

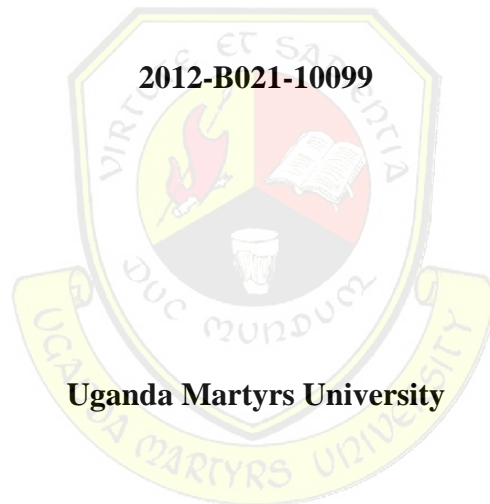
THE EFFECTS OF ON-JOB TRAINING ON SERVICE DELIVERY

A CASE STUDY OF NEBBI DISTRICT LOCAL GOVERNMENT

Submitted by

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2012-B021-10099



Uganda Martyrs University

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**AN UNDERGRADUATE DISSERTATION SUBMITTED TO THE FACULTY OF
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BUSINESS ADMINISTRATION AND MANAGEMENT**

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DEDICATION

I dedicate this work to my Dad Otim James, Mum Adong Christine, Uncles Lakony Patrick, Okwonga Paul and Onencan Pelly, Aunties and Siblings. To my dearest friends Onama Innocent, Orikiriza Agnes and all my fellow classmates of Uganda Martyrs University-Nkozi who as well guided me where necessary both financially and spiritually. It's entirely because of my family that I have made it to this level. May the almighty God bless my lovely parents, uncles, aunties, brothers and sisters for loving me dearly and supporting me to their best. I too dedicate this piece of work to the management of Nebbi District Local Government without whose continuous support I would not produce this dissertation, may God bless you all abundantly.

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LIST OF ABBREVIATIONS

LG: Local Government

UNESCO: United Nations Educational Scientific and Cultural Organization

TASO: The Aids Support Organization

HIV: Human Immune Virus

AIDS: Acquired Immune Deficiency Syndromes

US: United States

SPSS: Statistical Package for Social Sciences

ACODE: Advocates Coalition for Development and Environment

ABSTRACT

The study on *The effects of on-job training on service delivery, case study of Nebbi District Local Government* looks at how management of Nebbi District Local Government could change the mindset of its employees by skilling them through on-job training. Thus, the research objectives were; to find out the impact of staff orientation on service delivery; to find out the relationship of job rotation on service delivery; to find out the influence of coaching on service delivery and; to find out the influence mentoring on service delivery at Nebbi District Local Government.

However, apart from staff orientation, job rotation, coaching and mentoring as independent variables, there was intervening variable such as Government policy which the researcher saw to have an affect service delivery thus all make up a conceptual framework.

This study was to collect both quantitative and qualitative data through the use of questionnaires consisting of primary and secondary sources like text books, internets and journals.

The findings of the study shows that on-job training impacts service delivery positively because it improved quality, efficiency and effectiveness of service delivery therefore to supplement this Pearson's correlation coefficient, r , shows a weak relationship of 0.009 between the impacts work training on service delivery training on service delivery because it take much time. The researcher therefore suggest that further research be done on this topic in different institution to especially identify those methods of training that are very essential for their employees so that they resources are allocated efficiently.

CHAPTER ONE

1.0 INTRODUCTION

Raymond (2010) states that on-job training refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior therefore it is one of the oldest and most used types of informal training. It is attractive training methods because compared to other methods it needs less investment in time or money of materials, trainer's salary or instructional design and allows new employees to acquire firm-specific skills and knowledge that are hard to obtain in the market, while allowing in-office employees to stay abreast of changes in technical systems and product offerings (Liu and Batt, 2007).

On-job training is a crucial part of the 'armory' of a Local Government employer in ensuring sustainable perceived service quality is attained. The importance of training has been identified as a way to achieve professionalism, improve the levels of service quality, improve consistency and maintain a set standard (Gabriel, 2011). Additionally it helps to increase the experience of staff, ensure they do it the right way, guarantees standards and systems of work, attains timeliness and reliability, increases communication and stimulates staff while helping deliver the economic bottom line (Delahaye, 2005)

Fox and Meyer (1995) define service delivery as the provision of public activities, benefits or satisfactions to citizen. This may actually the provision of a service or product by the government to the citizens as expected by the citizens and mandated by various Acts of

Parliament. Therefore service delivery can either be tangible (products) or intangible (services) (Robert, 2009).

Service delivery is the combination of customers experience and their perception of the outcome of the services provided. In order for governments to succeed in delivery of their services to the public, they must equip their employees with training skills, resources and values (Wilfred and Douglas, 2014). However, in order to achieve this, staff orientation, job rotation, coaching and mentoring have to be carried out in order to maintain and improve the quality of service and to ensure customer satisfaction. (Van der Wagen, 2005).

Therefore as Harrison (2000) states that learning through training influences the organizational performance and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005).

1.1 BACKGROUND OF THE STUDY

According to Gomez-Mejia, et. al. (2007) training is the systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviors' to meet job requirements. Therefore on-job training help employees to do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person's career and help develop that person for future responsibilities.

Wright and Geroy (2001) state that employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently and to achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors and Myers1989).

Rafael (2004) states American companies like Vistage provide executive assessment and coaching services which have come to view training as a key to organizational survival and success in all countries over the world. This has made training to become increasingly important in preparing workers for new jobs and possibly to improve on their current job performance through good service delivery. Pfeffer and Veiga (1999) cite training as “...essential component of high performance work system” and a “source of competitive advantage...”

It was stated in 2011 that the United States of America organizations with more than 100 employees budgeted \$56.8 billion on formal training for their employees and this indicates 5% increase from the previous year (Laurie 2012). Therefore many firms are increasing their budget on training for example Total’s General Manager, Loic Laurandel, paid for two Ugandans in June last year who were part of a group that the company sponsored to undertake oil and gas courses in France. Upon return, such Ugandans stand a high chance of getting employed in the oil and gas sector (Beatrice and Flavia, 2014).

However, different organizations in Africa have come up to offer training to the various employees so as to improve on their performance. For instance United Nations Educational Scientific and Cultural Organization (UNESCO) facilitate an annual meeting on Journalism training in Grahamstown, South Africa with the aim to build professional capacity of African journalists says Abdul Waheed Khan UNESCO Assistant Director General for Communication and Information(Khan, 2003).

Noerine (1988) states that The Aids Support Organization (TASO) Training Centre located in Kanyanya 8km from Kampala was put up with a specific objective of improving on the competencies of Human Immune Virus and Acquired Immune Deficiency Syndromes (HIV/AIDS) service providers in Uganda and other countries. The founder of this pioneer centre in 1988 was to respond to the recognized need for specialized skills, information and knowledge in care, support and management for people infected and affected by HIV/ AIDS. This training centre provides a platform for further exchange of ideas and experiences among a wide range of institutions, enterprises, experts from all countries. It also strengthens the cooperation among international agencies (Juan, 2010).

Local Governments are administrative bodies for a small geographic area, such as a city, town, county or state. A local government will typically only have control over their specific geographical region and enforce law that will affect a wider area. Local government can elect officials, enact taxes, and do many other things that a national government would do, just on a smaller scale (Business Dictionary, 2006). Therefore, amongst others there is Nebbi District Local Government which highly offers training to its employees using various methods of on-job training where it orient some of its new employees. It carries out internship training where

students are allowed to acquire skills in different departments such as finance and planning department, community based service department and many others.

The Nebbi District Administration also carryout job rotation by transferring its workers from a Local Government to a sub county thus, this on-job training effort has helped it improve on the quality of output, efficiency, competence and skills of its employees and students from different university who come during internship.

1.2 BACKGROUND OF THE CASE STUDY: NEBBI DISTRICT

Nebbi District located in the North-Western part of Uganda, was part of the then west Nile District until 1974 when it was divided into North Nile, Central Nile and South Nile Districts. South Nile became Nebbi in 1980. Nebbi lies between the latitudes 20 20' N and 20 40' N and longitude 310 0'0 E and 310 20' E. It is bordered to the North by Arua district, Zombo to the west, Amuru and Nwoya to the East, Bullisia to the South-East and the Democratic Republic of Congo to the South-West.

In 2010, Okoro County was split off Nebbi to form Zombo district leaving Nebbi with two counties of Jonam and Padyere. Nebbi district is currently divided into 15 Lower Local Governments that is 13 rural sub-counties and two urban town councils (Wadelai, Panyango, Pakwach, Alwi, Panyimur, Akworo, Parombo, Nyaravur, Kucwiny, Ndhew, AtegoNebbi, Erussi, Pakwach and Nebbi town council). There are 14 town wards, 81 parishes, 894 villages and two Town Boards of Parombo and Panyimur. The district headquarters is located in Nebbi Town Council Nebbi along Nebbi – Paidha road. There is a small airstrip in Koch near Nebbi town

council, which can be reached using commercial flights from Entebbe airport. A railway link, which has not run for a long time used to link the District to the rest of Uganda Railway System.

Nebbi District has a total land area of 1984 km² with a projected Population of 346,200 (Male: 48%; Female: 52%), 181,500 female, 164,700 male as per the Population projection of 2012.

According to Uganda Population and Housing Census (2003), 6% of the population in Nebbi District has disability and 56% of the population is children below the age of 18. The main languages are Alur and Jonam. Over 85% of the District population is engaged in subsistence farming. Much of what is produced is consumed at the household level and less than 40% is marketed. The main crops grown are cotton, coffee, simsim, sorghum, millet, sweet potatoes, beans, cassava, maize and vegetables. Agro-processing is done small scale.

