

**CAPACITY BUILDING STRATEGIES AND EMPLOYEE PERFORMANCE IN
MBALE CITY**

BY

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT SOCIAL SCIENCE
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ABSTRACT

This study examined the effect of capacity building strategies on employee performance in Mbale City. The objectives that guided the study included: To assess the effect of performance improvement programs on employee performance; examine the effect of professional development programs on employee performance, and establish the effect of ethics trainings on employee performance in Mbale City. A cross-sectional study design, with both quantitative and qualitative approaches, was applied in this study and a sample of 64 respondents who were employees of Mbale city was utilized. With a 95.3% response rate, research findings revealed there were proper performance improvement programs in Mbale City and had an effect on employee performance, professional development programs played a significant role towards the employee performance, and ethics trainings were rarely conducted, though had an effect on employee performance. As a result, it was recommended that a performance improvement policy is established in the city as well as a performance improvement team, the city administration should consider hiring experts, especially when it comes to key components of city management, and finally, the city administration develops an Ethics and Professional standards policy to be followed by all staff – followed by annual ethics public surveys. Further research is suggested in the areas of: The role of ethics on the effectiveness of public service delivery in Uganda's local governments, relationship between induction and training and employee adoption of organizational culture, influence of leadership on the ethical conduct of local government employees, and the effect of capacity building strategies on employee performance.

DECLARATION

I Nainmdine Dhoiffir hereby declare that this is my original work, is not plagiarized and has never been submitted to any university of learning either in full or in part for any academic Award. It will be submitted to the Department of Social Sciences for the award of Masters in Public Administration and Management of Uganda Christian University.

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APPROVAL

I certify that this research has been done under my supervision and it is ready for submission to for further examination, with my approval as the research supervisor.

Date: 31/03/2023

Signature: 

Title: University Supervisor

DEDICATION

This dissertation is dedicated to my parents, friends, brothers, sisters. May the almighty God bless all of you and give you long life in this world

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I believe that if it was not for the assistance from a number of people, I wouldn't have successfully come to this stage of this study. I am greatly indebted to all who consistently helped me. Mainly, I acknowledge the guidance and support of my research supervisor, Dr. Mulyanyuma Aaron Ayeta, who was always ready to help me in every step of this work. I also acknowledge the support of other lecturers of Public Administration and Management, especially those who taught me research related subjects since they helped me widen my research knowledge and abilities.

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LIST OF ABBREVIATIONS

ACCA	-	Association of Chartered Certified Accountants
AMO	-	Ability, Motivation and Opportunity
CPA	-	Certified Public Accountants
DAC	-	Development Assistance Committee
DLGSP	-	District Local Government Support Program
HRD	-	Human Resource Development
HRM	-	Human Resource Management
IDA	-	International Development Association
IGAD	-	Inter- Governmental Authority on Development
IPA	-	Institute of Public Administration
LGDP I	-	Local Government Development Program Phase One
LGDP II	-	Local Government Development Program Phase Two
LGs	-	Local Governments
MDA/LGs	-	Ministries, Departments, Agencies and Local Governments
MoLG	-	Ministry of Local Government
MoPS	-	Ministry of Public Service
NEPAD	-	New Partnerships for Africa's Development
NGO	-	Non-Governmental Organization
NLGCBP	-	National Local Government Capacity Building Policy
NSDS	-	National Service Delivery Surveys
OECD	-	Organization for Economic Cooperation and Development
PS	-	Public Service
PSRP	-	Public Service Reform Program
RNE	-	Royal Netherland Embassy
ROM	-	Result Oriented Management
RSS	-	Republic of South Sudan
SAMDI	-	South African Management Development Institute
UCU	-	Uganda Christian University
UNDP	-	United Nations Development Program

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined the effect of capacity building strategies on employee performance in Mbale City. In this study, capacity building strategies are covered as the independent variable, whereas employee performance is considered the dependent variable. This chapter entails the background to the study, statement of the problem, general objective of the study, specific objectives, research questions, and justification of the research, significance of the study, research hypotheses, and scope of the study, conceptual framework and operational definitions.

1.1 Background to the study

Employee performance has always been a principal driver of organizational success in today's global changing environment (Saadouli, 2020). Scholarly research has shown that several contextual and behavioral factors within an organization have significant impact on employee performance (Freeman, 2010; Saadouli, 2020). Whereas these factors are wide ranging, it is particularly imperative to recognize the relevant factors for government employees where key decisions may have political rather than objective criteria (Lempert, 2015).

As a major influencer of employee performance and a stepping stone to any organization's success and prosperity, capacity building is widely acknowledged by international organizations, governments, and authors (Basaza, 2016; UNDP, 2009; UNDP, 2011; UNSDG, 2021; Saadouli & Al-Khanbashi, 2021). It should be mentioned that the notion of capacity building was first employed in national and sub national plans for "social and economic development" in the 1950s by international organizations, governments, non-governmental organizations (NGOs), and communities (UNDP, 2009).

Donors and practitioners have tried to develop a clear method for evaluating the efficacy of capacity development projects ever since it became a preeminent topic in international aid (Lempert, 2015). Development cooperation has long been closely tied with capacity development discourse and notion (Greijn, 2015; Basaza, 2016). They developed the idea further in the 1980s and saw it as a protracted process of interventions in the institutions of a developing

nation's government, both public and private, as well as NGOs (Basaza, 2016; Lempert, 2015). Several places in the Sustainable Development Goals of the United Nations refer to capacity building (rather than capacity development): "Strengthen the mechanisms of implementation and revitalize the Global Partnership for Sustainable Development" is the purpose of Sustainable Development Goal 17. (UNSDG, 2021).

As of 2009, capacity development received over \$20 billion annually in international development intervention funds, or about 20% of all financing for this category (Otoo et al., 2009). The World Bank itself devoted more than \$1 billion annually in loans or grants (more than 10% of its over \$10 billion portfolio) to this service (Gwin, 2005; Lempert, 2015; Saadouli, 2020).

Scholars and development partners have different ideas of what capacity building is. Capacity building is described by the United Nations Development Program (UNDP) as "the process by which individuals, organizations, and societies obtain, strengthen, and sustain the skills to design and achieve their own development objectives over time" (UNDP, 2008). According to the World Bank, building capacity entails fostering an environment for hands-on learning, employing domestic accountability mechanisms to put pressure on governments to operate efficiently, and enabling social actors to help promote effective governance (World Bank, 2006). It is attributed to the process by which people, organizations, and society at large unleash, strengthen, generate, adapt, and retain capacity over time by the Organization for Economic Cooperation and Development (OECD) (OECD-DAC, 2006).

In this study, the notion of employee performance is defined as the measurement of employee output in terms of the quantity, quality, speed, and cost of the services provided to the general public. Employee performance, as described by Armstrong (2009), is the amount of employee productivity as measured by the quality of the services provided, the level of customer service, growth, profits, and the creation of more shareholder value.

The study was guided by the expectancy theory. Vroom (1964) coined this theory. According to him, capacity building aids performance of employees only when there is an expectation of learning, instrumentality, and valence. The theory is relevant in that it directly addresses the issue of capacity building and employee performance co-currently. It should, therefore, be noted that capacity building in itself is a strategy for the widest impact. The main objective of the

strategy in government institutions is to ensure that developing countries implement and benefit from transparency and exchange of information for tax purposes to fight tax evasion and other illicit financial flows in order to raise much-needed domestic resources to finance their development (Porter & Rubio-Vega, 2011, OECD, 2020).

In light of the Sultanate of Oman's sociocultural environment and the GCC region, employee performance was found to be the most pressing need in public agencies (Saadouli & Al-Khanbashi, 2021). According to Caillier (2010), role ambiguity has a negative impact on employee job performance in the United States. Employees in the public sector performed better when they believed their agencies were given enough funding to achieve their objectives and that the money they were given was being used effectively.

Public services have come under increasing pressure in many advanced economies, including those of the Anglo-Saxon nations, Scandinavia, and the Netherlands, to increase their efficiency and effectiveness, decrease their demands on taxpayers, while maintaining the volume and quality of services provided to the general public (Basaza, 2016). According to Haque et al. (2011), employee performance in Dhaka, Bangladesh, was found to be significantly impacted by the use of rewards, a diverse workforce, training and development initiatives, and the surrounding work environment. According to Muda et al. (2014), employee performance in Indonesia is related to the accomplishment of organizational goals.

In Nigeria, Chinyeaka and Uchechi (2012) report that that capacity development, if correctly managed, a vital aspect of organizational life would guarantee growth and productivity. According to Govender and Bussin (2020), maintaining high performance in order to gain a competitive edge in a volatile economic climate is essential. Hendricks and Matsiliza (2015) also iterate that in the Western Cape, South Africa, employee performance remains a significant concern in spite of government efforts to improve the efficiency of public agencies and the introduction of a variety of appraisal methods that can accurately measure employee performance.

In Kenya, according to Aluvisia (2016), there have been many complaints, claims, and confirmed incidents of Kenyan public employees exhibiting poor performance, including corruption, poor service quality, delays in delivering projected output, and poor cost effectiveness, among other

things. Further, Otera (2018) also reported that human capital in an organization is made up of the knowledge, skills and competencies held by the employees. However, this has not been so impactful in Kenya's public sector. Tanzania's public sector employee performance has also been reported to be a challenge and Mwita and Teleli (2019) recommend the designing and implementation of capacity building programs. Kahungya (2016) had earlier reported mismatch between employer set goals and employees' actual performance.

While this was happening, the Local Government Development Program Phase I (from 2000–2003) and Local Government Development Program Phase II (from September 2003–present), each with a grant totaling USD100 million (United States Dollars One Hundred Million), were created with the assistance of development partners (Golooba, 2006) to assist in the development of the Uganda Policy on Technical Assistance of May 1993 and the Uganda Capacity Building Plan of February 1994.

Additionally, these were preceded by a thorough sector study on capacity building (IDA, 1990) and the establishment of a Capacity Building Secretariat in 1991, which served as the foundation for the construction of Uganda's present capacity building strategy (Mugaju, 1996). A National Local Government Capacity Building Policy (NLGCBP) was created by the Ministry of Local Government (MoLG) in 2005 with the assistance of the development partners to coordinate capacity building interventions and initiatives for Local Governments (LGs).

Similar to this, the Ministry of Public Service (MoPS) created the PS Training Policy of 2006 to strengthen and provide a practical framework within which all government officials will acquire the necessary competencies to perform their duties with innovation, efficacy, and efficiency in line with development (MoPS, 2006). Several programs were launched to revamp the PS and connect employees' performance to corporate and governmental objectives (MoPS, 1998, 2011). An important aspect of capacity building that has been introduced in the public sector is ethics trainings. This was due to the need to ensure high ethical standards and to develop network-wide policies due to the tendency of the public service employees to engage in corruption (De Vries et al., 2011; Parker & Kwiatkowski, 2016). Therefore, ethics trainings will form the third variable in the study of effect of capacity building strategies on performance of government employees in Mbale City.

The PS Training Policy, 2006, which provides the foundation for administering the training function across the PS, establishes necessary national standards, and outlines responsibilities for training and development, serves as a roadmap for capacity building in Mbale City. The training policy directs its training and development activities while being in accordance with national policy and suited to its particular and unique conditions (MoPS, 2021).

However, according to Mawululu's (2011) Mbale District Local Government study on "The Contribution of Training on Employee Performance," district employees who received training did not improve their performance in terms of meeting deadlines, adjusting to new technological demands, or producing high-quality reports on time.

Further, Mafabi (2020), Batanda (2020) and Wambedde and Masongole (2021) reported similar challenges in Mbale City, prompting this study to examine the effect of capacity building strategies on performance of government employees in Mbale City, which was recently transformed from a municipality to a city.

