out of these, only a total of 141 teachers from the three Sub Counties of Agali, Adekokwok and Ngetta were selected.

The total sample size for this study comprised of 94 teachers, 04 District Technical Staff, 06 Technical Staff at Sub County level and 04 political leaders as determined using Krejcie and Morgan (1970) Table as depicted in the table 1 below.

**Table 1: Population, Sample and Sampling techniques**

Participants Category	Target Population	Sample Size	Sampling Techniques
District Technical Staff	04	04	Purposive sampling
Teachers	141	94	Simple random sampling
Sub County Technical Staff	06	06	Purposive Sampling
Political Leaders	04	04	Purposive Sampling
<b>Total</b>	<b>155</b>	<b>108</b>	

**Table 1: Showing Population, Sample and Sampling techniques; Source; LDLG Planning Unit (2018)**

The study employed both probability and non- probability sampling techniques. The probability sampling took the form of simple random sampling in order to obtain the number of teachers. This was to allow everyone within the population to have a chance to participate in the study.

The researcher used purposive sampling strategy as a form of non-probability sampling technique to sample District, Sub County technical staff and political leaders from the Sub County and District levels. Purposive sampling as a non-probability sampling technique was used to the categories because of their unique positions that without them, no one else is capable of providing data required for this particular study.



### 3.2 Data Collection and Analysis

#### The study used questionnaire Survey and Interview method to collect data.

A questionnaire survey was designed and administered to the teachers. The questionnaires were self-administered. This facilitated accurate data collection processes at one point in time. The method was used to get information from the category, because the teachers form the majority of the respondents that no any other methods would be used to provide adequate response. A face to face interview was held with key informants; these included District and Sub County technical staff and the District and Sub County political leaders. The interview method in this case helped to facilitate quick responses given the busy schedules of the respondents. Furthermore, interview was useful in generating accurate information as respondents directly interface with the researcher.

Quantitative data was processed using the Statistical Package for Social Scientists (SPSS-23) to derive relevant descriptive statistics. This was with the help of means and standard deviation and correlation coefficient analysis technique was applied to establish the strength and direction of the relationship between Dependent Variable on the Independent Variable. Multivariate Analysis was carried to establish the level of contribution of independent variables to dependent variable. In this case Regression Analysis was carried out. Results were interpreted based on the key variables and specifically in line with the study objectives. Thematic and content analysis was used to analyze qualitative data. All data collected from respondents were transcribed verbatim and coded. Then codes were designed with the features of the data. Thematic and content analysis techniques were used and analysis process was based on the study objectives.

### 4. Findings and Discussion

Findings of this study are presented and discussed concurrently based on the following sections:

#### 4.1 The effect of On-the-Job training on performance of education sector in Lira District

The first objective of the study was to determine the effect of On-the-Job training on organizational performance in Lira District. The regression results presented in table 4.17 indicates that the coefficient for On-the-Job training of 0.315 was positively and statistically significant at the 5% level of confidence. This implies that On-the-Job training had a positive significant effect on the performance of education sector in Lira District. This finding is consistent with the finding of the studies carried out by Adjei, (2012), Tarus (2014), Mokhtari, (2017), Mohan & Gomathi, (2015), Jassim (2018) and Plowman (2012).

According to Adjei, (2012), on-job training such as job rotation helps to broaden the understanding of employees in all activities of the business and to test their abilities which are useful for organizational performance. This is also similar to that of Tarus (2014) who asserts that vertical employee rotation helps to provides variety of job experiences and can serve the purpose of breaking down departmental provincialism-the feeling that only my department is important while Makhtari (2017), vertical rotation enable employees acquire multiple capabilities and expand vision, dedication and commitment towards achievement of the organizational goal. Mohan & Gomathi, (2015) believes that horizontal job rotation may be conducted to purposely reduce the amount of boredom and monotony experienced by employees who work in the same position for extended periods of time. This is also in line with the views of the eleven key informants out of fourteen who put it that; *'effective implementation of on-job training can help to improve on the performance of the organization as the employees will be learning as they do the job'*.