Nebbi District Local Government is composed of 10 departments consisting of 236 staffs. Administration and Management consisting of 67 staffs; Finance and Planning with 38 staffs; Education and Sports with 7 staffs; Production and Marketing with 22 staffs; Technical Services and Works consisting of 16 staffs; Community Based Services includes 24 staffs; Natural Resources with 8 staffs; Internal Audit includes 5 staffs and Statutory Bodies with 30 staffs as shown below;

Table 1 Staff composition for Nebbi District

S/N	DEPARTMENTS	NUMBER OF STAFFS
1	Administration and management	67
2	Finance and planning	38
3	Education and sports	7
4	Production and marketing	22
5	Technical services and works	16
6	Community Based services	24
7	Natural resources	8
8	Internal audit	5
9	Health	19
10	Statutory bodies	30

Source: Nebbi District Development Plan 2010/2015

Administration and Management department is in charged with the coordination and supervision of all government programmes in the district. The Administration and Management department comprises of the Office the Chief Administrative Officer, Human Resource Management, Information and Public Relations, Records and Information Management. Finance and planning comprises of administration, revenue, budgeting, expenditure and account.

Production and marketing departments is to serve the community through the delivery of services that contributes to sustainable food and nutrition security and increased household incomes and improvement in the quality of life of both males and females in the district. Community based services strives to attain a goal of “a violent free community of Nebbi in which there is social and gender equity and respect for human right.

1.3 STATEMENT OF THE PROBLEM

Despite Local Government efforts of on-job training like staff orientation, job rotations, coaching, mentoring, internships and conferences workshop, there are still problems of ineffective service delivery. This could be possibly because some of the trainings were more specific going beyond the immediate requirements of the district which were more specific as per the mandate given by the Constitution. Though there are instances of effective service delivery, there are still challenges of increased responsibility to train staff to be able to perform their duties properly. Therefore the study is aimed at finding the effects of on-job training on service delivery.

1.4 OBJECTIVES OF THE STUDY

1.4.1 Major objectives

The main aim of the study is to assess the influence of on-job training on service delivery at Nebbi District Local government.

1.4.2 Specific objectives

1. To find out the impact of staff orientation on service delivery at Nebbi District Local Government.
2. To find out the relationship of job rotation on service delivery at Nebbi District Local Government.
3. To find out the influence of coaching on service delivery at Nebbi District Local Government.
4. To find out the influence of mentoring on service delivery at Nebbi District Local Government.

1.5 RESEARCH QUESTION

1. What is the influence of orientation on service delivery at Nebbi District Local Government?
2. What is the influence of job rotation on service delivery at Nebbi District Local Government?
3. What is the influence of coaching on service delivery at Nebbi District Local Government?
4. What is the influence of mentoring on service delivery at Nebbi District Local Government?

1.6 HYPOTHESIS OF THE STUDY

- On -job training impact on service delivery in Nebbi District Local Government.
- On-job training does not significantly impact on service delivery in Nebbi District Local Government.

1.7 SCOPE OF THE STUDY

i).Geographical scope

The study was conducted in the North Western part of Uganda in Nebbi District which was part of the then West Nile District until 1974 when it was divided in to North Nile, central Nile and south Nile Districts. Nebbi District Local Government is located in Nebbi District in Nebbi Town Council Nebbi along Nebbi – Paidha Road.

ii). Subject scope

The study identifies on-job training such as staff orientation, job rotation, coaching and mentoring as it's an independent dimensions and service delivery as dependable variable. Therefore the subject area of the study includes amongst others Human Resource Management, Organizational Behavior and Principle of Management.

iii). Time scope

The study considered on-job training methods at any levels in Nebbi District Local Government for the years of 2010, 2011, 2012 and 2013 because within this period, the researcher will get the key information and data. The research was however carried out from October 2014 to April 2015.

1.8 SIGNIFICANCE OF THE STUDY

It will also bring to the attention of Nebbi District Local Government's management the importance of having an effective and competent employees who are fully trained and this will enable it meet the demand of the communities and achieve its strategic plans.

The study will help firms understand the importance of on-job training programs. This will also enable them structure their training programs to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance through better service delivery. This also ensures the existence of a pool of skilled workforce who could be utilized for national development.

The significance of this research is that it will show the importance of training of employees in organizations with the aim of developing and improving on their skills, abilities and competencies. Organizations have to embark on training so as to realize improved employees efficiency, effectiveness and competencies and achieve their ultimate goal of high levels of performance.

The research was carried out to find out the influence of on-job training on service delivery because there is low performance of employees as compared to the organization standards. Therefore the research has been carried out to show effectively on-job training can get employees perform their duty.

1.9 JUSTIFICATION OF THE STUDY

The researcher needs to investigate the effects of on-job training on service delivery carried out by the people of Nebbi District Local Government since on-job training tends to be focused on performing real job tasks because it is task based.

The research helped the researcher to expansion of her knowledge on Human Resource Activities, Organizational Behavior and a better understanding of training employees since she

will be in position to read many books on on-job training and service delivery such hence leading to the deeper understanding of the content of the books.

The top managers will utilize this information regarding decisions and ways of managing overall policies in on-job training. This will enable the organization view their weakness in areas they have not performed well since during the data collection the researcher got different opinions of the workers basing on-job training on service delivery.

The research was carried out to explore the effects of on-job training on service delivery. This shows that employees who perceive they have the opportunity to develop new skills are more satisfied with their jobs, more loyal, and more likely to stay with the organization.

1.10 DEFINITION OF KEY TERMS

On- job training is a practical method often used to teach physical and cognitive skills and abilities. It is practiced on a day to day basis as part of a specially tailored training program which includes demonstration, job rotation, coaching and mentoring, planned experience and other personal development activities (Bernardin, 2010).

The study's working definition of on-job training is planned and structured that takes place mainly during the normal work place of the trainee-although some instruction may be provided in a special training area on site-and where a manager, supervisor, trainer or peer colleague spends significant time with the trainee to teach a set of skills that have been specified in advance.

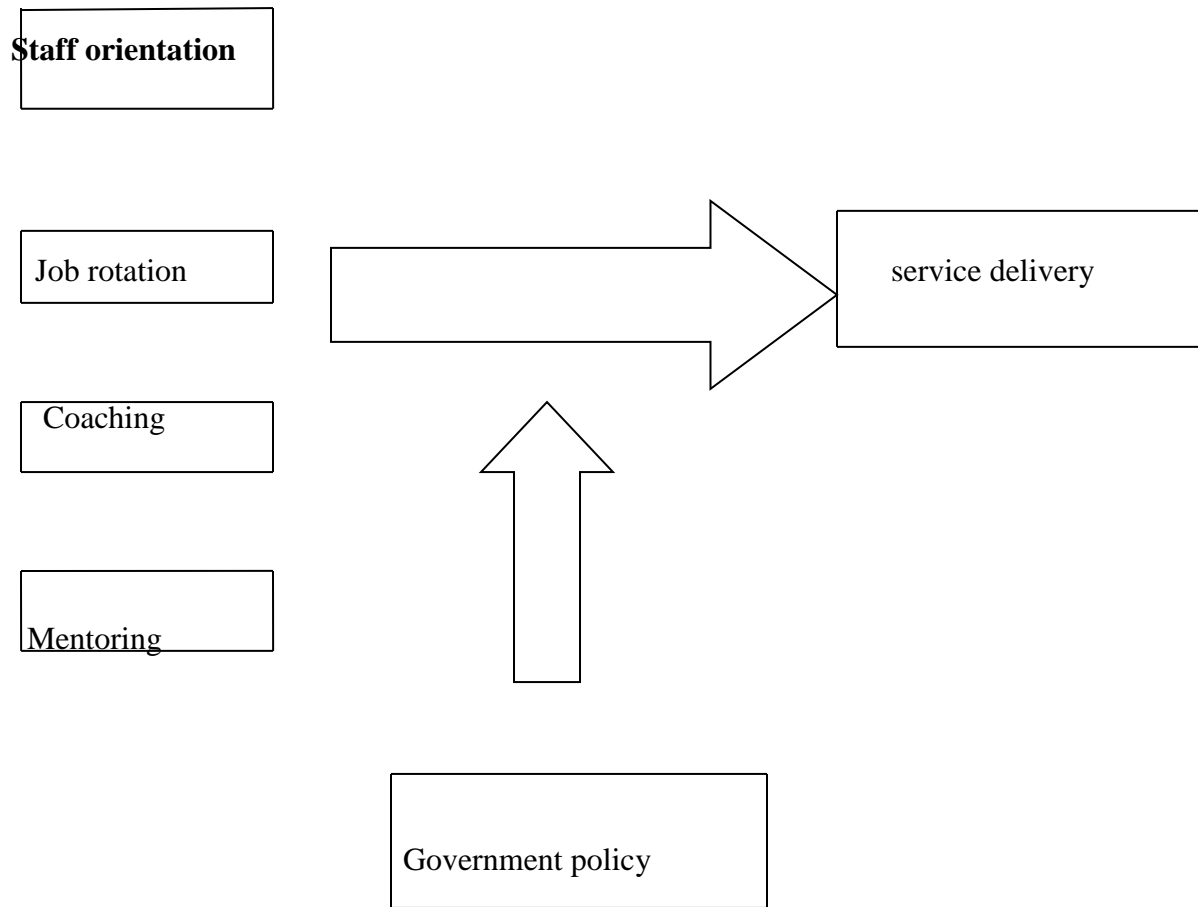
Service delivery implies that user of the service is a passive recipient who has the services delivered to him. However, the recent spate of service delivery protest proves contrary to this popular belief (Flynn, 1997).

The study's working definition of service delivery is a component of business that defines the interaction the provider of service and clients.

1.11 CONCEPTUAL FRAME WORK

The relation of the two variables, that is, the independent and the dependent variables show that the two are interrelated. Each of the attributes under the independent variable is used to generate both positive and negative results on the dependent variable. The study shows the relationship between on-job training and service delivery. The independent variables like staff orientation, job rotation, coaching and mentoring depend on the dependent variable service delivery. The performance of the dependent variable cannot be good or can be hindered if on job training is not carried out effectively. Better training leads to good performance. However, the performance of the independence variable can be affected by the government through government policy.

Fig.1 A Conceptual Framework



Source: Developed from the Literature review (Armstrong 2009 and Bernardin 2010)

As illustrated above in Figure 1, the interplay of on-job training is a training shows employee how to perform the job and allows him or her to do it under the trainer's supervision. This training can be carried through staff orientation, job rotation, mentoring and coaching to improve on the service delivery of the Nebbi District local Government since there are problems of ineffective service delivery. Therefore the study is to fine out the gap between on job training and service delivery.