1.2 Statement of the problem

The Public Service Reform Program was created and executed by the Ugandan government throughout time (PSRP). This resulted in the creation of the Client Charter in 2007, the PS Training Policy in 2006 and a Capacity Building Policy in 2005. (Golooba, 2006; Mawululu, 2011, Batanda, 2020). These interventions aimed to strengthen the capacity building functions within the service and enable government officials to gain the knowledge, skills, and competencies necessary to carry out their duties with creativity, efficiency, effectiveness, and diligence with a view to enhancing the delivery of services to the general public (MoPS 2018, 2021).

Despite all these strategies, however, in Mbale city, poor service delivery, late coming, constant absenteeism, delayed completion of government projects, continuous poor financial performance due to failure to effectively collect tax revenue, and failure to meet work targets has continuously deteriorated the performance of employees (Mafabi, 2020; Wambedde & Masongole, 2021). In addition, Batanda (2020) also argues that the City has been struggling with High Court cases due to staff negligence, non-implementation of government policies and poor local revenue collection & management e.g. parking fees management policy 2018, and poor monitoring and

support supervision. This state of affairs prompted this study that aimed to examine the effect of capacity building strategies on performance of government employees in Mbale City. Without a formal study, it was forecasted that the employees of Mbale City will hurt the tax payer by earning a pay without working for it, which also compromised the delivery of social services in the city. This means that the city will not progress and therefore, fail to achieve modern city standards.

1.3 Purpose of the study

The purpose of the study was to examine the effect of capacity building strategies on employee performance in Mbale City.

1.4 Specific objectives of the study

The objectives of the study are:

- i. To assess the effect of performance improvement programs on employee performance in Mbale City.
- ii. To examine the effect of professional development programs on employee performance in Mbale City.
- iii. To establish the effect of ethics trainings on employee performance in Mbale City.

1.5 Research questions

The following research questions guide the study:

- i. What is the effect of performance improvement programs on employee performance in Mbale City?
- ii. What is the effect of professional development programs on employee performance in Mbale City?
- iii. What is the effect of ethics trainings on employee performance in Mbale City?

1.6 Scope of the study

The scope of study entails the geographical area, content and time the research covers.

1.6.1 Geographical scope

The study was limited to Mbale City, which is in Eastern Uganda's Mbale District. The Sironko District to the north, the Bududa District to the northeast, the Manafwa District to the southeast, the Tororo District to the south, the Butaleja District to the southwest, and the Budaka District to the west border the Mbale District. Mbale City is situated on the main road approximately 250 km from Kampala. The choice of Mbale City was based on my experience and familiarity with the city and gravity of the problem of employee performance therein.

1.6.2 Time scope

The study covered the effect of capacity building strategies on employee performance between July 2019 and June 2021. The government had established fully functional institutional structures, carried out a general retooling of the service, implemented restructuring of LGs and filled critical positions with qualified personnel, introduced the PS Training Policy and developed the capacity of LGs through various training of trainers' programs, and built and trained on an open and transparent performance management system. These developments were the reasons why this period was chosen. Therefore, keeping other factors constant capacity building strategies should result in increased employee performance. But also, it is within this period that the transformation of Mbale municipality into a city was pursued and implemented.

1.6.3 Content scope

The implications of performance improvement, professional development, and ethics trainings on employee performance measured by time management, meeting work deadlines, following work plans, completion of tasks, meeting work targets, efficient service delivery, and timely accountability delivery were examined.

1.7 Justification of the study

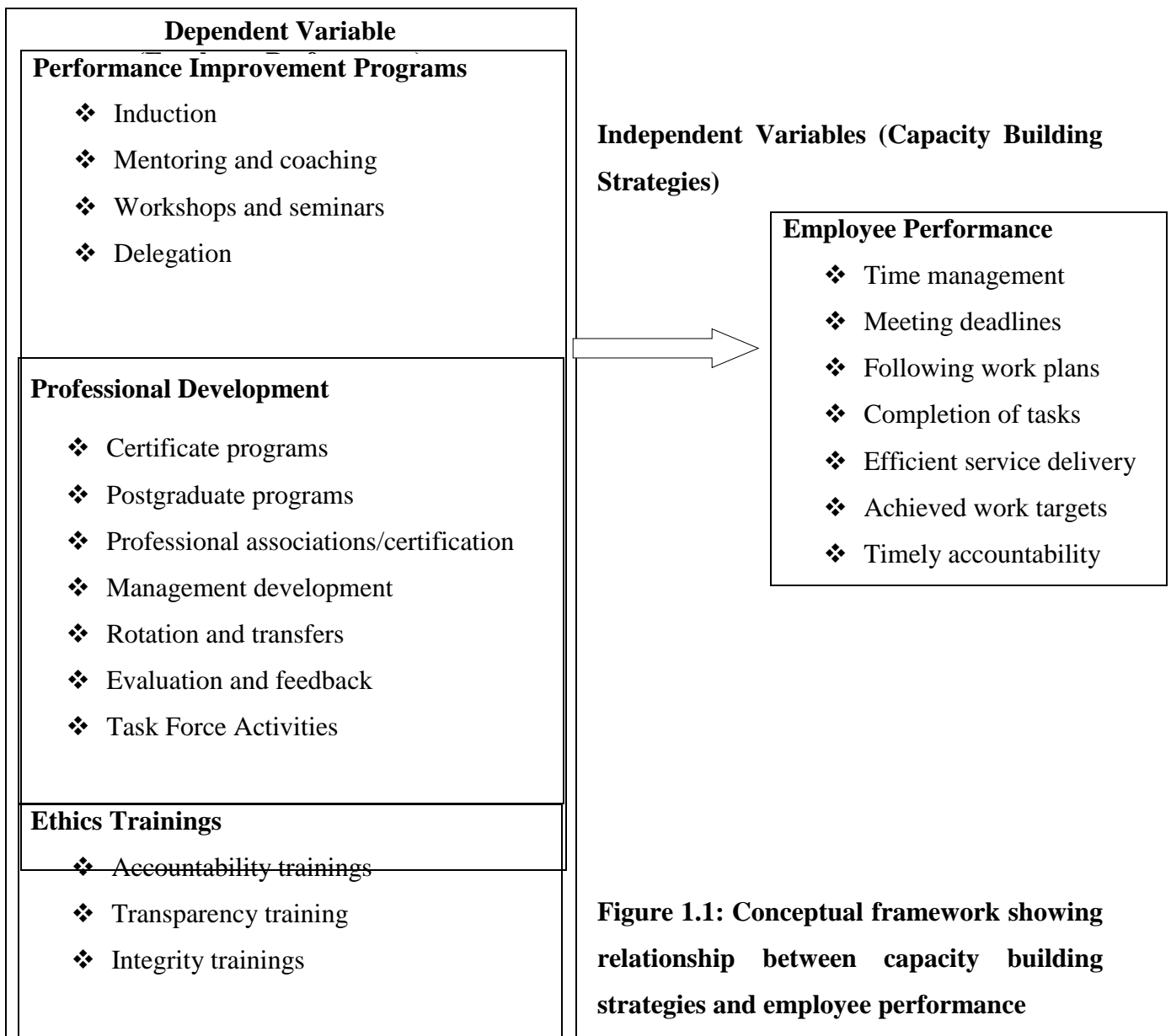
The main theme of this study was about the effect of capacity building strategies on employee performance in Mbale City. Therefore, this study contributes towards the provision of pragmatic solutions to the failure of the performance improvement, professional development and ethics trainings to employee performance in Mbale City.

This is anticipated to lead to the revamping and refocusing of capacity building initiatives as well as the adoption and use of a thorough strategy that tackles performance gaps, employee expectations, and long-term sustainability of results. By doing this, methods for increasing capacity will be efficient and effective, which will enhance employee performance as shown in the better quality, quantity, timeliness, and lower cost of providing public services. It suggests putting all of the suggested capacity-building techniques into action.

1.8 Significance of the study

In order to adapt the policy and implementation framework to the dynamic and changing strategic frameworks and employee conditions, the research assists policy makers in conducting an immediate review of the capacity building initiatives throughout the whole PS. The research tackles the issue of subpar service delivery in governments as a whole, which results from the planning and execution of ineffective capacity building initiatives with little bearing on worker performance. It also gives academicians who want to do more study in the same area practical data on how to assess the efficiency of capacity development and the link between capacity building initiatives and employee performance.

1.9 Conceptual framework



Source: Adopted from the World Bank (2008), NDC (2011), De Vries et al., (2011), Mawululu (2011), Parker & Kwiatkowski (2016), and modified by the researcher.

Figure 1.1 is built on the hypothesis that more employee participation in: Induction programs increase participants' knowledge of the organization's culture, norms, and performance standards, which leads to the delivery of high-quality services at a lower cost; workshops and seminars provide short-term, activity- or program-specific knowledge; and coaching and mentoring prepare junior and less experienced officers to provide high-quality services at a lower cost and within short timeframes.

On the other hand, certificate programs fill in performance gaps specific to a job and boost employees' outputs, speed, and accuracy of service delivery at a lower cost; postgraduate programs result in increasing the stock of professionals in an organization and give operational and top management the power to deliver more (quantity) and higher-quality services at lower costs and within set deadlines; and professional/certification leads to good work ethics, the ultimate result of which is better quality services (time management, meeting deadlines, following work plans, completion of tasks, efficient service delivery, achieved work targets, timely accountability).

Ethics trainings in the areas of accountability, transparency, and integrity help tailor public service employees into responsible citizens who value the efforts of the tax payers and go extra miles in serving fellow citizens. They avoid bribery, corruption, and embezzlement of any sort as it goes against public service ethical standards.

1.10 Operational definitions

Capacity building: the process through which individuals, groups, and society at large develop, reinforce, generate, adapt, and retain capacity across time.

Performance improvement programs: Courses with a brief lifespan that are intended to enhance general or particular characteristics of a certain job/organization.

Professional development programs: Refers to the many degrees of short- or long-term training that public officials engage in during their careers (mandatory career training).

Ethics trainings: Are accountability, transparency, and integrity trainings tailored towards helping employees overcome the temptation to misuse public resources and serve with care and respect to the concept of citizenship.

Employee performance: Refers to the ability of the employee to meet their work targets and it is associated with time management, meeting work deadlines, following work plans, completion of tasks, efficient service delivery, and timely accountability.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review in this chapter focused on the research objectives of the study on the effect of capacity building strategies on performance of government employees in Mbale City. This chapter's content is based on an examination of secondary data from publications on capacity development plans, policy papers, reports, and reports from the Government of Uganda. Similar analyses are made of World Bank and UNDP studies and publications on the effects of capacity building initiatives on people, institutions, and country development, particularly in Africa.

2.1 Theoretical review

Application of the expectancy theory, developed by Vroom in 1964, is made to examine the effects of capacity development initiatives on worker output. This theory offers a framework for evaluating the research variables objectively and for assessing and linking the main study findings. According to Vroom in Armstrong, 2009, motivation and aptitude have a role in performance.

In order to perform successfully, humans require both talent and motivation, and there can be no effective performance if either is zero, claims Vroom (2009). In his three components, Expectancy, Instrumentality, and Valence, he discusses the influence of motivation on personal performance. According to the three factors, learning is most likely to take place when workers anticipate to learn the training program's material (expectancy); learning is associated with improved job performance and compensation increases (instrumentality); and employees value these results (valence).