#### 4.2 Effect Off-the-Job training on the performance of education sector in Lira District

The second objective of the study was to establish the effect of the Off-the-Job training on organizational performance in Lira District. The regression results shown in table 4.17 indicate that the coefficient for the Off-the-Job training of 0.153 was statistically insignificant to organizational performance. This implies that Off-the-Job training had no significant effect on the performance of education sector in Lira District. The finding however is inconsistent with studies carried out by Dermol, and Čater (2013) and Chandrashekhar Singh & Jain, (2017). Dermol, and Čater (2013) indicate that off-the job training is a learning approach which provides employees with time away from the routine work environment, and helps to refresh their mind after a long time of job stress while Chandrashekhar Singh & Jain (2017) assert that an effective off-the-job training helps to keep updated with new technologies developed in their field of work all the time.

The finding of the study is inconsistent with the views of most of the key informants. Nine of the key informants put it that;

*If employees are taken for off-job training such as workshops and seminar, it will make them to get the opportunity to share ideas with their colleague from other work places and this will help to improve in areas they have not been performing well.*

### 4.3 Effect of the Induction on the performance of education sector in Lira District.

The third objective of the study was to examine effect of induction on the performance of education sector in Lira district. The findings in table 4.17 revealed that induction had a positive significant effect (Coef. 0.430,  $p < 0.01$ ) on the performance of education sector in Lira DLG. This result concurs with results of studies carried out by Kebenei, (2014), Dessler, (2013), Wachira & Waiganjo, (2014), Samosamo, (2015), Vargas-Hernández & Ramos-Hernández, (2016).

According to Kebenei, (2014), induction is the first step in building a two-way relationship between the organization and the employee. Similarly, Dessler, (2013) asserts that a comprehensive induction program for the new employee provides the new employee with information that will ease the transition into the workplace while Wachira & Waiganjo, (2014) also assert that effective induction process conveys the employer's expectations, relieves the new employee's anxieties about starting a new job and inspires the new employee to have a good attitude towards the organization and his or her new job. On a similar note, Samosamo, (2015) asserts that induction helps to put the new employee at ease, interest the new employee in the job and the organization while Vargas-Hernández & Ramos-Hernández, (2016) puts it that induction is important because it lays a foundation for the new employee's entire career with the department.

The finding on the effect of induction is consistent with the views of all the key informants who put it that;

*giving orientation to the newly recruited employees will help them to get use the work environment which to them is a new place and also they get to know the norms of the organization from the very beginning and what is expected from them.*

**Table 2: Hypothesis Testing**

No	Hypothesis	Value	Remarks
H <sub>01</sub>	There is no significant effect of On-the-job training on the performance of education sector in Lira district	( $p < 0.05$ , $\beta = 0.315$ )	Rejected
H <sub>02</sub>	There is no significant effect of Off-the-job training on the performance of education sector in Lira district	( $p > 0.05$ , $\beta = 0.153$ )	Accepted
H <sub>03</sub>	There is no significant effect of induction in the performance of education sector in Lira district	( $p < 0.05$ , $\beta = 0.430$ )	Rejected

**Table 2: Showing Summary of Hypothesis Testing**

### 5. Conclusion

Several conclusions can be drawn from the results of the multivariate analysis conducted in Chapter Four of this study. To begin with, it can be concluded that On-the-job training positively and significantly affects the performance of education sector in Lira District. This implies that On-the-job training as a construct of training helps to improve on the skills of the employees in education sector which in turn leads to improvement in the performance of education sector in Lira DLG.

Secondly, Off-the-job training exhibited a positive and insignificant effect on the performance of education sector in Lira District. Based on these results it indicates that Lira District Local Government should always ensure that follow up are made when employees in education go work off-job trainings such as workshops and seminars.

Thirdly, induction had significant effect on the performance of education sector in Lira District. This suggests that Lira District Local Government should continue to make sure those newly recruited employees taken through orientation or induction. Also in case there is a new system which has been brought in or new policy, employees should be taken through so that they are kept up to date with the changes in their work environment in regards to systems and policies.

### 6. Recommendations

Based on the conclusions in Section 5.2, the study recommends that Lira District Local Government should put more emphasis on On-the-job training in order to improve the performance of education sector. Performance reviews should also focus on the impact of the training which has been carried out to ensure that it yield fruits. This will avoid employees just attending the training for the shake as they will get to understand that management demands for the impact of the training they always go for.