Government policy aims at training of employees to equip them with development skills, knowledge and attitudes to empower people to participate in the planning process. The Local Government Act 1997 section 36 (1, 2 and 3) stipulates that the district council shall be the planning Authority of a District and that the District planning Authority shall work in accordance with the guidelines established by the National Planning Authority.

1.12 CONCLUSIONS

In conclusions, every organization as well as Nebbi district local government would wish to see its employees performing well and achieving its aims and objectives and this can be done through training the employees so as to expand their knowledge, skills and behavior. Therefore, in this chapter the researcher discussed the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, conceptual frame work and defined the key terms used in training.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter critically presents the views of the literature related to the effects of on-job training on service delivery in public administration, with relevant contribution of different authors on the effects of employee's performance with emphasis on training; it highlights the different methods of on-job training such as staff orientation, job rotation, coaching and mentoring.

2.1 ON THE JOB TRAINING AND SERVICE DELIVERY

2.1.1 On-Job Training

Raymond (2008) states that on job training is a new or inexperienced learning in the work setting during work by observing peers or managers performing the job and trying to imitate their behavior, on-job training is one of the older and most used types of informal training. It is consider informal because it does not necessarily occur as part of a training program and because managers, peers or mentors serve as trainers. This is where an employees is shown how to perform the job and this is done under the supervision of a trainer normally a manager and it explains why it is important management methods and explains the major approaches with their relevance for employees training performance in local governance (Lloyd and Leslie, 2008). On-job training takes various forms including apprenticeships and self-directed learning programs.

On-job training is an attractive training method because it needs less investment in time or money for materials, trainer's salary or in structural design (Raymond, 2010).

Bernardin (2010) suggest that on job training is an experiential method often used to teach physical and cognitive skills and abilities. It is practiced on a day to day basis as part of a specially tailored training program which includes demonstration, job rotation, coaching and mentoring, planned experience and other personal development activities. Here much industrial training is conducted on-job and is often informal since an experienced worker shows a trainee how to perform the job tasks. The trainer may watch over the trainee to provide guidance during the learning or the practice. Armstrong (2009) says that although on-job is often associated with the development of new employees; it can also be used to update or broaden the skills of existing employees when new procedures or work methods are introduced so as to improve on their performance as well through good service delivery.

On-job training is often informal as when an experienced worker shows a trainee how to perform the task. In most cases in some organizations the trainer is a retired employee who trains the new one after which the trainees are exposed to formal class room and field training. Therefore in conclusion it can be emphasized that on job training is the best when one on one training is necessary and this applies only to small number of employees who need to be trained in order to deliver the services (Bernardin, 2010).

According to Noe et al (2010) on-job training refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behavior. It can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross training employees within the department and orienting

transferred or promoted employees on their new jobs to improve on their services. It takes various forms including apprenticeships, job rotation, on-job coaching, performance appraisal and self-directed learning programs (Wayne, 2006). On-job training is a good method to use because compared to other methods it needs less investment in time and money for example for paying the trainer however, the trainer must make sure that the on-job training is structured to be effective since it involves observing others and a successful on-job training is based on the principles emphasized by social learning theory for example the use of a credible trainer who should only train a small number of employees (Kenny and Reid, 1986).

Kleiman (2000) said that on-job training is a method in which trainees are taught how to perform their jobs in the actual setting. Unlike all the above authors, Kleiman emphasized that on-job training is only for the new employees who are expected to learn the job by watching an experienced worker who is to design a successful on-job training through listing all the skills the trainees need to learn, set the learning objectives, give the trainees an opportunity to perform each of the important tasks of the job and many other. Therefore the researcher intends to find out if on-job training is only meant for the new employees or the old employees can also do it as well to improve on their skills hence proper service delivery.

2.1.2 Service delivery

Robert (2009) states that service delivery are the mechanism or strategies used by the organization to provide services to customers. Therefore organization must determine the best way to deliver quality services and to provide effective follow up support. Everything organizations do in customer's service is crucial. This includes the way information is made available to customers, initial contacts and handling customer's issues.

Local Government defines service delivery as a range of services to meet the needs and wants of their communities. It covers internal services such as strategic planning, human resource, finance and external services such as waste collection, childcare services, parks maintenance and development application processing (Ryan and Robinson, 2014)

According to National Meteorological Service (NMSs) service delivery is a contract between a service providers and a user or customer, it details the nature, quality and scope of the service to be provided (Mark and Spencer, 2004).

Michael (2009) defines service delivery as an agreement between the provider of human resource services and the customers who use the service on the level that should be provided. It sets out the nature of the services provided, the volume and quality to be achieved by the service and the response time the provider must attain after receiving requests for help. The arrangement provides the basis for monitoring and evaluating the level of service.

Service delivery refers to a relationship between policy makers, service providers and consumers of those services and encompasses both services and their supporting systems. Service delivery is a mechanism used by organization to meet the needs and aspirations of the people it is meant to serve (Patrick, 2013). Political and Technical Assessments of the effectiveness of the public organization such as Local Governments (LG) occurs continuously in most countries. These review how effectively the Local Governments meet the service delivery standards of the country. Confidence in Local Governments derives from demonstrated capability to deliver services in a way that meets national and public needs. These should address the needs of the community by providing quality services Local Governments Act, 1997.

The ability of Local Government to meet national services delivery needs is a source of creditability on their part. Conversely, Local Governments face a critical test when they fail to meet people's expectations. At the centre of service delivery is accountability, value for money, efficient and effective use of resources, improved communication and decision making processes. If the accountability is weak, value for money will not be realized (Patrick, 2013). Effective service delivery is about providing the services that meets the needs of the users in the most efficient and effective ways. Sharing best practices leads to effective and efficient services designs and implementation (Local Government Hand Book, 2013).

According to the World Meteorological Organization (2014) service delivery is a product or activity that meets the needs of a user or can be applied by a user. To be effective, services should be available and timely, dependable and reliable that is delivered on time and according to the required user specification and many others. Service delivery, then, is a continuous, cyclic process for developing and delivering user-focused services. It is further defined in four stages namely user engagement and developing partnerships; Service design and development; evaluation and improvement; delivery

2.2 STAFF ORIENTATION AND SERVICE DELIVERY

Staff orientation can be viewed as a special kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work situation – a vital ingredient of internal corporate communication (Bennett, 2001). So it provides the new employees with concise and accurate information to make him or her more comfortable in the job; encourages employee confidence and helps the new employee adapt faster to the job hence contributes to a more effective and productive workforce.

Asare-Bediako (2008) states employee orientation as the familiarization with and adaptation to a new work environment. It refers to the process by which a new employee is introduced to the organization, to the work group and to the job. Traditionally, organizations approach orientation by describing to the new employee the organization's history, structure, fringe benefits, rules and regulations. A more progressive approach is to view orientation as an opportunity to communicate the organization's vision and values, shape the new employee's values and integrate him/her into the organization's structure.

The first few months within any organization represent the critical period during which an employee will or will not learn how to become a high performer. Mathias and Jackson (1991) states that the principle of learning ensures that productivity potential is enhanced, while, simultaneously both the company and employee expectations are integrated. So staff orientation is the procedure of providing new employees with basic background information about the firm and the job. It is more or less, considered as one component of the employer's new-employee socialization process.

The socialization process could be seen as an ongoing process of initialing in all employees the prevailing attitudes, standards, values, and patterns of behavior that are expected by the organization. Socialization is important for employee performance and for organizational stability. For new employees, work performance depends to a great extent on knowing what they should or should not do. Understanding the right way to do a job is a measure of effective socialization (Cascio, 2006).

Lloyd and Leslie (2008) define orientation as the introduction of new employees to the organization, their work units and their jobs. Employees receive orientation from their co-

workers and from the organization. Orientation from co-workers is usually unplanned and unofficial and that it often provides the new orientation with misleading and inaccurate information. This is one of the reasons the official orientation provided by the organization is so important. An effective orientation programme has an immediate and lasting impact on the new employees and can make the difference between his or her success and failure.

There are two distinct levels of orientation where the human resource department and new employee's immediate managers normally share responsibility for orientation (Lloyd and Leslie, 2008). The human resource department is responsible for initiating and coordinating both levels of orientation, training line managers in procedures for conducting the department and job orientation, conducting the general company orientation and following up the initial orientation with the new employees. The new employee's manager is usually responsible for conducting the departmental and job orientation. The two distinct levels of orientation are explained as below;

Organizational orientation is the general orientation that presents the topics of relevance and interest of employees. This topic of relevance should be based on the needs of both the organization and the employees. Generally, the organization is interested in providing good service to customers and clients, satisfying employee's needs and wellbeing and being socially responsible. New employees on the other hand are generally more interested in pays, benefits and specific terms and conditions of employment. The possible topics or matters for organizational orientation programs includes the company overview, policies and procedures, compensation benefits, safety and accident prevention and many others (Lloyd and Leslie, 2008).

Departmental and job orientation is the specific orientation that describes topics unique to the new employee's specific department or job. The content of departmental and job orientation

depends on the specific needs of the department, skills and experience of the new employees. This is where the experienced employees are likely to need less job orientation. However both the experienced and inexperienced employees should receive a thorough basic orientation concerning the department matters such as department functions, job duties and responsibilities, policies and procedures and many others.

According to Lloyd and Leslie (2008) it is desirable for each employee to receive an orientation kit or packet of information to supplement the verbal orientation program. This kit, which is normally prepared by the human resource department, can provide a wide variety of materials. Care should be taken in the design not only to ensure that essential information is provided but also that too much information is not given. Some of the materials that might be included in an orientation kit include company organization chart, map of the company's facilities, copy of policy and procedures handbook and many others.

Mabel (2006) defines orientation as a type of training in which new comers are introduced to the organization's culture, standards and goals. The basic purposes of orientation is to help new employees to settle and adjust in the new organization, reduce the level of anxiety and create the favorable impression of the organization to the new employees and also to provide specific information regarding the tasks to be done. This will help the new entrant to know about the rewards and benefits offered by the organization and how he will move forward into the organization so as to be able to contribute to the overall organizational goals.