By suggesting that strong individual performance is dependent on high motivation together with having the essential skills, talents, and a suitable role and knowledge of their job, Porter and Lawler (1968) refined Vroom's hypothesis. A study by Bailey et al. (2001) conducted in 45 companies identified enhanced participation opportunities as a factor contributing to improved performance. In a synthesis of Vroom et al.'s theory, Boxall and Purcell (2003) claimed that

ability, motivation, and opportunity to participate (AMO) all contribute to performance (Armstrong, 2009).

Therefore, the expectancy theory, which served as the foundation for evaluating the research topic, makes three recommendations:- Capacity building strategies can have a direct impact on employee characteristics like engagement, commitment, motivation, and skill; if employees have the aforementioned characteristics, organizational performance is achieved in terms of productivity, quality, and the delivery of high levels of customer service; and; if such aspects of organizational (Armstrong, 2009).

The expectancy theory, just like any other theory is without limitations. The author figured that the expectancy theory makes the assumption that hard work and success will bring about the desired reward, which is not always true. The bureaucracies involved in running public institutions cannot, for instance, guarantee this assumption. Furthermore, the theory disregards elements like a worker's ability for learning and work load. For some employees, no matter how you try, they will not learn – they just have to be fired or demoted. Vroom also ignored the fact that employees will easily lose motivation if the work is impossible to do, the incentives are not given, or the result is not worthy of the sacrifice.

Though with limitations, this theory was relevant in explaining why despite massive implementation of capacity development strategies in Mbale since 1997, employee performance had remained very poor as a result of the mismatch between employees' expected performance and actual performance.

2.2Review of related literature

2.2.1 Performance improvement programs and employee performance

Performance improvement programs are also regarded as short-term capacity enhancement programs and for the case of Mbale City, they include induction, mentoring and coaching, workshops and seminars, delegation, feedback, taskforce activities, rotation and transfers, and any other activity that can facilitate learning (MoPS, 2006; Bua, 2013). The review focuses on effect of performance improvement programs on employee performance.

It should be emphasized that Wachira (2010) advises induction to any organization, large or little, for every staff member starting work in a new deployment or assignment, whether full- or part-time, with the goal of effective integration. These opinions differ somewhat from the MoPS's conception of its new hire induction programs. Wachira suggests a new dimension to induction aimed at new managers, graduate trainees, people returning from career breaks, long-term absence or maternity/paternity leave, senior appointments, technical specialists, and direct reports. Wachira's recommendation is included in the MoPS transformation paper, 2011, which mandates that all newly recruited and promoted public servants participate in mandatory induction programs run by the civil service college, whose curricula were developed in conjunction with training institutions (MoPS, 2006). Wachira explains that induction reflects the philosophy of an organization that recognizes the significant roles staff play in leading change, the variety of backgrounds and competencies that can be harnessed, and the organizational support required to deliver. The goal of MoPS for induction is orientation to the PS as well as the challenges of new jobs/responsibilities.

According to Elena et al. (2010), the transfer of knowledge about jobs and tasks to new organizational members is the primary goal of organizational socialization. According to them, organizational socialization should include every step of the organization's and the newcomer's actions to ensure a successful transition. This process entails learning about the organizational structure, its formal guidelines and objectives, as well as its social norms that are influenced by the firm's history, traditions, and politics of the organization. Additionally, the employee is introduced to his or her work unit and instructed on how to carry out the necessary duties (Abbas & Asghar, 2010). These describe how mentoring is carried out in the PS, with the exception of training new hires on tasks, partly since the majority of induction sessions are held away from the workplace.

Workshops and seminars, which account for more than 67.09% of interventions for capacity building in Mbale City, are the most prevalent performance improvement activity (Mbale DLGNDC 2011). Annual capacity requirements assessment reports serve as the foundation for determining training needs, establishing goals, defining the target audience, the outcomes, and developing an evaluation methodology. MoLG established general categories, including administration/governance, human resources management, planning and budgeting,

procurement, gender and the environment, health, education, water and sanitation, engineering, and production (MoLG, 2005). The utilization of district resource pools, professional trainers, and prequalified service providers (MoPS, 2006, Mbale DLGNDC, 2006).

Although most workshops and seminars are conducted internally, the central government occasionally conducts them for important policy implementers and decision-makers with the primary goals of spreading information, raising awareness, and fostering consensus on ministerial policy matters (MoLG, 2006). The capacity development grants are mostly used for workshops and seminars. Whether it has an impact on employee performance was a subject of some debate. Experience demonstrates that it is one of the least well-liked programs that implementers have exploited.

Some of these concerns are brought up in a research by Golooba, where some service providers expressed concern that "people have attended too many workshops and have grown to view them as a source of per diem allowances and out-of-pocket expense" (Golooba, 2006). In order to emphasize the effects of workshops and seminars on individual employee performance, this study will go a long way. Clinton (2004) created a more practical and efficient method of maximizing the advantages of workshops and seminars in order to increase their efficiency. He argues that managers should not leave a seminar, class, or workshop without creating a clear goal and learning action plan for putting the desired skills and practices into practice at work. He also supports active participation in discussions, exercises, case studies, and assessments because they foster thinking, integration, and the potential for future application.

Contrarily, coaching and mentoring, a one-on-one procedure that concentrates on the practical development of certain PS talents (MoPS, 2006). Public officers who, for reasons beyond their control, are unable to reach their performance goals and targets are required under the PS Standing Orders, 2010, to be assisted in improving by, among other things, training, coaching, mentorship, and attachment to other officers who do better. Coaching, according to Wachira(2010), is the process of enhancing someone's abilities and knowledge to enhance work performance. It has a brief duration, is goal-specific, and strives to boost performance at work.

On the other hand, Werner and Desimone (2006) contend that coaching should be seen as a process that encourages workers to take ownership of their performance in order to help them

achieve and maintain higher performance as well as the objectives and effectiveness of the company. These opinions are consistent with the Expectancy Theory's Vroom's model (Expectations, Instrumentality, and Valence). To improve performance, Werner and Desimone advise goal-setting, mentoring, employee involvement initiatives, and job redesign.

According to the Mbale DLGNDC's 2011 capacity development report, coaching accounted for 21.08% of all activities carried out during the nine-year period under review. This is consistent with what academics contend on the value of coaching, mentoring, and counseling in raising employee performance. According to Golooba (2006), the HRM divisions are not giving enough attention to putting cost-effective capacity building initiatives including on-the-job training, mentorship, understudies, induction, and orientation into place. This doesn't appear to be the case with Mbale DLGNDC.

According to DeSimone's research on "coaching in a manufacturing business," coaching enhanced employee engagement and satisfaction and decreased attrition intentions, but there was no concrete evidence linking coaching to improved worker performance (DeSimone, 2006; Tedla, 2016). Wachira (2010) suggests combining coaching with other development interventions like mentorship, training programs, or on-the-job training to improve performance. Conversely, in mentoring, more senior coworkers use their superior knowledge and comprehension of the job or workplace to aid in the growth of a less senior or inexperienced employee (Wachira, 2010).

But Muir (2006), Hubbard (2016), and Riisgaard et al. (2016) recommend using delegation as a coaching strategy since it requires managers to find innovative solutions. To them, delegation entails a leader or team leader giving work, power, and responsibility to a subordinate in an effort to make the subordinate accountable for the performance's outcome.

Furthermore, Riisgaard et al. (2016) explained that efficient delegation offers a number of advantages as managers are able to mobilize resources, share responsibilities, and also focuses on doing a few tasks well, rather than many things less effectively, resulting in increased management and leadership potential. It is obvious that delegating has the ability to boost managers and leaders of public organizations' productivity levels.

From the reviewed literature, it is clear that the authors (Golooba, 2006; Wachira, 2010; Elena et al., 2010; Abbas &Asghar, 2010; Bua, 2013; Tedla, 2016; Hubbard, 2016; &Riisgaard et al., 2016.) understand and clearly explain the dimensions of performance improvement programs, they have not attempted to justify the lower LGs' performance has remained below standard as per annual assessment reports, despite the efforts to utilize the performance improvement programs. Thereby, prompting the researcher to pursue an assessment of the effect of performance improvement programs on employee performance in Mbale City.

2.2.2 Professional development programs and employee performance

Employees can join professional groups and receive certificates with institutional support. As a result, they are used on an individual basis by people working in different professions. Although there hasn't been much research on how well this strategy has affected employee performance, accountants, for instance, participate in and pay for CPA and ACCA courses. The goal of this review is to examine the effect of professional development programs on employee performance in Mbale City.

Refresher training and post-graduate education are the most common forms of professional development programs that are provided internally by civil service training institutions like the Institute of Public Administration (IPA), now known as the Uganda Management Institute (UMI), Makerere University, the Law Development Center, and other business schools both inside and outside the nation (Golooba, 2006). Among other things, reports are not consistently sent to the LGs Ministry's headquarters, daily operations are not transparent, technical support programs in LGs are not coordinated, and district training pools are not effectively utilized (MoLG 2005; Golooba, 2006; ACODE, 2020).

Currently, LG employees get training and skill development through a variety of channels. Most certificate programs are supported by LGDP. For acceptance into the military and promotion to higher posts, the majority of certificate programs serve as prerequisites. The Mbale DLGNDC often offers certificate programs in administrative law (required for administrative cadre), financial management, procurement, computer science, health records management, training of trainers, and human resource management as necessary work-related skills (Mbale DLGNDC, 2006).

However, due to the rapidly evolving skills in the job market, the National Skills Development Policy of India supports modular courses, open architecture, and short-term courses. The emphasis is on quick, pertinent, and efficient courses that would help people land jobs (India Government, 2009). The South African Management Development Institute (SAMDI), 2007, focuses on quality improvement programs in response to both the need to be more competitive in a global market and the citizens, clients, and consumers' rising demands for quality.

Tertiary educational institutions plan, devise, and provide professional development programs expressly for LG staff in addition to generic courses. Postgraduate certificates, diplomas, and degrees are awarded to participants. Using money allotted to them from the LGDP's capacity building fund, some candidates are sponsored by their companies, while others pay for themselves. Additionally, several educational institutions or their faculties and departments create separate programs and courses that are supported by sponsors with the express objective of enhancing the competence of LGs (Nabalende, 2015).

Additionally, management development programs in the service are designed to assist newly promoted officers or those who are about to be promoted in assuming more responsibility successfully and with confidence. It is intended for middle-level government employees in the professional and administrative class grades (MoPS, 2006; Karyeija, 2010). The process of management development involves giving managers the opportunity to exercise their skills while being directed by formally organized methods. It combines management education, management training, and management assistance (Carol, 2005; Boxall, Purcell, & Wright, 2008). They clarify that personalized procedures such as job rotation and promotion, coaching and mentoring, may be used to build and give effective management assistance.

According to the MoPS transformation document from 2011, despite the initiatives made under PSRP to train and develop public officers, the service still lacks a critical mass of leaders who can set an example, question the status quo, and motivate staff to reach their full potential. Although the report acknowledges that there are certain public officials in each PS agency who exhibit leadership qualities and who, with the right support, may serve as change agents (MoPS, 2011). The document continues by saying that the civil service college, as a national school of government, must cultivate the proper attitudes in public servants, offer targeted public employees focused skill upgrading, and develop a cadre of personnel ready to overhaul the PS. It

must promote management development, carry out service research and civil service development, offer "hands on" leadership and management training, provide corporate development opportunities for senior managers, staff induction for recently hired public servants, and develop the professional skills of public servants.

In addition, obtaining professional certification is a way for someone to demonstrate that they possess the information, expertise, and abilities necessary to carry out a certain work. The evidence is presented in the form of a certificate obtained by passing an exam authorized by a body or organisation that supervises and upholds established standards for the relevant industry. There are three common certification types: corporate (internal), product-specific, and profession-wide, which are listed in order of development level and portability (Ricardo, 2020). Professional certification is available in a wide range of fields and occupations, including the arts, human services, and highly technical positions. In each instance, the certificate guarantees the public and clients that the certificate holder is knowledgeable and skilled (Peterson, 2019; ILO, 2021).