The study has revealed that induction of employees is very paramount in bringing about good performance as help make the newly recruited to get to know what takes place in the organisation. The study therefore recommends that the management in education sector should always ensure that all the newly recruited employees are taken through serious sessions of orientation or induction before they start work. This will not only help to make them acquainted with the work environment but will also make get to understand what is

expected of them in the organization.

## References

- Adjei, D. (2012). *The impact of job rotation on employees' performance A case study: Utrak Financial Services Limited* (Doctoral dissertation).
- Arachchige, B. J. (2014). Absence of induction and its impact on the organization. *IUP Journal Of Management Research*, 13(2), 7.
- American Society for Training and Development. (2011). ATSD State of the Industry Report Executive Summary.
- Aragón, M. I. B., Jiménez, D. J., & Valle, R. S. (2014). Training and performance: The mediating role of organizational learning. *BRQ Business Research Quarterly*, 17(3), 161-173.
- Chandrashekhhar Singh, & Jain, V. K. (2017). Effect of Training on Organizational Performance. *International Journal of Application or Innovation in Engineering & Management (IJAIEM)*, 6 (7).
- Cohen, E. (2017). Employee training and development *CSR for HR* (pp. 153-162): Routledge.
- Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5(4), 137-147.
- Falola, H. O., Osibanjo, A. O., & Ojo, I. S. (2014). Effectiveness of training and development on employees' performance and organisation competitiveness in the nigerian banking industry. *Bulletin of the Transilvania University of braşov*, 7(1), 161.
- Farooq, M., & Khan, M. A. (2011). Impact of training and feedback on employee performance. *Far east journal of psychology and business*, 5(1), 23-33.
- Gillian Bloomfield, et al. (2018). Capacity building to advance the United Nations sustainable development goals: An overview of tools and approaches related to sustainable land management, *Journal of Sustainable Forestry*, 37:2, 157-177, DOI: 10.1080/10549811.2017.1359097
- Kebenei, E. J. (2014). *Effects of induction programs on employee job performance in Eldoret Water and Sanitation Company limited*. Moi University.
- Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11(7).
- Khan, M. R., & Arunkumar, N. (2018). Training Need Analysis of Employee At Petroleum Development Of Oman (PDO). *Arabian Journal of Business and Management Review (Oman Chapter)*, 60-69.
- Lutwama, W. G. (2011). The Performance of Health Workers in Decentralized Services in Uganda; Doctor of literature and philosophy in health studies, University of South Africa. *Cogent Business & Management*.
- Mohan, K., & Gomathi, S. (2015). The effects of job rotation practices on employee development: An empirical study on nurses in the hospitals of vellore district. *Mediterranean Journal of Social Sciences*, 6(1), 209.
- Nda, M. M., & Fard, R. Y. (2013). The impact of employee training and development on employee productivity. *Global Journal of commerce and management perspective*, 2(6), 91-93.
- Samosamo, M. G. (2015). *Impact of induction on employee perceptions of health and safety at ArcelorMittal*. Retrieved from <http://digiresearch.vut.ac.za/bitstream/handle/10352/322/Thesis%20Samosamo%202015.pdf?sequence=1&isAllowed=y>
- Sendawula., Nakyejwe., Saadat., Bananuka., & Najjemba. (2018). Training, employee engagement and employee performance: Evidence from Uganda's health sector. *Cogent Business & Management*, 5(1), 1470891.
- Tarus, D. K., & Aime, F. (2014). Board demographic diversity, firm performance and strategic change. *Management Research Review*, 37(12), 1110.
- Vargas-Hernández, J. G., & Ramos-Hernández, J. J. (2016). Organizational Development Action: Induction Program. *Ecoforum Journal*, 5(2).
- Wachira, E. N., & Waiganjo, E. W. (2014). Factors Affecting Implementation of induction Programmes in Kenya's Public Secondary Schools: A Survey of Secondary Schools in Kamukunji District, Nairobi County. *International Journal of Academic Research in Business and Social Sciences*, 4(10), 16.
- Wanberg, C. R., Welsh, E. T., & Hezle, S. A. (2013). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management* 22 (1), 39-124.
- Woo, H. (2017). Exploratory study examining the joint impacts of mentoring and managerial coaching on organizational commitment. *Sustainability*, 9(2), 181.
- Zachary, L. J. (2012). *Creating a Mentoring Culture*. Washington, DC: Center for Association Leadership.