Raymond (2010) states the orientation plays play an important role in socializing employees there effective orientation programs focus on providing the employee with a broad understanding of the history of the company, the company goals and day to day interpersonal relationships as

well as performance requirements. Orientation involves familiarizing new employees with company rules, policies and procedures.

Micheal (2009) states that orientation theory examines the factors that are instrumental that is to say it serves as a means of accomplishing something in directing people's choices about work. An orientation is a central organizing principle that underlies people's attempts to make sense of their lives. In relation to work, Guest (1984) states that an orientation is a persisting tendency to seek certain goals and rewards from work which exists independently of the nature of work and the work content. The concept of orientation stresses the role of the social environment as a key factor affecting motivation.

Herbert (2009) states that new employees orientation is the establishment of the employment relationship through final match activities which does not end with the person/job match rather that relationship much now be nurtured and maintained overtime to ensure that the intended match becomes and remains effective. The new hires become new comers and their initial entry into the job and organization should be guided by orientation activities. Orientation may be concurrent, overlapping activities that occur for the new comer. Timothy, (2009) states that orientation require considerable advanced planning in terms of topics to cover, development of materials for the newcomers and scheduling of the myriad activities that contribute to an effective orientation program.

2.3 JOB ROTATION AND SERVICE DELIVERY

According to Bernardin (2010), job rotation involves moving employees from one job to another or different jobs within the same department to broaden their experience for example assuming

an accounts department had recording and filling, an employee can do the filling and after some time take on recording. Job rotation programs enables employees to develop a broader base of skills as part of the managerial training programs.

Lloyd and Leslie (2008) writes that in job rotation an individual learns several different jobs within a work unit or department and performs each job for a specified time period, in most cases six months to a year. This kind of on the job training is very convenient because the trainees are closely monitored by the heads of the different departments that they rotate hence note about each trainees' performance in the departments are kept and after wards analyzed to see the departments where he/she best perform at. Schwind (1999) argue that companies show greater interest in this type of on the job training because it makes their employees be in position to perform several job functions so that their work force is more flexible and interchangeable.

Falkenberg et al (1999) said that job rotation has been used for years to achieve a number of different human resource management objectives like staffing jobs, orienting new employees, preventing job boredom and training employees. It is beneficial for employees who are starting out in their careers and it leads to greater career satisfaction, broader understanding of strategic issues and greater commitment from long term employees. This method has to be carefully planned and controlled because it can be in efficient and frustrating method of acquiring additional knowledge and skills. The success of using this method depends on designing a program which sets down what trainees are expected to learn in each department or job in which they gain experience. There must be a suitable person available to see that trainees are given the right experience/opportunity to learn and their progress must be closely followed. A good way of stimulating trainees to find out for themselves is to provide them with the list of questions to

answer so as to get their views about the training and therefore design the program basing on their responses.

Mable (2006) defines job rotation as a process in which new employee is assigned several jobs one after another so as to give a wide range of experience in the different activities of the organization. Even experienced managers may rotate their jobs to gain a wide experience. This method is commonly used in civil service where an employee may expect to over on to another job after a few years. It is commonly used for new employees to familiarize them with different aspects of a department of the organization. Employees are rotated in a series of jobs thereby enabling them to learn different and new skills.

Job rotation involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department. This helps employees gain overall appreciation of the company's goals, increases their understanding of different company functions, develops a network of contacts and improve problem solving and decision making skills. It has also been shown to be related to skills acquisitions, salary growth and promotion rates. However, there are several potential problems with job rotation from both the employee's and the work unit's point of view. The rotation may create a short term perspective of problems and solutions in the employees being rotated and their peers. Employees' satisfaction and motivation may be affected because they may find it difficult to develop functional specialties since they may not spend enough time in one position to receive a challenging assignment (Raymond, 2010).

Job rotation has been defined as systematic movement of employees from one job task to another at planned intervals (Dessler and Varkkey, 2009; Malinski, 2002). Job rotation is said to be an

excellent way for the organizations to develop their employees (Beatty et al., 1987). Organizational scholars claim that rotating the employees from one department to another is not a luxury but a necessity of today's professional climate as it provides an intermittent opportunity to employees to tackle higher level diversified tasks which bring about greater job interest and involvement among them and subsequently enhance their job performance (Eitington, 1997; Leat, 2007 and Campion et al., 1994

The importance of job rotation has been long recognized in almost every corporate setting all around the world. Job rotation is an excellent way for the organizations to develop employees, managers and executives (Beatty et al., 1987). It enables the training of employees to be backups for other employees so that the organizations have a more flexible work force and a ready supply of trained employees which serves as a competitive edge for the organizations (Rothwell and Kazanas, 1994). Job rotation also improves employee's problem solving abilities and shared understanding of the job, enhances team efficiency and enables the employees to avail promotion opportunities after successful completion of job rotation programs (Faegriet al., 2010). Thus, both the employees and employers can benefit from job rotation practices.

Arya and Mit-tendorf (2006) argue that implementing optional job rotation programs can help firms to better match pay to an employee's true worth by achieving a self-selection of the workers when undertaking different tasks is less costly for highly talented employees than for employees of low talent, the former opt for the job transfer program in order to prove their versatility, whereas the latter refrain from doing so because it is too costly.

McCourt and Eldridge (2003) define job rotation as a way of developing employee skills within organization. This involves movements of employees from one official responsibility to another

for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

2.4 COACHING AND SERVICE DELIVERY

Raymond (2010) defined a coach as a peer or manager who works with an employee to motivate him, help him develop skills and provide reinforcement and feedback. He is more of a tutor who observes the employee's work and actions, comments on execution and teaches the employee skills that he may be lacking. A coach does not have to necessarily come from the new employee's division of work for example he can come from the organization's personnel or training function.

Michael (2009) said that "the best way to learn how to manage is to manage, under the guidance of a good manager" and coaching is an informal way but deliberate way of providing this guidance. Parsloe (1999) defines coaching as the process that enables learning and development to occur and thus performance is improved. It can also be defined as the process of training somebody to do a job better or improve the skill. Coaching is carried out by a coach.

Parsloe (1999), Micheal, (2009) and Noe et al (2010) argue that to be successful a coach requires knowledge and understanding of the process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.

Lussier (2010) said that coaching model is designed for use in improving ability and for dealing with motivation problems. Lussier continue to say that the employee performance below standard may need daily or weekly coaching to reach increased productivity and he said that the coaching model involves five steps that is referring to the past, describing current performance, describing the desired performance, getting committed to the change and follow up. Therefore, once the steps are followed well then the organization expects an improvement in the employees' performance.

Lloyd and Leslie (2008) explains coaching as a method of management development conducted on the job that involves experienced managers advising and guiding trainee in solving managerial problems. The idea behind coaching is to allow the trainee to develop their own approaches to management with counsel of a more experienced manager. One advantage of coaching is to that the trainees get practical experience and see the results of their decisions. However, there is danger that the coach will neglect training responsibilities and pass on inappropriate management practices. This is where the trainee works directly with a senior manager or with the person he or she is to replace, the latter is responsible for the trainee's coaching. Normally, the understudy relieves the executives of certain responsibilities giving the trainee a chance to learn the job.

Mable (2006) argued that coaching is when the new recruit is put under the guidance of an experienced member of staff who will show him what to do or how to do the job. The length of

the coaching period will depend on the complexity of the job and the previous experience of the trainee. This can be done by establishing learning targets, planning a systematic learning and development programme, identifying opportunities, taking in to account the strength and limitations and exchanging feedbacks.

Coaching can be defined as 'a result-oriented, systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and professional lives of normal, non clinical clients'(Grant, 2003). Over the last two decades, the use of coaching methodologies as a means of enhancing performance and development in organizations has increased substantially. Since its foundation in 1995, The International Coach Federation (ICF) has seen its member count grow to over 20,000 members in over 100 countries in 2012 (International Coach Federation, 2012)

2.5 MENTORING APPROACH AND SERVICE DELIVERY

According to Bernardin (2007) mentoring is a developmental program gaining in popularity and it consists of establishing formal relationships between junior and senior colleagues or peers. This relationship contribute to both career functions (coaching, exposure to important contacts and resources and many others) and psychological functions (role modeling, friendship, acceptance and confirmation of colleagues and many others). It is a process of advising and helping somebody or an employee with less experience over a period of time.

Schwind et al (1999) said that neither the mentor nor the employee always recognizes that such a relationship exists, the junior worker simply knows that here is someone who gives good advice and the mentor sees the employee as simply someone who wants advice. Mentors should be

chosen basing on their interpersonal and technical skills and they should also be trained in order to impart the required skills in the employee hence improving on the employee's performance. For mentoring to be successful, it has to involve a number of activities like coaching, exposure and visibility and protection that is being facilitated by the mentor. Therefore, both mentoring and coaching lead to better performance since both the coach and the mentor have the obligation of making proper contacts with the employees through the provision of contacts and opportunities for practice so that the job can be learned easily and performed adequately.

Steven and Mary (2000) define mentoring as the process of learning the ropes of organizational life from senior person within the company. Mentors give protégés more viable and meaningful work opportunities and open doors for them to meet more senior people in the organization. Mentors also teach these new comers political skills and tactics supported by the organization's senior decision makers.

Raymond (2010) states that a mentor is an experienced, productive senior employee who helps develop a less experienced employee. Most mentoring relationships develop informally as a result of interest or values shared by mentor and employee. Mentoring programs are used to socialize new employees and to increase the likelihood of skill transfer from training to the work setting. Mentoring programs may also be developed specifically for women and minorities to enable them gain the experience and skills needed for managerial positions. Mentoring is part of Deloitte and Touche's women's Initiative Program designed to help women successfully deal with the barriers they may face in advancing to senior level management positions.

According to Bernardin (2010) mentoring consists of establishing formal relationships between junior and senior colleagues or peers. These relationships contribute to career unction such as

sponsorship and protection of colleagues; exposure to important contacts and resources; assignment of challenging work and psychosocial functions. Employees who receive mentoring feel they are getting social support which is then related to their job satisfaction. Mentoring traditionally occurs in face to face meetings. However with the advent of technology, increasingly more mentoring is being provided in electronic forms. E- Mentoring has also been called online mentoring, virtual mentoring or telementoring. E-mentoring refers to a mutually beneficial relationship between a mentor and protégé which occurs primarily through electronic means.