Certification is a prerequisite for practice or employment in various professions. Examples include physicians, educators, certified public accountants (CPAs), and pilots. Additionally, certification guarantees the use of professional standards, an elevated quality of practice, and public safety (Barnhart, 2009). The focus is on ongoing professional growth, and certificates call for holders to complete a minimum number of hours of continuing education each year or every two years in order to stay up to date (Ganzeboom, 2010).

Annual conferences, conventions, and/or trade exhibitions are conducted to present seminars for continuing education, to talk about the condition of the industry and new best practices, and to display the newest goods and services. For professionals, networking at these events may be quite beneficial (DeSimone, 2006; Segal, 2011).

From available literature (Carol, 2005; Boxall, Purcell, & Wright, 2008; Barnhart, 2009; Ganzeboom, 2010; Karyeija, 2010; Segal, 2011; Nabalende, 2015; Peterson, 2019; Ricardo, 2020), employees can join in professional groups and certification programs thanks to institutional assistance. As a result, they are used on an individual basis in many different professions. For instance, accountants participate in and pay for CPA and ACCA courses, yet

little research has been done to determine whether this activity has a positive impact on worker performance. This explains why the researcher found it necessary to examine the effect of professional development programs on employee performance in Mbale City.

2.2.3 Ethics trainings and employee performance

One of the most important challenges in business, and particularly in human resource management, is ethics. Employee performance is influenced by an organization's commitment to embracing the need for ethical conduct and putting it into practice. A good ethical culture will give direction and guidance in a variety of areas to help create unified, harmonious, and ethical workers (Wood, 2000; Tran, 2017). The key indicators of ethics trainings are full accountability, transparency and integrity (Jacobson et al., 2010; Døssing et al., 2011; OECD, 2017). The purpose of this review is to facilitate the study process of establishing the effect of ethics trainings on employee performance in Mbale City.

The concept of accountability is thought to include giving accurate financial reports, using resources for intended goals, serving the public, communicating clearly, and being receptive to the needs of the public (Government of Uganda 1997, 2000, 2005). According to Ashaba (2000), those who hold civil service positions should be held accountable for their choices and deeds in front of the public and should be prepared to face the scrutiny that comes with the territory. Additionally, each fiscal year, Local Government Administrators are required to make decisions on the cash they receive and provide justification to the government (Ledingham, 2021).

According to Steets (2010), taking responsibility for one's actions include reporting, explaining, justifying, responding, accepting duties, rendering reckoning, and submitting to an external or external judgment. While Edwards and Hulme (2003) saw accountability as a way for people and organizations to take responsibility for their activities and report to established authorities. Muthein (2000) and according to Mulgan (2003), accountability refers to being responsible for one's deeds or behavior. According to these academics, accountability entails the creation of objective standards of evaluation that can be used to assess how well individuals and organizational units accomplish their obligations. However, in the public service, accountability refers to holding someone or anything accountable for performance that is as objectively measured as feasible (Aucoin&Heintzman, 2000).

Although its particular definition and institutional application may differ from one region or one institution to another, accountability is a globally acknowledged requirement for public administration in theory and practice. Traditionally, the idea of accountability has involved top-down control within an official structure and individual responsibility for carrying out specific tasks (Wolf, 2000; Dubnick & Frederickson, 2011). Public employees working in intricate government agencies must answer to their immediate superiors, the political establishment, and the general public, according to Campbell (in Chapman, 2000).

One may argue that accountability is a necessary condition for stopping the misuse of power and making sure that it is used to accomplish efficiency, effectiveness, responsiveness, and transparency. Delivering community-oriented public services must start with an open, transparent, and responsible government since doing otherwise would lead to hidden unethical activity (Ebrahim, 2003; Raga & Taylor, 2005; Pretorius, 2017).

Public authorities must justify their acts to their constituents in order to be held accountable, according to Burke and Minassians (2003). They are morally and legally responsible for failing to perform tasks that have been assigned to them. According to the Uganda Local Government Act (1997), those in charge of the financial operations of various departments are required to keep correct books of accounts and other records as well as to conduct themselves honestly, diligently, professionally, accountable, and financially credible. The society expects local government administrators to give an accurate justification for the choices and activities they are accountable for at the district level.

A District Auditor is required by the Public Finance Act and the Local Government Financial and Accounting Regulations (2000, 1998) of the Government of Uganda to audit all accounting officers, district revenue receivers, and anyone else in charge of the collection, receipts, custody, and disbursement of public funds. In other words, district authorities are required to decide how to spend the money they receive and to report their decisions to the government at the end of each fiscal year.

Transparency, on the other hand, denotes honesty, openness, and responsibility. It is an extension of the notion of a transparent or see-through object. It suggests that persons in positions of authority should be as open and honest as possible about the choices and actions they take in relation to the civil services. They should explain their choices and only censor material when it

is necessary for the greater good of the public (Chapman, 2000). One of the fundamental tenets of effective government is transparency. According to Kailasam, Geeta, and colleagues (2004), transparency means sharing information and conducting business honestly. A key element in promoting transparency is free information. Information needs to be current, relevant, accurate, and thorough in order to be used successfully.

According to Ashour (2004), openness not only aids in educating the public about ideas for development but also persuades individuals that government organizations are interested in hearing their opinions and attending to their priorities and concerns. This reinforces democratic ideals and increases the legitimacy of the decision-making process. In a more direct way, transparency has an impact on civic involvement as well. Success in involving the public and private sectors typically depends on responsiveness. Governments may conduct development projects with the help of stakeholders far more successfully if they regularly communicate their assessments and plans with the public and solicit their opinions (Briggs, 2007).

A thorough disclosure process, an effective human resource management plan, and other procedures must be in place in the meantime to control how public employees behave. According to a 2001 United Nations Development of South Africa study, few African countries appear to have coordinating structures in place, even if many of them support national integrity plans, broad ethical standards, or anti-corruption measures. Similar enforcement mechanisms are necessary for behavior management and guiding policies for government personnel.

Interpersonal trust is mostly determined by one's integrity (Yukl, 2002). The reputation for honesty and truthfulness of the trusted party is referred to as integrity (Den and Koopman, 2002). The degree to which a person is honest and truthful rather than dishonest is a sign of integrity. A promise kept is another sign of honesty. The most fundamental definition places an emphasis on sincerity and alignment between a person's ideals and actions. However, some claim that this definition is inadequate because the values and action must both be moral. According to these critics, moral integrity is the quality of having behavior that is in accordance with a set of morally acceptable standards. Consistency between depraved behavior and moral standards is ineligible (Yukl, 2002). This is further supported by Parachin's (2002) statement that one must uphold the moral standards' original intent. When it comes to agreements established, following the text of the law is insufficient.

Organizational integrity pertains to the interpersonal aspects of a company and is a reflection of all of its employees' integrity. Almost everyone in the organization adheres to the same core beliefs. Because they share the same fundamental values, characteristics, conventions, and standards, the employees are familiar with one another and can trust them (Fick, 2005; Paine, 2014; Kolzow, 2014).

Speaking of integrity, according to Hulme and Sanderatne (2008), can highlight the "wholeness" or "intactness" of a moral stance or attitude. A portion of the completeness may also place an emphasis on dedication and sincerity. When it comes to responsibility, integrity is used as a gauge of the willingness to modify one's moral code in order to keep it consistent or make it more so when an expected outcome diverges from what is actually happening. Some people view integrity as a virtue, believing that moral duty and accountability are essential for upholding such consistency.

Although the authors (Wood, 2000; Kailasam, Geeta& et al., 2004; Raga & Taylor, 2005; Briggs, 2007; Hulme&Sanderatne, 2008; Jacobson et al., 2010; Dubnick& Frederickson, 2011; Døssing et al., 2011; Tran, 2017; Pretorius, 2017; Ledingham, 2021)clearly define and enumerate the benefits of ethical trainings on accountability, transparency, and integrity, there is evidently lack of direct focus into how these trainings affect employee performance, a gap that the researcher sought to close by establishing the effect of ethics trainings on employee performance in Mbale City.

2.3 Summary of literature review

According to the reviewed literature, if emphasis is placed on identifying and growing capacities within an, efficiency and effectiveness of capacity development programs may be accomplished. This is so because the organizational level affects behavior, how people learn skills, and their capacity to employ those talents.

Therefore, simply passing down information and expertise is insufficient. People acquiring information should be driven to assimilate, test, and alter it, which necessitates a continuous process of willing acquisition.

The gaps identified in the existing literature were addressed in this study by specifically focusing on the effect of performance improvement programs on employee performance, the effect of professional development programs on employee performance, and the effect of ethics trainings on employee performance in Mbale City.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter's main goal is to thoroughly explain the research approach that was employed. The research design, area of the study, sources of data, the study of population, the determination of sample size, sampling techniques, data collection methods and instruments, validity and reliability testing, data collection procedures, data analysis and measurement of variables are explained in this chapter.

3.2 Research design

A cross-sectional study design, with both quantitative and qualitative approaches, was applied in this study. This approach, as suggested by Amin (2005), allowed the researcher to thoroughly examine each parameter of the study variables while separating unrelated factors that affect employee performance. According to Amin (2005), a cross sectional research design enables a thorough examination of an issue in a real-world situation within a constrained time frame and brings the researcher closer to the big picture.

While the qualitative technique allowed the researcher to get information that was expressed in literary form, the quantitative approach allowed the researcher to gather information that had been expressed mathematically (Mugenda & Mugenda, 2009). Additionally, the qualitative approach assisted in explaining obtained information using established patterns, trends, and relationships from information gathered as demonstrated in Mugenda & Mugenda, (2003) and Sekaran, while the quantitative approach, which emphasizes use of numerical and quantifiable data, was found essential in that questionnaire data was collected, statistically analyzed, and explained (2003).

3.3 Area of the study

The study was carried out from Mbale City, which is a city in Mbale District in Eastern Region in Uganda. The city is occupied by people from different areas of origin who move across the

different tribes to find a leaving. The city is located in Uganda's Eastern Region. It serves as the primary municipal, administrative, and commercial hub for the neighboring sub region and Mbale District. It is one of the municipalities recently granted city status. However, the city was marred with corruption, poor service delivery, and overall, poor staff performance (Draku, 2019; Wambedde & Masongole, 2021).

3.4 Sources of data

For this investigation, primary and secondary data were acquired. Employees at Mbale City were given questionnaires to fill out in order to get first-hand responses to the questions provided for the main data. In this study, secondary data were gathered from pertinent publications, books, journals, and reports.

3.5 Study population and sampling techniques

3.5.1 Study population and sample size

A study population is a collection of unique individuals or things from whom samples are gathered for analysis (Mugo, 2011). The target population consisted of employees in Mbale City Council. The population of the study will be 77 employees.

To reduce the sample size, the researcher used Krejcie and Morgan's table from 1970. A sample of 64 respondents was chosen for this study from the 77 people who were the survey's target audience. Amin (2005) defined sampling as the act of choosing components from a population so that the sampled components accurately reflect the population being studied. This research therefore used purposive and simple random sampling techniques as shown in the table below:

Table 3.1: Study population, sample size and method

Category /department	Population	Sample size	Sampling technique
Mayors and town clerks	06	05	Purposive
Administration& support staff	25	21	Simple random
Finance	21	17	Simple random
Production and marketing	01	01	Purposive
Roads and engineering	15	12	Simple random
Natural resources	02	01	Purposive
Planning Unit	01	01	Purposive
Audit	06	05	Simple random
Total	77	64	

Source: HR Mbale City Council, Auditor General’s Report (2020).

3.5.2 Sampling techniques and procedures

The researcher adopted both purposive and simple random sampling. These are both probability and non-probability techniques. For simple random sampling, every component of the population has an equal chance and independent chance of being selected for the sample (Amin, 2005). The respondents were selected using this technique, because it reduces biasness during the study. The researcher believes that the selected sample of the respondents provided enough information about the effect of capacity building strategies on employee performance in Mbale City.

3.6 Data collection methods

3.6.1 Questionnaire survey

Respondents were given questionnaires to complete in order to gather primary data. According to Amin (2005) and Sekaran's recommendations, a closed-ended questionnaire was employed (2003). This made sure that quantitative data could be collected quickly and easily. In addition, the questions are a rapid and efficient type of survey, as noted by Mugenda & Mugenda (1999).

3.6.2 Interviews

The study utilized face to face interviews to supplement the questionnaire data. This enabled for triangulation. Information gained from the interviews enabled for qualitative findings and in-depth direct descriptions of respondents' opinions and views. Interviews are credited for being able to bring out the mind of the research subjects (Kothari, 2009), which was witnessed in this study.

3.7 Data collection instruments

3.7.1 Questionnaire

A questionnaire consists of a series of questions written or typed in a certain order on a form or set of forms; respondents are required to read, comprehend, and respond to the questions in the space provided for that purpose on the questionnaire (Kothari, 2004). According to the study's objectives, the researcher created a questionnaire, and respondents responded in accordance with the instructions, which were based on a five-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree). Primary data was gathered via questionnaires with closed-ended questions. This information was gathered from respondents who were chosen at random from among Mbale City employees in just one month.

3.7.2 Interview guide

To get the respondents' qualitative perspectives, an interview guide was designed. It was utilized to gather precise qualitative information from the respondents for the study. Data from the interviews was coded into dominantly appearing themes and representative participants' opinions were recorded and presented verbatim.

3.8 Procedures of data collection

With the help of my supervisor, a questionnaire was created, pretested, and given the go-ahead to gather data by the Academic Registrar of UCU. The interview instructions followed a similar pattern. Research Assistants received training on the tools used for data collecting as well as the associated ethical concerns. The letter was delivered to the Mbale City Council Administration. Once permission to collect data was granted, the researcher distributed the questionnaires to the respondents, who filled in their responses as per the requirements of the questions in the questionnaire

3.9 Quality control

3.9.1 Validity

The two experts/supervisors who prepared and assessed the questionnaire offered quality assurance by validating and confirming the suggested questions. They checked on language clarity, relevancy, content comprehensiveness and length of the questionnaire as recommended by Polit & Bech, (2014).

As per the rating obtained, the following formula was used to test the validity index (Amin, 2005):

$$\text{CVI} = \frac{\text{No. of items regarded relevant by judges}}{\text{Total No. of items judged}}$$

$$\text{CVI} = \text{Content Validity Index}$$

Therefore,

Validity is given by;

$$\begin{array}{l} \text{Opinion A.} \\ \text{Opinion B.} \\ \text{CVI} \end{array} \begin{array}{l} \frac{\text{VR} + \text{R}}{\text{No. of Items}} \\ \frac{21 + 04}{27} \\ \frac{18 + 06}{27} \\ = 90.7\% \end{array}$$

= 92.6

= 88.8

From the supervisor’s feedback, items on the questionnaire and interview guide were re-adjusted to fit the study purpose and answer the research questions. As per Kovacic’s (2017) view, a CVI of above 0.7 means the instrument is valid and therefore collected valid data.

3.9.2 Reliability

Pre-testing confirmed that the study design, data collecting tools, respondents, and timeframe were valid as proposed by Mugenda and Mugenda, thereby ensuring reliability (1999). In order to establish dependability, the researcher conducted a pilot study in which a small sample of participants completed questionnaires asking them to assess their own level of comfort using the instrument.

The results of the reliability test are summarized as below:

a. Performance Improvement Programs	89.7 reliability.
b. Professional Development	86.8 reliability.
c. Ethics Trainings	89.5 reliability.
d. Employee Performance	85.2 reliability.

From the above summary, Cronbach’s Alpha Reliability Coefficients of above 0.7 (.743) was obtained, which is acceptable as suggested by Sekaran (2003). The reliability of the interview guide was determined by seeking supervisor opinion analyzing the respondents’ initial views.

3.10 Data analysis

3.10.1 Quantitative data analysis

The replies were edited, tagged, and put into SPSS version 25 following a successful data collection. Quantitative information from the survey was coded, checked for mistakes and non-replies, and responses were recorded in SPSS version 25.

The Statistical Package for Social Sciences was used for data cleaning, processing, and analysis (SPSS). Following that, data was examined statistically utilizing frequency distributions and percentages.

To support the representativeness of the respondents' perspective, views, and opinions, descriptive statistics (frequencies and mean) were employed. With reference to the qualitative data and the research issues, the analysis and interpretation were provided objective by objective.

3.10.2 Qualitative data analysis

On the other hand, qualitative information from the conducted interviews was edited, evaluated, and sorted or grouped to provide common themes in connection to the study's goals. The results of the quantitative data were strengthened by the presentation and interpretation of the emergent recurring themes, which were further supported by information from the questionnaires.

3.11 Ethical considerations

The researcher obtained an introduction letter from UCU to enable him to seek permission to carry out research at Mbale City. Permission to conduct the research was sought from Mbale City administration. To avoid plagiarism, works of different authors was acknowledged whenever they were be used.

Data and all other information were gathered and used for this investigation, and they were handled with the utmost secrecy. Even then, every responder had to provide their permission to take part in the survey.

In order to protect their identities, the responders were not asked for their names or jobs and were instead thanked for their time.

The researcher and research assistants met at the conclusion of each session to modify the data and evaluate their work in order to guarantee dependability and consistency. Corrective actions were made after this formative assessment revealed deviations and potential issues.

3.12 Limitations of the study

The study faced some limitations most importantly, the sensitivity emanating from the information regarding an organization's confidential data. To overcome this limitation, the researcher reassured the respondents of two things; the confidentiality and anonymity of respondents, as well as sensitive evaluation information.

Having in mind that the research targeted the Mbale City staff, anticipation and fear may have driven some people to misunderstand the intention of the research project. People might have thought that the result of the research could affect them as far as their jobs were concerned. Therefore, right from the first day, the researcher emphasized that this research had nothing to do with personal job interests in Mbale City.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter concerns the response rate, background information of the respondents, presentation, analysis, and discussion of research findings for each objective and the conclusion of the chapter.

The presentation of findings was guided by the research objectives and questions, and the results were generated to appropriately address the research questions through findings from the questionnaire and interviews.

4.1 Response rate

Table 4.1 shows a summary of the response rate as below:

Table 4.1: Response rate

	Number	Percent
Distributed Questionnaires	59	100%
Completed Questionnaires	56	87.5%

Source :(Primary Data, 2022)

After distributing 59 questionnaires, the researcher successfully obtained data from 56 participants for the questionnaire survey. This represents an 87.5% response rate of the total 64 sample. Therefore, only 87.5% of the respondents fully filled and returned questionnaires.

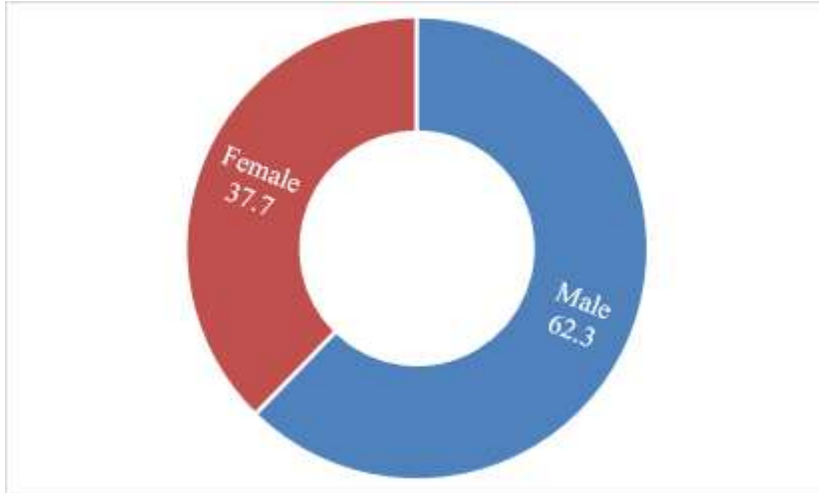
Five of the participants were subjected to the face-to-face interviews, which make 07.8% of the total sample. When questionnaire participants and interview participants are added together, they make a total response rate of 95.3%.

4.2 Background information of respondents

The background information of respondents looked at the respondents' sexes, ages, marital statuses, and educational backgrounds. All of these were regarded as crucial to the study since they revealed details on the characteristics of the respondents who took part. The results are described in figure 4.1 below:

4.2.1 Gender of the respondents

The gender of the respondents was been considered as one of the variables in the study and the findings are presented in figure 4.1 below.



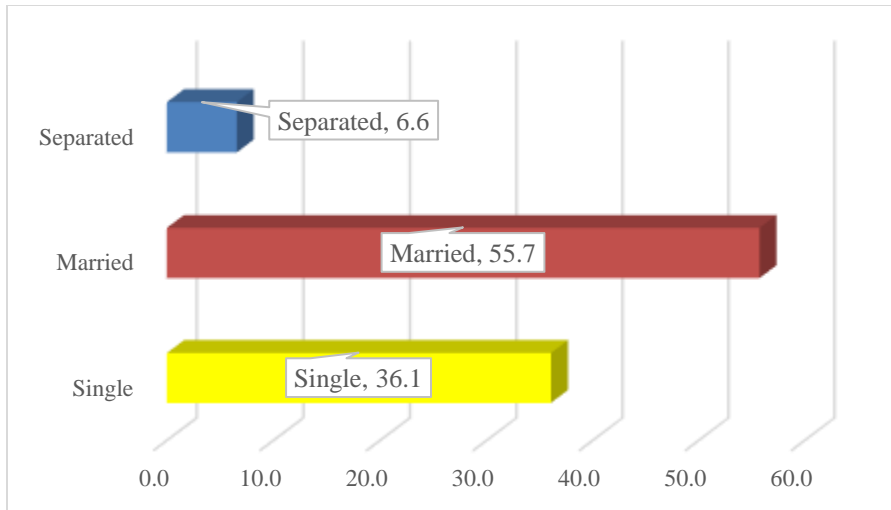
Source: (Primary Data, 2022)

Figure 4.1: Gender of the respondents

From the findings represented in figure 2, 62.3% of the respondents were male and 37.7% of the respondents were female. The findings reflect that all gender was considered in the study and of course, there were more males employed in Mbale city than their female counterparts.

4.2.2 Age of respondents

The marital status of the respondents was been considered as one of the variables in the study and the results are presented in figure 4.2 below.