2.6 PERFORMANCE IN LOCAL GOVERNMENT

There are two factors for poor performance in Nebbi District Local Government namely internal and external as discussed below;

Nebbi District is highly dependent on central government transfers. During FY 2008/9, central government transfers accounted for 90.6 percent, while donor contributions accounted for 8.6 percent, and local revenues constituted only 0.8 percent. This level of dependency affects the service delivery and overall performance of the district. Most grants from the central government are conditional and therefore earmarked for specific services. Only a slight degree of flexibility is permissible, but even so with restrictions. The unconditional grant, which is the only grant that local governments may use as part of their revenue, is mainly used to pay staff salaries. In many instances, these funds are not adequate, creating a funding gap. This gap means that the district has to operate below the acceptable minimum personnel structures. For example, Nebbi District does not have a council hall. For this reason, the district incurs high costs of hire from private entrepreneurs. On some occasions, the meetings are held at the district planning unit hall.

Furthermore, the district does not have a library or resource centre. For the district to perform at optimal levels, such administrative constraints have to be solved with reasonable flexibility in the district budget.

Nebbi District, like all other districts in Uganda, operates using the three-year rolling DDP. The budgeting and implementation of the plan takes the form of an annual work plan with very short-term targets set for every financial year. There is no strategic long-term investment plan that can provide a framework for setting long-term development targets and budget allocations. For example, the Nebbi District Council has no clearly defined targets for key sectors such as education, health, roads, or even local revenue collection over a number of years. Indeed, the absence of long-term strategic development targets denies the council the opportunity to operate in a more strategic manner and to measure their own performance on the basis of clearly defined development and service delivery benchmarks.

The assessment revealed wide civic incompetence manifested in a lack of basic knowledge by the electorate regarding the key roles of councilors and the basic functions of the local government system. The electorate in Nebbi District had serious misconceptions on the roles and responsibilities of councilors, and hence some within the electorate saw their councilors as people who are supposed to bury the dead, attend local parties, and make contributions to individual and community problems. They lacked knowledge on the basic functions and duties of the council from the planning cycle of local governments, to the rights and entitlements that the electorate can expect to get from their councils. This ignorance was identified as an inhibitor for the public's participation in planning, budgeting, and implementation of the local government's programmes.

The quality of councilors is mainly affected by their average level of education. At the moment, there is no minimum education requirement for anyone to hold the office of a district councilor in Nebbi, as is the case in all of Uganda's other districts. In fact, councilors are not required to submit any academic papers as part of the eligibility requirements to contest for the office of councilor. There is widespread consensus that councilors with very low levels of education failed to express themselves during plenary sessions, while some could not make written contributions to any committee. The low levels of education undermine effective debate and interaction among councilors and the highly educated technical staff whom they are presumably supposed to supervise. Indeed, various councilors pointed out this as one of the major challenges that some of their colleagues faced in discharging their statutory and political functions as envisaged under the Local Government Act. Evidence from the assessment showed that councilors with higher levels of education (degrees, certificates, or their equivalent) debated and contributed more significantly and objectively during plenary and committee meetings.

At the same time, ACODE's researchers noted that the recorded district council proceedings did not include appropriate attribution that could facilitate a qualitative analysis of the contributions of individual councilors. Besides, the councilors themselves did not keep coherent records of their activities and contributions.

As noted above, councilors in Nebbi District exhibited poor record-keeping in relation to their activities as elected leaders for example although many councilors claimed to have made contributions during meetings and met with their electorate, there were no records to confirm evidence to this effect. Some councilors did not have diaries or note books while others used loose record options and cell phones that could not be tendered as evidence of performance at the time of the assessment. At the council level, it was evident that while councilors claimed to have

made contributions during plenary sessions, many such contributions not recorded by the clerk to council due to errors.

It was established that many councilors are often absent from their constituencies and leave their constituencies unattended to. It is no surprise, therefore, that the indicators with the worst scores were ‘contact with electorate’ and ‘attendance of lower local councils.’ This leaves constituencies devoid of political direction and the much-needed oversight role that political leaders ought to provide. It was noted, for example, that some councilors are engaged in businesses in Southern Sudan with little time for their council activities.

Monitoring of service delivery on national priority programme areas has continued to be a challenge for the district; and in cases where they are done, not many follow-up actions and decisions are made. The finds of the Monitoring exercises are not put to use in making appropriate decision and taking actions to address the reported challenges.

2.8 IN CONCLUSION

The chapter has revealed the views of different scholars on training in organizations, and how it contributes to employee’s performance. The essence of training needs, how and why training needs should be assessed has also been explained and the bases for which employees should be chosen or selected for training the types of on the job training have been duly identified namely orientation, job rotation, coaching, mentoring approach.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The chapters before have stated the effects of on-job training on service delivery. This chapter, however, presents the research methodology used in the study. The research design, target population, the sample size and sampling techniques, the data collection method, data instrument, validity and reliability of data collected data analysis are presented here. The ethical considerations and the study limitations are also included.

3.1 RESEARCH DESIGN

The study focused on the effects of on-job training on service delivery in Nebbi District Local Government as a case study. The researcher integrated case study and cross sectional survey in design where quantitative approaches were used to verify the hypothesis predetermined in the study and to engage some statistical data analysis to give scientific meaning for the purpose of understanding the variables (Mugenda and Mugenda, 2003). This is because cross sectional survey research design supported the researcher to describe, compare and relate the independent and dependent variables (Creswell and Plano Clark, 2007).

In addition, the researcher was able to obtain information from employees of Nebbi District Local Government that relate to staff orientation, job rotation, coaching and mentoring (Creswell and Plano Clark, 2007). Furthermore, it enabled researcher obtain in depth

understanding of the individuals and the organization as well as a detailed analysis of the study area (Amin, 2005).

3.2 AREAS OF THE STUDY

The study was carried out in Nebbi District which is one of the districts located in the North western part of Uganda. However before that, it was part of the then West Nile District until 1974 when it was divided in to North Nile, central Nile and south Nile Districts. South Nile became Nebbi in 1980 and lies between the latitude 20 20'N and 20 40'N and Longitude 310 0'0 and 310 20'E. It is bordered to the North by Arue District, Zombo to the West, Amuru and Nwoya to the East, Bullisia to the south east and the democratic Republic to the south west. This was because there quiet a number of employees who could take part in the research activities.

3.3 STUDY POPULATION

The population for the research was obtained from the office of Nebbi District Local Government. The study population consisted of employees under different departments such as administration and management, finance and planning, Education and sports, production and marketing, technical service and works, community based service, natural resource, internal audit, and health and statutory body who add up to 236 workers and it's from this population that a sample size was obtained. The study population represents the complete collection of all elements that a sample area of interest in the particular investigation from where one can participate in the study. (Amin, 2003). Therefore, out of the mentioned sample data was collected from the employees who had worked for the organization.

Table 2: Showing classification of employees as in different departments

s/n	Departments	Number of staffs	Percentage
1	Administration and management	67	28.39%
2	Finance and planning	38	16.10%
3	Education and sports	7	2.97%
4	Production and marketing	22	9.32%
5	Technical services and works	16	6.78%
6	Community Based services	24	10.17%
7	Natural resources	8	3.39%
8	Internal audit	5	2.12%
9	Health	19	8.05%
10	Statutory bodies	30	12.71%
	TOTAL	236	100

Source: Nebbi District Development Plan 2010/2015

3.4 SAMPLING PROCEDURES

3.4.1 Sample size

A sample is a segment of the population that is selected for investigation; it is a subset of the population (Bryman and Bell, 2003). Berg (2001) argues that the logic of using a sample of subjects is to make inferences about some larger population from a smaller one which is the sample. The researcher took a sample size of 236 respondents. This sample size chosen gave the researcher the chance to go into a deeper study of the topic since the research majorly used qualitative approach. This included the lower local government, Town wards, Parishes, Villages and Town boards. This sample size was determined by the formulae By **Amin, M, E., 2005** as **below;**

$n = \frac{\text{Total Population}}{1 + Ne^2}$

$$1 + Ne^2$$

$n = \frac{236}{1 + 236(0.05)^2}$

$$1 + 236(0.05)^2$$

$n = \frac{236}{1 + 236(0.0025)}$

$$1 + 236(0.0025)$$

$n = \frac{236}{1.59}$

1.59

n= 148 employees

Note

Where n is the sample size

N_i is the total number of employees at Nebbi District Local

e represents the error which can be either 0.05 or 0.01

3.4.2 Sample method

The population was divided into two categories that are Pakwach town council and Nebbi Town council. Probability sampling used to select the two from which the respondents to this research was chosen. This is because “Probability sampling techniques give the most reliable representation of the whole population” (William, 2011). The researcher then used stratified sampling to determine the number of lower local government, Town wards, parishes, Villages and Town boards. According to Jupp (2006) One form of stratified sampling is quota sampling where the population is divided into strata and the number of sample members in each stratum is predetermined. Quota samples can be representative of the population in terms of the stratifying variables but are not random because not every population member has an equal chance of being selected. This is due to the method of selecting respondents. This means that the sample was divided into five categories of the Lower local government, Town wards, Parishes, Villages and Town boards.

3.5 DATA COLLETION METHODS AND INSTRUMENTS

According to Enon (2002) and Sekaran (2003) data can be collected in a variety of ways which include among others; interviews, survey questionnaires, observation and document review which are categorized into qualitative and quantitative. For the purposed of this study the researcher used survey questionnaire to get primary data and document review to get secondary data. This is for triangulation purpose, where triangulation refers to the application and a combination of several methodologies in the study of the same phenomenon (Todd, 1979)

3.5.1 Questionnaires

The researcher designed structured, closed ended questions to capture information about the population in relation to the specific objectives and hypotheses, (Mugenda and Mugenda, 2003). The questionnaires aided the researcher to obtain data guided by the extract of information needed to ease the scientific analysis of the data collected (Mugenda and Mugenda, 2003). It helped to increase the degree of reliability due to the number of items it could reach as well as increase the chance of obtaining valid information (Amin, 2005). This method of data collection was preferred by the researcher because it is cheap and easy to use hence analysis of the data is easy.