Source: (Primary Data, 2022)

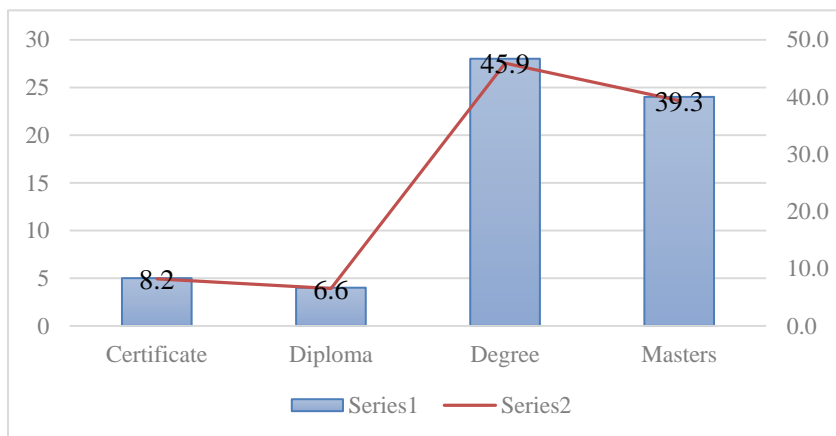
Figure 4.2: Marital status of respondents

From figure 4.2, majority of the research participants (55.7%) were married, followed by 36.1% who were single at the time of the study. A few 6.6% were separated. This means that majority of the employees in the city were married, though a good percentage was single at the same time.

4.2.3 Level of education of respondents

The level of education of participants was thought to affect study results. This is because participants' education highlights their ability to understand the research questions.

Therefore, the results are presented in figure 4.3 below;



Source: (Primary Data, 2022)

Figure 4.3: Level of education of respondents

It is observed from figure 4.3 that majority of the research respondents had a degree (45.9%). Meanwhile, 39.3% of the respondents had Masters, 6.6% had diplomas, and the other 8.2% had attained certificates.

The above information implies that the majority of the respondents had higher education levels (Degrees and Masters = 85.2%). This profile suggests that many respondents in this study had attained considerable education, which implied that the findings were reliable due to the ability of the targeted participants to understand the purpose of the study and also, study questions.

4.3 Employee performance in Mbale City

In order to examine the effect of capacity building strategies on employee performance in Mbale City, employee performance was conceptualised as the dependent variable of this study and table 4.2 represents the state of the employee performance in the city

Table 4.2: Descriptive statistics for employee performance

Employee performance	SD	D	N	A	SA	Mean
Time management	3(5.4%)	7(12.5%)	16(28.6%)	17(30.4%)	13(23.2%)	3.54
Meeting deadlines	7(12.5%)	17(30.4%)	13(23.2%)	12(21.4%)	7(12.5%)	2.91
Following work plans	17(30.4%)	8(14.3%)	5(8.9%)	20(35.7%)	6(10.7%)	2.82
Task completion	14(25.0%)	18(32.1%)	10(17.7%)	13(23.2%)	1(1.8%)	2.45
Efficient service delivery	11(19.6%)	6(10.7%)	14(25.0%)	14(25.0%)	11(19.6%)	3.14
Achieving work targets	14(25.0%)	12(21.4%)	12(21.4%)	15(26.8%)	3(5.4%)	2.66
Timely accountability	14(25.0%)	12(21.4%)	14(25.0%)	9(16.1%)	7(12.5%)	2.70
Averages						2.89

Key: 4.1-5.0 = Strongly Agree; 3.1-4.0 = Agree; 2.1-3.0 = Neutral 1.1-2.0 = Disagree; 0.00-1.0 = Strongly Disagree

Source: (Primary Data, 2022)

In table 4.2, the average mean rating observed was 2.89 for employee performance. The highest mean rating was 3.54 i.e. Employees in Mbale City keep & manage their time well and the lowest mean rating of 2.45 was reported for employee performance (i.e. City employees complete their tasks on time). Thus, the study findings as portrayed from table 4.2 showed that the research participants viewed employee performance as being at a moderate level (Mean = 2.89). The ratings of the items on employee performance may suggest that respondents only witnessed moderate employee performance in Mbale City.

However, to examine the effect of capacity building strategies on employee performance in Mbale City, the study subdivided capacity building strategies into performance improvement programs, professional development programs, and ethics trainings. The quantitative descriptive findings and the results of interviews helped to answer the respective related research questions and the results of the study are summarized in the subsequent sub-sections.

The frequency distributions depict that even though there was good individual level time management, 30(53.6%), It was still difficult to effectively meet stipulated organizational deadlines 19(33.9%). None the less, the work plan was sufficiently followed in the execution of duties 26(46.4%). Employees did not adequately complete their tasks 14(25.1%). Which partially hindered their ability to achieve work targets 18(32.2%) and consequently affected service deliver (44.6%). Timely accountability was also a challenge as indicated by 26(46.4%) respondents who disagreed to the assertion of timely accountability.

4.4 Effect of performance improvement programs on employee performance

4.4.1 Quantitative Data Presentation and Analysis

To assess the effect of performance improvement programs on employee performance in Mbale City, descriptive analysis and interviews enabled the interpretation and discussion of study findings, which has been presented in the subsequent sub-section.

Table 4.3: Descriptive statistics for performance improvement programs

Performance improvement programs	SD	D	N	A	SA	Mean
Induction	2(3.6%)	6(10.7%)	5(8.9%)	21(37.5%)	22(39.3%)	3.98
Mentoring and coaching	6(10.7%)	6(10.7%)	13(23.2%)	24(42.9%)	7(12.5%)	3.36
Workshops and seminars	7(12.5%)	10(17.9%)	9(16.1%)	23(41.1%)	7(12.5%)	3.23
Delegation	6(10.7%)	3(5.4%)	12(21.4%)	27(48.2%)	8(14.3%)	3.50
Evaluation and feedback	5(8.9%)	15(26.8%)	7(12.5%)	22(39.3%)	7(12.5%)	3.20
Task force activity completion	4(7.1%)	8(14.3%)	8(14.3%)	27(48.2%)	9(16.1%)	3.52
Rotation and transfers	3(5.4%)	4(7.1%)	8(14.3%)	28(50.0%)	13(23.2%)	3.79
Averages						3.51

Key: 4.1-5.0 = Strongly Agree; 3.1-4.0 = Agree; 2.1-3.0 = Neutral 1.1-2.0 = Disagree; 0.00-1.0 = Strongly Disagree

Source: (Primary Data, 2022)

To assess the effect of performance improvement programs on employee performance in Mbale City, the study examined the status of performance improvement programs in Mbale City. In table 4.3, the average mean rating observed was 3.51 for performance improvement programs. The highest mean rating was 3.98 i.e. Induction is done for all staff and the lowest mean rating was 3.20 i.e. Evaluation undertaken and feedback is given to staff.

Thus, the study findings as portrayed from table 4.3 exhibited that performance improvement programs were highly evident in Mbale City (Mean = 3.51). The high ratings of the items on performance improvement programs may mean that respondents were in full agreement that there were proper performance improvement programs in Mbale City.

Results from the frequency distributions confirm that there were induction activities carried out 43(76.8%) for new employees which were also followed up by continuous mentoring and

coaching 31(55.4%) of the staff. Workshops and seminars were also carried out 30(53.6%) were also undertaken and delegation was evident among the employees 35(62.5%). It was also revealed that there was commitment to complete activities/tasks 36(64.2%) and that there was evident evaluation and Feedback 29(51.8%). The results further indicate that that there was rotation and transfers 41(83.2%) which enhances employee exposure.

4.4.2 Qualitative Data Presentation, Analysis and Discussion

During the interviews, participants cited that performance improvement programs (induction, mentoring and coaching, workshops and seminars, delegation, evaluation and feedback, taskforce activities, rotation, and transfers) positively affected employee performance.

One of the respondents asserted that;

“.... Performance improvements are good and they can better be utilized through participating with lower-level staffs and budgeting for implementation in a well-planned way and having performance improvement plans.”

On career development, training for skills was held in positive regard to performance as revealed by an employee who opines that;

“Career development trainings for skills to apply at work for improved performance.....”

However, Respondents argued that although performance improvement programs are essential in ensuring employee performance, there was need for intentional planning, budgeting and carrying out needs assessments. For instance, one of the participants said;

“Performance improvement programs improve performance by making employees have confidence, motivated, learn more skills, feel loved by their employers, time management, and help them to know their strength and weaknesses for improvement. As a result, timely budgeting and planning for the above-mentioned activities can ease employee performance because each staff will be competent enough in the respective field of work.”

Another respondent asserted:

“.... It helps the employee to focus and put much attention on personal responsibility. Also, networking system is improved and mind-set changes amongst the employees. This if done can empower the employee to learn from other workers/employees from other cities in case of workshops, seminars and monitoring is done.”

The benefits of performance improvement performance and the need for increased effort towards performance improvement were evident for example as opined by a respondent who asserted that;

“...performance improvement enables Transfer of skills, building, learn work, and attain organization cohesion. But there has to be increased effort and continuous involvement in workshops and seminars and increased exchange visits to other districts.”

In other interviews, the participants stated that the programs boost learning, exposure, motivation, knowledge, and still emphasized on needs assessment. A respondent asserted as below;

“These programs help boost learning, confidence, exposure to different environment, hence case/yield into improved performance.....Workers are motivated and then knowledge base is widened. Workers are also able to attain confidence in pursuing their takes and beefs good leadership skills...”

Other respondents emphasised the need for undertaking Needs assessments tailored towards improvement of employee performance

“Carrying out needs’ assessments every end of year to guide on what to capacity build the following year and action to be taken by the administration is very important” he said.

He further added that;

“.... Through motivation, increase in salary, promotion, recognition of best employees, the programs improve performance on employee through effective service delivery in communication, integrity and confidentiality.”

Therefore, from the findings of the study as presented above, we can clearly notice that performance improvement programs were attributed to a lot of benefits and the respondents advocate for more attention and resources towards these programs.

Though they were not being fully utilized, they still were being viewed positively by the research participants of this study. This means that more still needed to be done by the city administration towards improving performance improvement programs for better employee performance.

4.5 Effect of professional development programs on employee performance

4.5.1 Quantitative Data Presentation and Analysis

To examine the effect of professional development programs on employee performance in Mbale City, descriptive analysis enabled the interpretation and discussion of study findings, which has been presented below.

Table 4.4: Descriptive statistics for professional development programs

Professional development programs	SD	D	N	A	SA	Mean
Opportunities for short courses	5(8.9%)	4(7.1%)	15(26.8%)	27(48.2%)	5(8.9%)	3.41
Pursuing of postgraduate programs	5(8.9%)	5(8.9%)	6(10.7%)	25(44.6%)	15(26.8%)	3.71
Enrolment for certification programs	3(5.4%)	7(12.5%)	18(32.1%)	22(39.3%)	6(10.7%)	3.38
Belonging to professional associations	6(10.7%)	3(5.4%)	15(26.8%)	24(42.9%)	8(14.3%)	3.45
Management development activities	5(8.9%)	13(23.2%)	8(14.3%)	20(35.7%)	10(17.9%)	3.30
Averages						3.45

Key: 4.1-5.0 = Strongly Agree; 3.1-4.0 = Agree; 2.1-3.0 = Neutral 1.1-2.0 = Disagree; 0.00-1.0 = Strongly Disagree

Source: (Primary Data, 2022)

To examine the effect of professional development programs on employee performance in Mbale City, the study examined the status of professional development programs in Mbale City. In table 4.4, the average mean rating observed was 3.45 for professional development programs. The highest mean rating was 3.71 i.e. Staff of Mbale City pursue postgraduate programs and the lowest mean rating of 3.30 was reported for professional development programs (i.e. Management development activities are organized).

Thus, the study findings as portrayed from table 4.4 showed an average high mean from respondents towards variables on professional development programs (Mean = 3.45). The ratings of the items on professional development programs may infer that respondents were in high agreement that professional development programs were being conducted in Mbale City.

The Frequency distributions from Table 4.4 indicate that 32(57.1%) of the participants are in agreement that Pursuing of postgraduate programs positively impacted their performance. Also, enrolment for satisfaction 28(50%) was agreed to be a supporting input to employee performance. Results further indicate that majority of the participants agreed that belonging to professional associations 32(57.2%) and management development activities 30(53.6%) had a significant impact on performance levels.

4.5.2 Qualitative Data Presentation and Analysis

Factual and value loaded interviews were undertaken to affirm the relation premised by the quantitative descriptive and the results established as below;

It was evident that professional development enhanced analytical and domain knowledge skills and abilities.

One respondent opined that;

“.....Professional development improves on analytical and proficiency skills. These help the staff attain more knowledge and skills that enhance performance...” and that *“They help increase their knowledge, skills experience with regard to their specific responsibilities. Also, it will give them the ability to handle more robust official tasks”*

Through professional development, employees are able to learn new ideas and experiences which boosts their resilience in performance. As opined by the respondent below;

“...They get to learn new ideas and professional knowledge, which improve their performance. They gain more experience on what to do on duty and get more exposed to better information....”

Participants also made suggestions for the improvement of professional development programs in the city, among which include partnering with universities, provision of incentives, allowing junior staff to enroll for the programs, and clearly planning and budgeting for professional development activities. Some of the responses in line with this thought can be seen as below:

A participant stated that:

“In my opinion, city authorities should work closely with universities especially on the payment terms once enrolled...”

Another one mentioned that:

“There is need to provide incentives for training programs like scholarships. This is important in the way that employees are able to add on the skills and academic qualifications where post-graduate programs are implemented...”

“By allowing all staff especially the junior staff to enroll for capacity building programs and this will eventually increase employee performance...” said another respondent.

On the other hand, it was clear that professional development programs were considered as effective contributors to employee performance. For example, a participant cited that;

“Professional development improves on employee performance through acquiring new skills and improves on the knowledge gap of individual employees and it enhances employee promotion....”

He further added that

Through clear planning for the activities and budgeting and also, through developing annual performance development plans to execute.

4.6 Effect of ethics trainings on employee performance

4.6.1 Quantitative Data Presentation and Analysis

To establish the effect of ethics trainings on employee performance in Mbale City, the descriptive analysis below enabled the interpretation and discussion of study findings;

Table 4.5: Descriptive statistics for ethics trainings

Ethics trainings	SD	D	N	A	SA	Mean
Accountability trainings	7(12.5%)	8(14.3%)	16(28.6%)	14(25.0%)	11(19.6%)	3.25
Transparency trainings	8(14.3%)	13(23.2%)	15(26.8%)	14(25.0%)	6(10.7%)	2.95
Integrity trainings	5(8.9%)	6(10.7%)	23(39.3%)	14(25.0%)	9(16.1%)	3.29
Training evaluations	10(17.9%)	6(10.7%)	10(17.9%)	19(33.9%)	11(19.6%)	3.27
Improved staff ethical behaviour	6(10.7%)	8(14.3%)	17(30.4%)	16(28.6%)	9(16.1%)	3.25
Averages						3.20

Key: 4.1-5.0 = Strongly Agree; 3.1-4.0 = Agree; 2.1-3.0 = Neutral 1.1-2.0 = Disagree; 0.00-1.0 = Strongly Disagree

Source: (Primary Data, 2022)

To establish the effect of ethics trainings on employee performance in Mbale City. In table 12, the average mean rating observed was 3.20 for ethics trainings. The highest mean rating was 3.29 i.e. Integrity trainings are always undertaken and the lowest mean rating of 2.95 was reported for ethics trainings (i.e. Transparency trainings are frequently done). This means that transparency trainings were not frequently done in Mbale City.

Thus, the study results as represented from table 4.5 disclosed a high average view towards variables on ethics trainings (Mean = 3.20). The ratings of the items on ethics trainings may put it to the results to mean that participants were in a high agreement with ethics trainings being effective in Mbale City.

Majority of the respondents 25(44.6%) agree that accountability trainings have an effect on employee performance. However, few respondents agree that transparency trainings 20(35.7%), and integrity trainings 21(36.1%) in Mbale city have had an effect on employee performance. It is rather evident that training evaluations and improved ethical staff behaviour positively affects employee performance as agreed by 30(53.5%) and 25(44.7%) of the respondents respectively.

4.6.2 Qualitative Data Presentation and Analysis

Findings from the interviews regarding ethics trainings revealed that there was urgent need for clear ethics planning and budgeting, appraisal and the leadership.

One respondent was quoted opining as below;

“There is need to have clear ethics training planning and budgeting and developing an ethics training plan. Appraisal forms to access needs of the staff for proper planning and being regularly and behaviorally informed. There should also deliberate interest and willingness by leaders to be ethical”

In line with the benefits of ethics trainings towards employee performance, several arguments were fronted by the participants. Majority however noted that ethics trainings improve accountability, transparency, promotes personal checkup, minimizes corruption, and adherence to employee code of conduct. Among the many responses, some of them included;

One Respondent opined that;

“Ethics training improves employee performance in that through these trainings, individuals will learn how to be accountable and transparent. Knowing that it is not for individuals but it concerns the whole team, when an individual fails to account then the whole system is affected.....”

one other respondent opined that;

“Ethics training facilitates and promotes personal checkup in regards to work ethics and integrity. It also saves resources and finances. It also helps awaken employees’ consciousness about their duties at all times hence improved performance.”

Staff training was also believed to improve accountability levels which would subsequently minimize corruption tendencies among the employees as opined by the response below;

“If such trainings are conducted, these could help staff improve in accountability and transparency and also reporting hence generate positive results.”

Another respondent opined that:

Ethics trainings minimize corruption vice among employees and they increase their performance because of good morals they get from ethics trainings. It also enables employees to stick or operate under the employee code of conduct.

One particular participant opined that “ethics trainings are not commonly done in Mbale city, but it can improve on the employee’s image where accountability is done well, where audit queries are not raised. And as such, there is need to increase the frequency of the training programs.” This further shows how important ethics trainings are in regards to influencing employee performance in Mbale city.

4.7 Conclusion

Chapter four of this report focused on data presentation, analysis and discussion of findings for the study on the effect of capacity building strategies on employee performance in Mbale City. The response rate of 95.3% enabled the researcher to conduct reliable analysis and demographic data exhibited a balanced selection of the study sample. The details of study results for every objective of the study were presented. Descriptive statistics from the questionnaire data and content analyses from the interviews were presented in this chapter as well.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

In this chapter, the discussion of findings of this study is done. The findings were based on a response rate of 95.3%, which is above the recommended 80%. The discussion was done according to the research objectives of the study, which included:

- iv. To assess the effect of performance improvement programs on employee performance in Mbale City.
- v. To examine the effect of professional development programs on employee performance in Mbale City.
- vi. To establish the effect of ethics trainings on employee performance in Mbale City.

5.1 Effect of performance improvement programs on employee performance

Answering the research question on “what is the effect of performance improvement programs on employee performance in Mbale City”, the findings exhibited that performance improvement programs were highly evident in Mbale City (Mean = 3.51). The high ratings of the items on performance improvement programs may mean that respondents were in full agreement that there were proper performance improvement programs in Mbale City.

Also, the interview findings confirmed that performance improvement programs were being conducted in Mbale City. These results are in contrast to those of Prachi (2015), who claimed that many businesses perceive PIPs as a waste of time for all stakeholders since significant performance increases are statistically implausible. In addition, in line with the present findings, Heath field (2021) discovered in her research that a formal performance improvement plan (PIP) may address concerns with workplace productivity and assist even the most improbable person in succeeding in your company. She continues by saying that an effective PIP gives staff members the guidance they need to complete particular objectives. It is a useful tool for boosting employee productivity and addressing workplace issues (Heathfield, 2021).

The majority of health care organizations struggle with the creation and execution of successful, system-wide improvement projects, according to previous independent research by Barron et al. His research revealed eight organizational success elements for a successful performance

improvement program: Strong administrative executive and performance improvement leadership, active involvement of the board of trustees, effective oversight structure, knowledgeable performance improvement staff, physician involvement and accountability, active staff involvement, effective use of information resources—data used for decision making, and an effective communication strategy are all required.

5.2 The effect of professional development programs on employee performance

The study findings, in providing answers to the research questions that “what is the effect of professional development programs on employee performance in Mbale City?”, study results showed an average high mean from respondents towards variables on professional development programs (Mean = 3.45). The ratings of the items on professional development programs may infer that respondents were in high agreement that professional development programs were being conducted in Mbale City.

As expressed during the interviews, professional development programs played a significant role towards the employee performance in Mbale City. These results support Chen's et al (2004) study, which found a link between high work satisfaction, professional growth, and productivity among R&D professionals who were satisfied with career development programs.

There is a highly substantial correlation between work performance and staff development programs, according to research from a different study that examined "Staff development programs and job performance of lecturers at Moi University." Additionally, it was suggested that the need to recognize, value, and support both short-term and long-term training opportunities; create clear promotion criteria that recognizes teaching, research, and service; and enhance the staff development programs policy that states that all staff members shall be encouraged through training and promotion to maximize their potential and work effectiveness (Odinga, 2022).

5.3 The effect of ethics trainings on employee performance

To answer the research question that concerned “How do ethics trainings affect employee performance in Mbale City”, the ratings of the items on ethic trainings disclosed a high average view towards variables on ethics trainings (Mean = 3.20). The ratings of the items on ethics

trainings may put it to the results to mean that participants were in a high agreement with ethics trainings being effective in Mbale City.

The findings of this study are consistent with those of Liao & Teng (2010), who came to the conclusion that ethics training had a good impact on corporate responsibility practices and that such practices had a beneficial impact on employee satisfaction. Furthermore, it was argued that moral behaviour benefits businesses because it fosters positive externalities like stakeholder loyalty and trust, which in turn promotes long-term success.

Walumbwa et al. (2021) also reported that ethical leadership was favourably and substantially associated to employee performance as judged by their immediate supervisors, according to data from 72 supervisors and 201 immediate direct subordinates. According to a different survey, the biggest ethical problems for organizations include bribery, corruption, and payments for favours; whistle blowing or speaking up; and harassment, bullying, or discrimination (Bello, 2012). Additionally, according to Weber (2014)'s inquiry and evaluation, certain components of ethics training are helpful, but five severe issues are noted and explored as probable causes of the absence of ethics among employees of corporate companies.

5.4 Conclusion

From the study findings, we can conclude that capacity development strategies played an important role towards employee performance in Mbale City. It is also clear that performance improvement programs, professional development programs, and ethics trainings had played positive roles towards employee performance in Mbale City.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusions and recommendations of the study, as derived from the findings on the effect of capacity building strategies on employee performance in Mbale City. The conclusions and recommendations have been presented as below.

6.1 Conclusions

6.1.1 Effect of performance improvement programs on employee performance

Performance improvement programs seem not to have been fully utilized in the city. The researcher therefore concludes that although there was a perceived significant effect of performance improvement programs on employee performance, in Mbale city, the PIPs were not being fully utilized and or, undertaken. What's more, there seemed to be a mismatch between the expectations among stakeholders and the actions of the city leadership.

6.1.2 The effect of professional development programs on employee performance

This study's findings revealed that professional development programs were an important component that positively related with employee performance. However, the programs were not intentional. These programs were being perceived as a workplace benefit where staff can attain better qualifications and was not in any way being utilized to cause better performance for the city. This shows how much a gap there is for the city leadership and administration.

Very few higher degrees reported among the staff of the city. Specifically, no single individual reported to possess a PhD. As a result, the city is missing out on expert and scholarly advice and decision making, which leave the city vulnerable to non-expert advice and decisions, which exposes the city to negative consequences of poorly made decisions.

6.1.3 The effect of ethics trainings on employee performance

Ethics trainings are essential in regards to employee performance. With ethics trainings, corruption and embezzlement can be checked, so is bribery and other forms of financial fraud. But that is not all, workplace ethics and other professional ethics of concern can be improved

upon. The study concludes that ethics trainings were missing in Mbale city and, therefore, may not have stimulated employee performance to the maximum, which should be the ideal situation.