3.5.2 Observation

Observation method was used to note the behavior of the participants, the events and the context surrounding the events and behavior (Best and Kahn, 2003).This helped to generate additional

information to relate the results of the other instruments to be used for data collection and bridge any inconsistencies that might come up when trying to interpret the data.

3.5.3 Documentary review

Human resource documents of Nebbi district Local Government were used so as to get a deeper understanding of the trends and systems in the organization, these documents included among others the human resource records and policy documents which helped to provide essential information for the study.

3.6 QUALITY CONTROL METHODS

3.6.1 Validity

Validity refers to the appropriateness of the instruments to provide accurate and meaningful inferences. In order to get the validity on the instruments the researcher used pre-test results in which both the construct and content validity of the instruments was measured. This means that the instruments have to generate results that are meaningful and accurate to represent the theoretical concepts as well as represent the specific indicators of the study concepts (Mugenda and Mugenda, 2003). This was determined by assessing the instruments against the research objectives using CVI, calculated as the number of valid items over the total number of items in the questionnaires (Sakaran, 2003). The formula is as follows;

$$\text{CVI} = \frac{\text{Items rated relevant}}{\text{Total number of items}} \times 100\%$$

Total number of items

$0 \leq 50$ is rated unreliable and $50 \geq$ is reliable

3.6.2 Reliability

Reliability is the extent to which the instruments produce the same results each time they are used (Neuwman, 2011). Reliability was measured using test-re-test techniques and the researcher correlated the scores from both testing periods in order to reduce sample error. From the target population the researcher selected sixty members randomly to whom the instruments were administered in the space of one week so as to ascertain whether this would generate the same results in those two separate time frames (Mugenda and Mugenda, 2003). The purpose was to establish whether the instruments are capable of generating the required information and if found lacking in any way then necessary adjustment will be done in time.

3.7 DATA COLLECTION PROCEDURES

In order to be able to collect this data, the researcher first obtained an introductory letter from the faculty of Business Administration and Management in Uganda Martyrs University that helped to identify the researcher to the Nebbi District Local Government in order to seek permission to carry out the research. After the introduction and acceptance the researcher carried out the data collection exercise from the staffs and still also personally explained the importance of the study being carried out so as to get acceptance and total participation of the sampled population. The researcher ensured that the confidentiality and trust from the respondents by assuring that the research is for academics purposes.

3.8 DATA ANALYSIS

Both quantitative and qualitative techniques were used to collect data. The qualitative data was collected from secondary sources using content analysis and logical analysis techniques. Quantitative data analysis was done using Microsoft Office Excel 2007 and Statistical Package for Social Sciences (SPSS) where the frequency distribution and percentages was got for the quantitative data analysis. It was also used to determine the proportion of respondents choosing the various responses. This did for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues. Tables, Charts and Graphs were also used to ensure easy understanding of the analyses.

3.9 ETHICAL ISSUES

The researcher obtained an introductory letter from Uganda Martyrs University and presented it to Human Resource Manager of Nebbi District Local Government Office for permission to conduct the research in the organization. After the introductory and acceptance the researcher carried out data collection exercise from the staff and still also personally explains the importance of the study being carried out so as to get acceptance and total participation of the sampled population. All the data gathered by the researcher from the respondents was kept confidentially to the researcher and only be used for academic purposes.

Burns and Burns (2008) again define anonymity as concealing the identity of the participants in all documents resulting from the research and confidentiality on the other hand is concerned with that has the right of access to the data provided by the participants. Therefore, the researcher had to assure her respondents of utmost anonymity and confidentiality in their identity, especially

when filling in the questionnaires. She would only conceal their personal information data when allowed to, like the names of the respondents.

3.10 LIMITATION OF THE STUDY

The possible limitations of this study include difficulties in reading many books, low internet when downloading documents hence making work hard and also there was difficulties in getting free computers to type the work since most computers in the library and computer laboratory where occupied hence made it hard for me to compel the information for presentation to the supervisor.

Some of the employees the researcher tried to consult were not open enough to give the necessary information since some could not really believe that the researcher was a student besides they wondered why out of all organizations the researcher chose theirs.

3.11 CONCLUSION

In conclusion, this chapter is about the research methodology which comprises of the research design, study population, the sample size, sampling design, methods of data collection and the tools, data collection procedures, reliability and validity, data analysis and the ethical consideration of the research that was carried out in Nebbi district local government.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 INTRODUCTION

This chapter deals with the presentation, analysis and discussion of the study findings according to the four research objectives such as; to find out the impacts of staff orientation on service delivery; to find out the relationship of job rotation on service delivery; to find out the influence of coaching on service delivery and to find out the influence of mentoring on service delivery. The researcher collected data using questionnaires which were distributed in the field where 40 were returned by the respondents from the field.

The data collected was collected from the field and analyzed using the objectives of the study and hypothesis of the study. The data was then presented and explained using SPSS and Microsoft Excel through tables, charts, graphs and histograms.

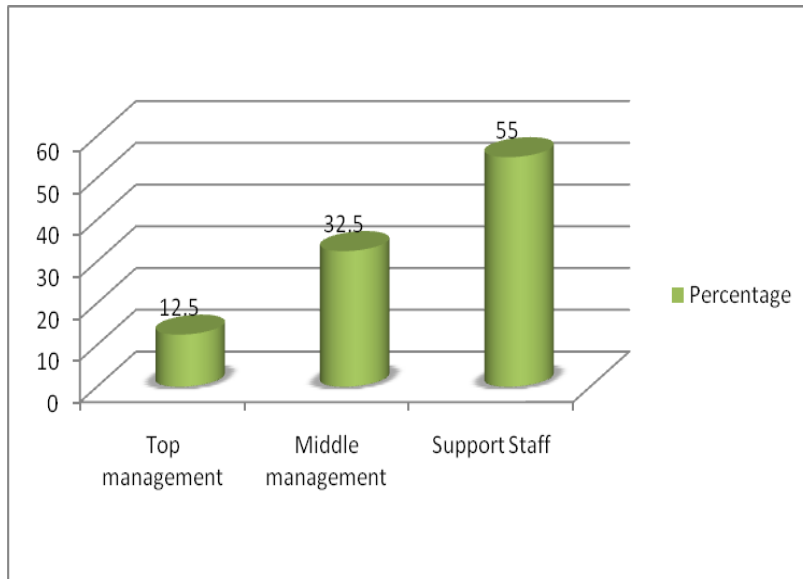
4.1 DEMOGRAPHIC OF THE RESPONDENTS

This section represents the general composition of the number of years of service of the respondents, gender and the educational level of the respondents.

4.1.1 Designation of respondents

The finding illustrates that all respondents were based at different levels of designation that is to say; top management, middle management and support staff as below;

Graph 1: Designation of the Respondents



Key	
Top management	12.5%
Middle management	32.5%
Support staff	55%

Source: *Primary data, 2015*

From Chart 1; it shows that the largest number of respondents were support staff members with 22(55%) followed by middle management of 13 (32.5%) and 5(12.5%) top management. This possibly indicates that most operations are done by support staffs.

4.1.2 Years of service of respondents

The purpose of this research is to establish how long employees had worked with the organization and the results are presented in Table 3 in the next page;

Table 3: Years of service of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	9	22.5	22.5	22.5
6-10	10	25.0	25.0	47.5
11-15	6	15.0	15.0	62.5
16-20	9	22.5	22.5	85.0
21-25	6	15.0	15.0	100.0
Total	40	100.0	100.0	

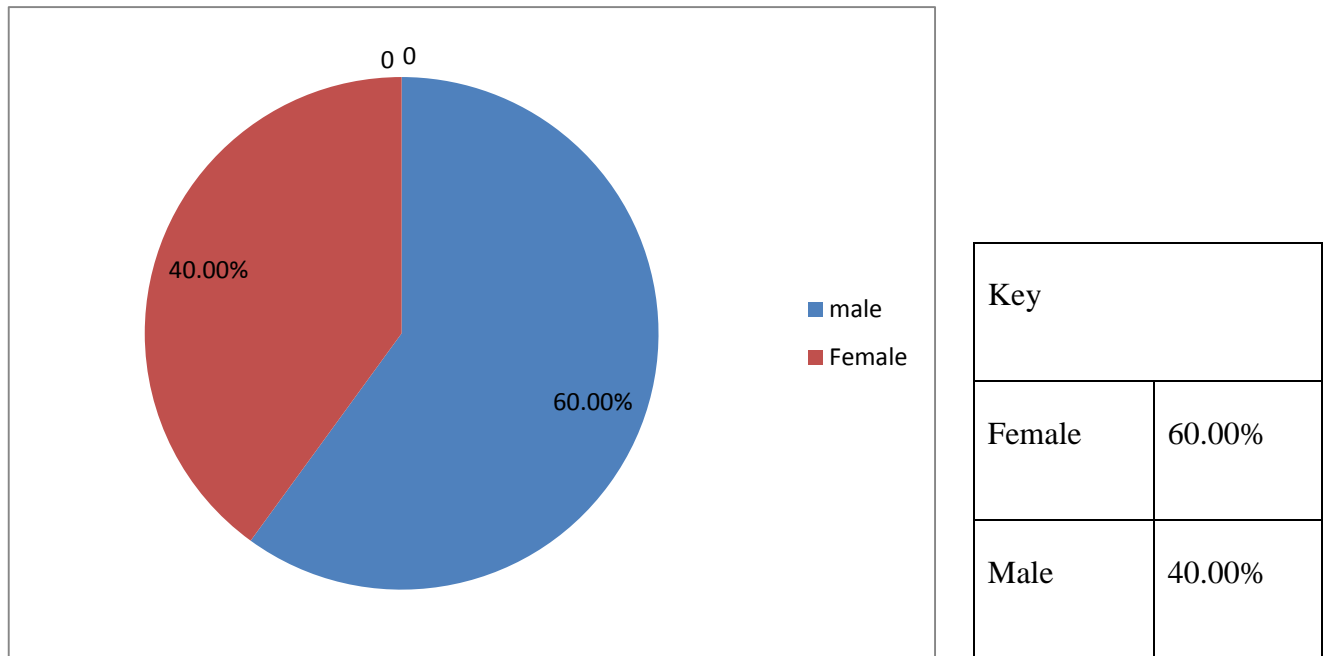
Source: Primary data, 2015

This distribution of respondents as illustrated in Table 3 shows the years of service of respondents from one to twenty five years. It can be seen that 9(22.5%) of respondents work from 1-5 years, 10(25.0)% worked for 6-10 years, 6(15.0%) represents 11-15 years, 9(22.5%) for 16-20 and 21-25 for 6(15.0%). This indicates that the largest employees have served between one to five years in the organization because of the possible turnover rate hence recurring recruitment of workers and making continuity in the organization hard.