6.2 Recommendations

From the study findings, the researcher fronted the following recommendations:

- i. First and foremost, the researcher recommends the institution and adoption of a performance improvement policy in the city. Since the city was recently operationalised, it is tempting to keep following national policies and mandates and yet, leaders have a mandate to deliver better services and generally, a world class city to the residents and inhabitants of the city.
- ii. Also, there should be institution of a performance improvement team in the city. That is to say, there should be designated and independent individuals who are directly charged with the responsibility of ensuring that all employees perform to the required standard. In other words, the city administration should institute an office or department of quality assurance that will be in charge of ensuring that all public services are in line with expected standards.
- iii. Further, the city administration should consider hiring experts, especially when it comes to key components of city management. Preferably, the city should consider hiring someone with a PhD in Human Resources, another in Planning, and overall, the city Executive Director who has a PhD qualification in Urban development. This way, the city will benefit from expert decisions and also supervision of city employees, which will turn around the employee performance trend in the city.
- iv. Therefore, for Mbale City, the administration should emphasize more of ethics trainings since the participants were mainly concerned about the challenges associated with what ethics trainings is premised upon.
- v. Also, it is also recommended that the city administration develops an Ethics and Professional standards policy to be followed by all staff. This policy should deal with only ethics, not overall performance. To cement this, there should be an Ethics evaluation each year. In this evaluation, the ethics team conducts a survey with the general public concerning each department in the city. As such the results of the survey are shared with the department staff so as to enable them understand what the public thinks of them in

terms of ethics. This way, chances are high that the responsible official can tame and adopt better behaviour.

6.3 Further research

From the results of the study findings, the researcher suggests further research to be done on the following:

- a) The role of ethics on the effectiveness of public service delivery in Uganda's local governments, especially those at the level of cities.
- b) The relationship between induction and training and employee adoption of organizational culture. This study should concentrate on any of the different cities across the country.
- c) The influence of leadership on the ethical conduct of local government employees.
- d) Finally, a similar study can be conducted on the effect of capacity building strategies on employee performance in either Gulu city, Jinja city, Mbarara or Masaka city. This will help generate more insights regarding the state of affairs in other newly created cities.

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APPENDICES

Appendix 1: Staff Questionnaire

Capacity Building Strategies and Employee Performance in Mbale City - Uganda.

Dear respondent,

I am Nainmdine Dhoiffir, a student of the Uganda Christian University, Mbale-Uganda pursuing Master's Degree in Public Administration and Management (MPAM). I will be carried out a study on Capacity building strategies and employee performance in Mbale City - Uganda in partial fulfillment of the above award and I am looking for your honest response which shall be used for academic purposes only. I shall be very grateful to receive your useful contribution to this project.

SECTION A: General Background Information

Please put a tick () where appropriate:

1. Gender: Male Female
2. Marital Status: Single Married Widowed Separated
3. What is your current level of education? Certificate Diploma Degree
 Masters PhD

SECTION B: Capacity building strategies in Mbale City

Key: 1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree

No	a. Performance Improvement Programs	1	2	3	4	5
1	Induction is done for all staff					
2	Mentoring and coaching is done					
3	Workshops and seminars are organized for staff					
4	Delegation is utilized					
5	Evaluation undertaken and feedback is given to staff					
6	Taskforce activities are carried out					
7	Rotation and transfers are done in Mbale City					

Key: 1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree

No	b. Professional Development Programs	1	2	3	4	5
1	There are opportunities for short courses for all staff					
2	Staff of Mbale City pursue postgraduate programs					
3	Staff enroll for certification programs					
4	Staff belong to professional associations					
5	Management development activities are organized					

Key: 1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree

No	c. Ethics trainings	1	2	3	4	5
1	Accountability trainings are often conducted for staff					
2	Transparency trainings are frequently done					
3	Integrity trainings are always undertaken					
4	Training evaluations are done					
5	Evaluation results show improved staff ethical behavior					

SECTION C: Employee performance in Mbale City

Key: 1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree

No	a. Employee performance	1	2	3	4	5
1	Employees in Mbale City keep & manage their time well					
2	Staff always meet deadlines					
3	Personnel follow city work plans					
4	City employees complete their tasks on time					
5	There is efficient service delivery by staff of Mbale City					
6	Every employee achieves work targets in Mbale City					
7	There is timely accountability by staff of Mbale City					

Many thanks!

Appendix 2: Interview Guide

Interview Guide

Dear respondent,

I am Nainmdine Dhoiffir, a student of the Uganda Christian University, Mbale-Uganda pursuing Master's Degree in Public Administration and Management (MPAM). I'm carrying out a study on capacity building strategies and employee performance in Mbale city local government– Uganda. I am looking for your honest response in this interview, which shall be used for academic purposes only. I shall be very grateful to receive your useful contribution to this project.

SECTION A: General Background Information

Tick (✓) where appropriate.

1. Gender: Male Female

2. Marital Status: Single Married Widowed Separated

3. What is your current level of education? Certificate Diploma Degree
 Masters PhD

4. Have you ever participated/ enrolled in a capacity development program undertaken/ sponsored by Government in the last 10 years? Ye No

SECTION B: Capacity building strategies in Mbale city local government

What performance improvement programs has the city been utilizing?

In your opinion, how have the performance improvement programs increased employee performance in Mbale city?

How is performance professional development being utilized in Mbale city?

How has professional development increased employee performance in Mbale city?

How often are ethics trainings conducted in Mbale city & what areas are covered?

How have thee thics trainings increased employee performance in Mbale city?

What would you say about the overall performance of employees in Mbale city, in relation to their jobs?

END.



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

Dissertation correction compliance report by the candidate (POST VIVA FORM)

Name of Candidate: NAINMDINE DHOIFFIR Reg. No: WJ20/MUC/MPAM/938

Title of Dissertation: CAPACITY BUILDING STRATEGIES AND EMPLOYEE PERFORMANCE IN MBALE CITY

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	TITLE OF THE THESIS The title of the thesis is very precise and captures all the key variables and components.	N/A	N/A
2	BACKGROUND The candidate has elaborated on the key variables and defined them for the purpose of the study, and a relevant theory has been identified. The contextual issue have also been explained from global to local aspects.	N/A	N/A

3	<p>PROBLEM STATEMENT</p> <p>The problem statement is clear and brings out the empirical nature of the problem but the candidate also needs to demonstrate to the reader why it's worthy to conduct such as study. What are the likely negative consequences if nothing is done on the performance of government employees in Mbale City?</p>	<p>The likely consequences have been highlighted</p>	<p>Page 7</p>
4	<p>OBJECTIVES. JUSTIFICATION, SIGNIFICANCE</p> <p>It is not clear why the candidate chooses to look for effect, influence and relationship, by assigning one of these to a particular objective. It may have been better to be consistent and either looks at influence or effect, especially given that relationship is basic and least preferred at this level.</p>	<p>This has been addressed and 'effect' has been utilized all throughout</p>	<p>Page 8 & the entire report</p>
5	<p>RESEARCH QUESTIONS</p> <p>The research questions are very well aligned with topic, title & problem statement. Clear and unambiguous.</p>	<p>N/A</p>	<p>N/A</p>
6	<p>METHODOLOGY</p> <p>The candidate selects 64 out of 77 and one wonders why he could not take all since the difference is minimal. The validity and reliability for the qualitative data collection instruments was not done. The candidate could have as well involved the beneficiaries of the services (Clients/citizens) and also the supervisors (Politicians and MOLG inspectors) in the study.</p>	<p>Using 77 requires fresh data collection & guidance was obtained from Krejcie & Morgan sampling frame</p> <p>The validity and reliability for the qualitative data collection instruments has now been indicated</p>	<p>N/A</p> <p>Page(s) 36 & 37</p>
7	<p>RESULTS</p> <p>The demographic characteristics are good but not linked to the study objectives in a revealing manner. The objectives of the study may have not been met; the descriptive</p>	<p>This was looked in and necessary amendments made.</p>	<p>Page(s) 40-46</p>

	<p>statistics alone may be insufficient to show relationship, effect and influence. Moreover, there is also need to have a comparative reflection on the data sets are they complimenting, joining, extending, or merging.</p>		
8	<p>DISCUSSIONS</p> <p>The discussion has been handled in a satisfactory manner. Discussions are well structured, linked to the current study and cross-referenced.</p>	N/A	N/A
9	<p>CONCLUSIONS</p> <p>The conclusions have aspects of findings and recommendations which should be removed from the work. For instance, concluding that the administration should emphasize more of ethics trainings since the participants were mainly concerned about the challenges associated with what ethics trainings is premised upon (6.1.3), is a recommendation, and many others.</p>	The conclusions have been re-adjusted as advised.	Page(s) 61-62
10	<p>RECOMMENDATIONS</p> <p>The candidate is recommending a performance improvement policy, and yet we know that with the current performance appraisal tools in government, the performance improvement plan is always part of the appraisal process. So, what will the policy provide that is not being provided for. The second recommendation calls for designated and independent individuals who are directly charged with the responsibility of ensuring that all employees perform to the required standard, but then what would the supervisor do?</p>	Recommendations have been amended	Page(s) 62-63
11	<p>ORIGINALITY OF CONTRIBUTION TO KNOWLEDGE</p> <p>The originality is largely seen through empirical contribution by providing new insights on</p>	N/A	N/A
12	<p>LITERATURE</p> <p>The expectancy theory but Broom is clearly relevant in explaining why despite massive implementation of capacity</p>	A critique to the theory has been undertaken, pointing out its	Page 15

	development strategies. However, the candidate needs to provide a critique to the theory pointing out its weaknesses and limitations. The rest of the literature is linked to the current study and gaps are identified. The chapter is well written.	weaknesses and limitations	
13	<p>OVERALL PRESENTATION OF FINAL WRITE UP</p> <p>In my view, the dissertation has a logical flow and good methodology for a master’s dissertation. The abstract is informative.</p>	N/A	N/A

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Specific objectives are mixed up, the use of action verbs needs to be revised	This has been addressed and 'effect' has been utilized all throughout	Page 8 & the entire report
2	The student should justify the time scope	This has been done accordingly.	Page 9
3	The statement of the problem is not clear	The likely negative consequences if nothing is done on the performance of government employees have been highlighted	Page 7
4	The student's research questions are quantitative in nature	Noted as per statement	Page 8
5	The student should have not done sampling since the study population was 77	Using 77 requires fresh data collection & guidance was obtained from Krejcie & Morgan sampling frame	N/A
6	The findings are not aligned to the objectives	This was looked in and necessary amendments made.	Page(s) 40-46
7	The student should revise his objectives, they should be aligned with the findings	This has been addressed and 'effect' has been utilized all throughout	Page 8 & the entire report
8	The student should clearly show how he determined/ensured quality of his qualitative data	The validity and reliability for the data collection instruments has now been indicated	Page(s) 36 & 37

Signature: 

Date: 31/03/2023

Date: 31/03/2023

Signature: 

Appendix 3: Approval Letter



**UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**
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Office of the Academic Registrar

To MPALE CITY
COUNCIL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NAINMUNE DHOIFER
Of Registration Number; UUC/IM/UG/IMPART/1928.....pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN PUBLIC ADMINISTRATION AND MANAGEMENT.

He/ she is required to carry out an academic research on the topic
CAPACITY BUILDING STRATEGIES AND EMPLOYEE PERFORMANCE
IN MPALE CITY LOCAL GOVERNMENT - UGANDA

and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,



Academic Registrar