4.1.3 Gender of respondents

The respondents were asked their gender and this indicated male or female as shown in Chart 1 on the next page.

Chart 1: Gender of respondents



Source: Primary data, 2015

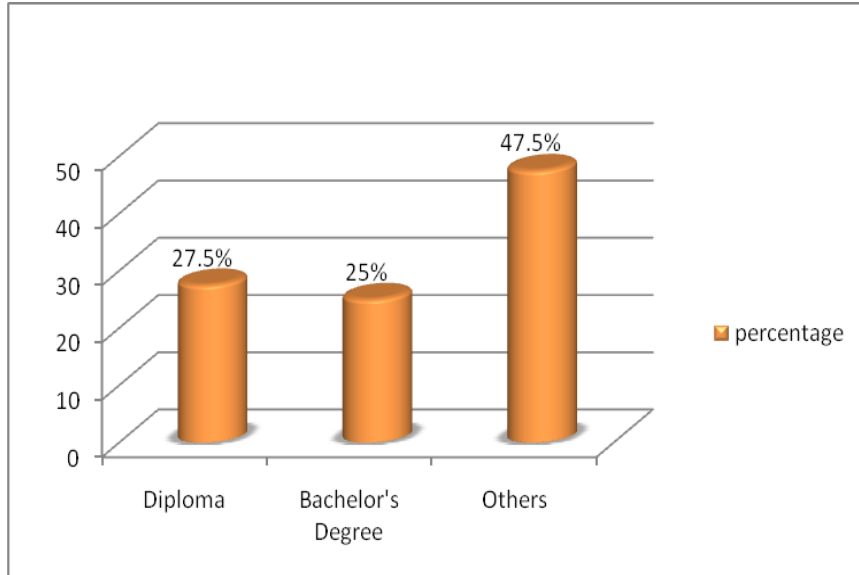
According to the results in Chart 1 above, the distribution of the respondents interviewed by gender was 24(60.0%) males and 16(40.0%) females respectively. This shows that Nebbi District Local Government is trying to create gender equality by employing both male and female to reduce on employee turnover and thereby decreasing the high expense of recruitment of workers.

In addition employing both male and women helps in a situation when women have gone for annual leave or sick leave therefore male workers come in to take part in their position hence keep the smooth running of the organization without any closure.

4.1.4 Education level of the respondents

The respondents were asked their level of education in which they indicated their respective levels. These included; Diploma, Bachelor's degree, Master's degree and others as given in Graph 2 on the next page.

Graph 2: Education level of respondents



Key	
Diploma	27.5%
Bachelor's Degree	25%
Others	47.5%

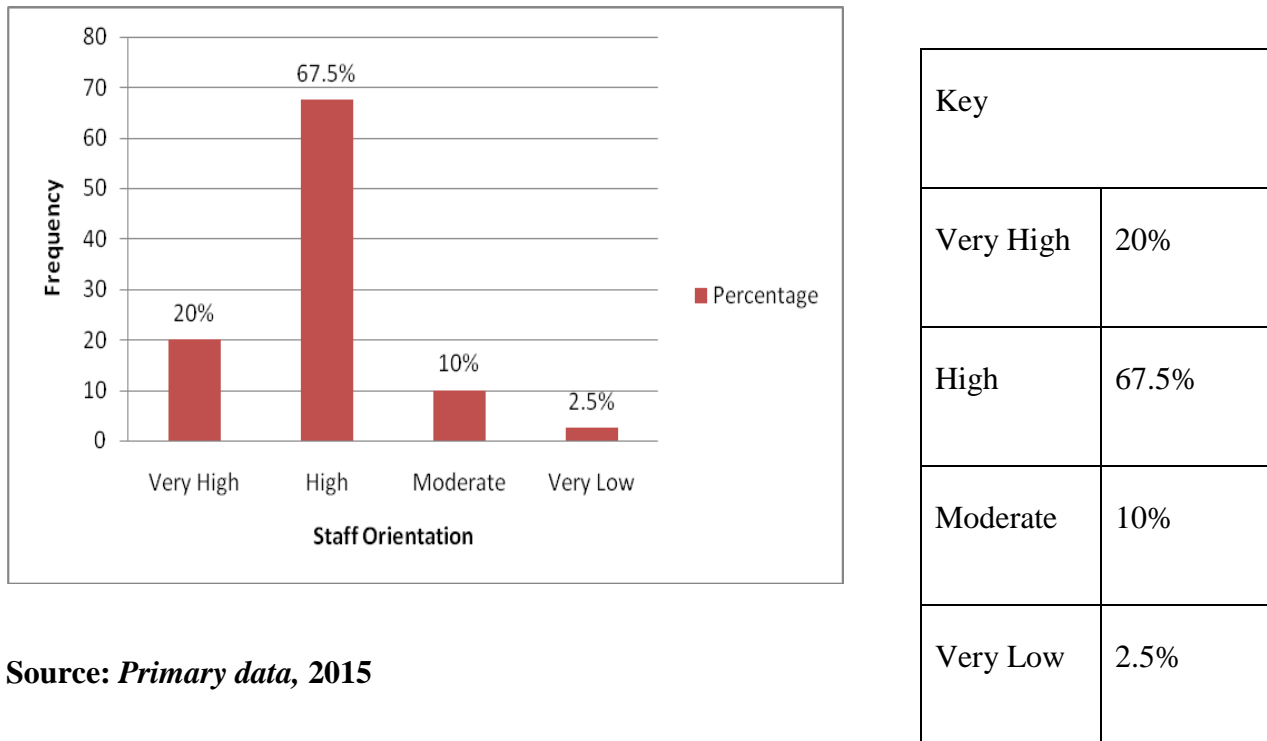
Source: Primary data, 2015

Results in Graph 2 above show that; 19(47.5%) of the respondents had other level of education, 11(27.5%) were of diploma level and 10(25%) had bachelor degree. This is shows that government employee's workers have diploma degree because of low salary paid to workers since there are better paying jobs in other organization. Most government workers are diploma holders also because education is not competitive.

4.2 STAFF ORIENTATION AND SERVICE DELIVERY IN NEBBI DISTRICT LOCAL GOVERNMENT

Employee orientation is a process to introduce new employee with company policies, procedure, organization vision, mission, goals and objective (Mckersie and Kaiser, 2006). Organization designs orientation program for new employees in order to give them warm welcome on their first day (Anderson, 2008). According to the results in Graph 3 below, the respondents were interviewed on staff orientation and the results indicate that there is high level of staff orientation as in Graph 3 shown below;

Graph 3: Perceived effects of staff orientation and service delivery in Nebbi District Local Government



Source: Primary data, 2015

The research findings showed that 27(67.5%) of the respondents admitted that there is staff orientation impact on their service delivery meanwhile 4(10%) were moderate, 8(20%) Very

high and 1(2.5%) low with the fact that staff orientation affect their services. 27(67.5%) respondents said staff orientation was high because it helps new employees to settle and adjust in the new organization, reduce the level of anxiety and create the favorable impression of the organization to the new employees and also to provide specific information regarding the tasks to be done.

Therefore by providing staff orientation, organization will achieve long term relation with employees and this method also keeps the employee loyal and maintains good relationship with the company (Dolan, 2011).

Table 4 below however shows the effects on staff orientation on services calculated from Pearson's correlation.

Table 4: Effects of staff orientation and service delivery

	Effects of staff orientation on service delivery	Opinions about service delivery
Effects of staff orientation on service delivery	1	-.203
Pearson Correlation		.208
Sig. (2-tailed)		
N	40	40
Opinions about service delivery	-.203	1
Pearson Correlation		.208
Sig. (2-tailed)	.208	
N	40	40

Source: Primary data, 2015

The study established the objective of the study such as *the effects of staff orientation on service delivery in Nebbi District Local Government*. The results of Pearson's in Table 3 above shows a weak negative correlation on the effects of staff orientation and service delivery that is $r = -$

0.203. Thus, there are very little effects of staff orientation on service delivery in Nebbi District Local Government because orientation provides an opportunity for new employees to become acclimated to their new company, department, colleagues and work expectations. It also provides many benefits for employers and employees, and can ensure a smooth transition into the new workplace for all involved hence a weak relation to service delivery.

4.3 JOB ROTATION AND SERVICE DELIVERY IN NEBBI DISTRICT LOCAL GOVERNMENT

Job rotation involves systematically shifting workers from one job department to another department within the same institution in order to sustain their motivation and interest towards their work.

Table 6: Effects of job rotation on service delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very High	7	17.5	17.5	17.5
High	15	37.5	37.5	55.0
Moderate	7	17.5	17.5	72.5
Low	8	20.0	20.0	92.5
Very Low	3	7.5	7.5	100.0
Total	40	100.0	100.0	

Source: *Primary data, 2015*

Plowman (2010) contends that when employees perform the same job functions each day without variation, they are likely to experience greater feelings of fatigue, apathy, boredom, monotony and carelessness. However, when employees rotate across different positions

regularly, they experience less boredom, greater task variety, and decreased feelings of needless repetition.

Therefore, when they are given the opportunity to rotate between different positions, they enhance and improve their skills, abilities, and competencies, which lead to better job performance. Most of the respondents admitted that job rotation improves employees' performance in the organization through breaking boredom and making them in position to perform different tasks. The response of the different respondents is tabulated in Table 5 above.

The research findings showed that 15(37.5%) of the respondents admitted that job rotation impact on their service delivery meanwhile 7(17.5%) were moderate, 3(17.5%) very high, 8(20.0%), low and 3(7.5%) very low with the fact that job rotation affect their services. So job rotation breaks boredom, motivates employees and ultimately improves performance since there is flexibility.

This result relates to Falkenberg et al (1999)'s argument that this method has to be carefully planned and controlled because it can be inefficient and frustrating method of acquiring additional knowledge and skills. That's why though those who agreed with job rotation is 15(37.5%), the total percentage of those who were very high is 8(20.0%), moderate is 7(17.5%) and low and very low is 3(7.5%) this indicates that those respondents are comfortable with job rotation and may contribute much to their performance.

Table 6 below however shows the effects on job rotation on services calculated from Pearson's correlation.

Table 6: Job rotation and service delivery

	Effects of job rotation on service delivery	Opinions about service delivery
Effects of job rotation on service delivery	1	-.159
Pearson Correlation		
Sig. (2-tailed)		.326
N	40	40
Opinions about service delivery	-.159	1
Pearson Correlation		
Sig. (2-tailed)	.326	
N	40	40

Source: Primary data, 2015

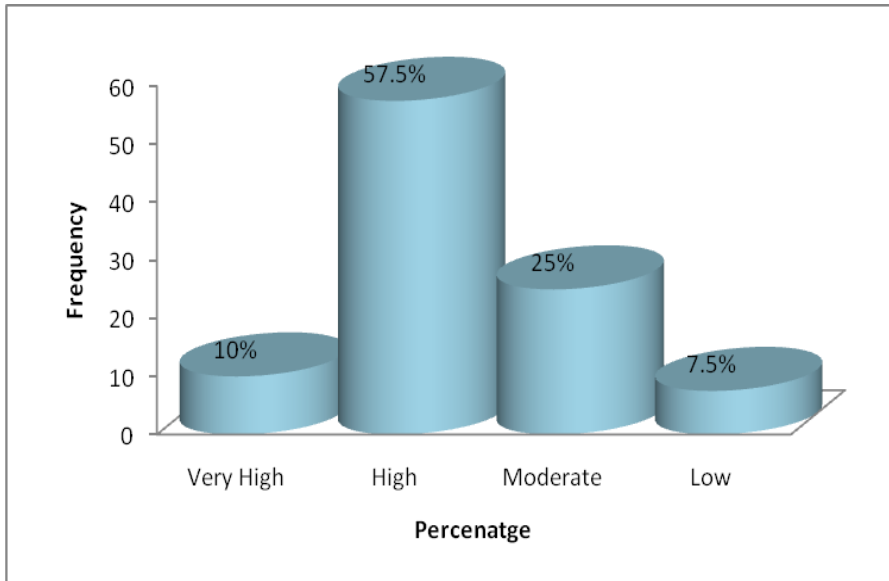
Table 6 above shows the existing effects job rotation on service delivery. Pearson's correlation coefficient was calculated to establish *the effects of job rotation on service delivery in Nebbi District Local Government*. The outcome is that there is a very low degree of negative and statistically significant Pearson's coefficient correlation of $r = -0.159$ between job rotation and service delivery. Therefore the results suggest that there is no relationship between job rotation and service delivery because job rotation plan provides well-rounded training and a background of experience for the individuals; it streamlines the organization through periodic introduction of new managerial viewpoints; it stimulates the development of the individual because of the element of competition introduced; it eliminates the assumption by an individual of any "vested right" in a particular job; it tests the individual; it minimize friction caused by personality clashes or personal feuds; and it widens the trainee's circle of acquaintances among company executives hence no relationship with service delivery

4.4 COACHING AND SERVICE DELIVERY IN NEBBI DISTRICT LOCAL GOVERNMENT

The Graph 4 below shows that 23(57.5%) of the respondents agreed that coaching is high, 4(10.0%) very high, 10(17.5%) moderate and 3(6%). This shows that 57.5% highly said coaching has an impact on service delivery. The high level of coaching shows that it provides employees with the appropriate support they need in order to achieve their developmental aims (Whitmore, 2000). Coaching focuses on particular work issues and improving job performance, thus it can be tailored to relevant aspects of work. Coaches ideally receive direct advice, assistance and attention which fits with their own time schedules and objectives and, unlike one

off training activities, coaching can provide continuing support for personal development plans (Jarvis, 2004).

Graph 4: Coaching and service delivery



Key	
Very High	10%
High	57.5%
Moderate	25%
Low	7.5%

Source: *primary data, 2015*

Table 7 below however shows the effects on coaching on services calculated from Pearson's correlation.

Table 7: Effects of coaching on service delivery

		Effects of coaching on service delivery	Opinions about service delivery
Effects of coaching on service delivery	Pearson Correlation	1	.211
	Sig. (2-tailed)		.190
	N	40	40
Opinions about service delivery	Pearson Correlation	.211	1
	Sig. (2-tailed)	.190	
	N	40	40

Source: Primary data, 2015

Table 7 above shows the existing effects coaching on service delivery. Pearson's correlation coefficient was calculated to establish *the effects of coaching on service delivery in Nebbi District Local Government*. The outcome is that there is a very weak degree of negative and statistically significant Pearson's coefficient correlation of $r = 0.211$ between coaching and service delivery. This shows that there is weak relationship between coaching and service delivery.

4.5 EFFECTS OF MENTORING ON SERVICE DELIVERY IN NEBBI DISTRICT LOCAL GOVERNMENT

Table 8: Effects of mentoring on service delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very High	4	10.0	10.0	10.0
High	23	57.5	57.5	67.5
Moderate	7	17.5	17.5	85.0
Low	6	15.0	15.0	100.0
Total	40	100.0	100.0	

Source: *Primary data, 2015*

The Table 8 below shows that 23(57.5%) of the respondents agreed that coaching is high, 4(10.0%) very high, 7(17.5%) moderate and 6(15.0%). This shows that 52.5% highly said mentoring has an impact on service delivery because it increases the skills, flexibility and knowledge of participating employees which results in many benefits to the organization, mentees, mentors and other employees.

Table 9 below however shows the effects on mentoring on services calculated from Pearson's correlation.

Table 9: Mentoring and service delivery

	Effects of mentoring on service delivery	Opinions about service delivery
Effects of mentoring on service delivery	1	.127
Correlation		
Sig. (2-tailed)		.434
N	40	40
Opinions about service delivery	.127	1
Correlation		
Sig. (2-tailed)	.434	
N	40	40

Source: *Primary data, 2015*

Pearson's correlation goes against the assumptions stated above in Table 9 showed that there is a low effect of mentoring on service delivery. The correlation coefficient, $r = 0.127$ shows that there is a very weak relationship between the two mentioned variables.

4.6 CONCEPTUAL FRAMEWORK

Basing on the research conducted, the conceptual framework includes government policy. The researcher again went to find out if these also affect service delivery, apart from training

4.6.1 GOVERNMENT POLICIES ON ON-JOB TRAINING AND SERVICE DELIVERY

Government policy are meant to bring positive effect in an organization and enhance the level of performance at work place therefore basing on the respondents as per the Table 10 below 8(20.0%) stated that government policy is very high, 11(27.5%) high, 7(17.5%) moderate, 13(32.5%) low and 1(2.5) very low. So there is lack of adequate policies for performance reporting and limited training for staff in performance measurement and management of service delivery.

Table10: Government policy on on-job training and service delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very High	8	20.0	20.0	20.0
High	11	27.5	27.5	47.5
Moderate	7	17.5	17.5	65.0
Low	13	32.5	32.5	97.5
Very Low	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: *primary data, 2015*

Table 11 below however shows the effects Government policy on on-job training and services delivery calculated from Pearson’s correlation.

Table 11: Effects of Government Policy on on-job training and service delivery

	Effects of Government policy on workplace training and service delivery	Impacts of work place training on service delivery
Effects of Government policy on workplace training and service delivery	Pearson Correlation Sig. (2-tailed) N	1 .414** 40
Impacts of work place training on service delivery	Pearson Correlation Sig. (2-tailed) N	.414** .008 40

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

Source: *Primary data, 2015*

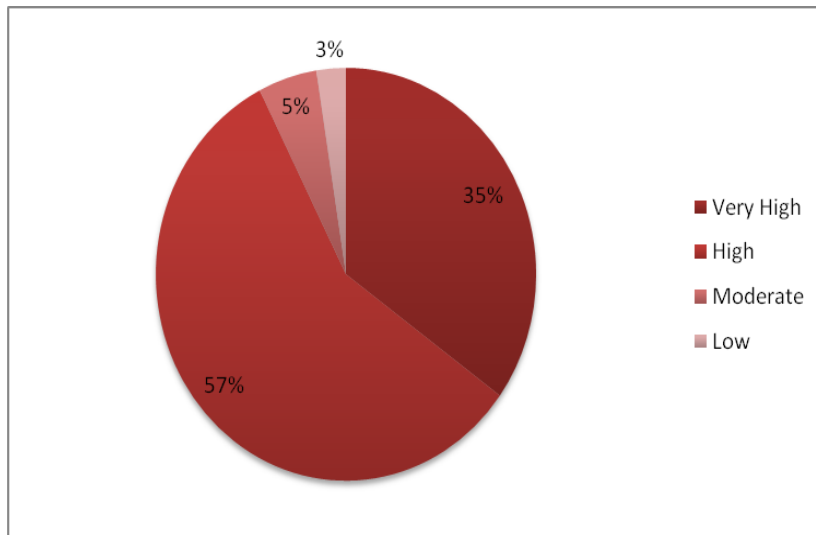
4.7 RESEARCH HYPOTHESIS

There are two hypotheses that is on-job training and service delivery and the negative effects of on-job training on service delivery as discussed below;

4.7.1 ON-JOB TRAINING AND SERVICE DELIVERY

The Chart 2 below shows that 23(57%) of the respondents said work place training on service delivery is high, 14(35%) are very high, 2(5%) are moderate and 1(3%) are low. This shows that a total percentage of 92% are in favor of the impacts of on-job training on service delivery this leads to improved quality, effectiveness and efficiency of service delivery and many others.

Chart 2: On-job Training and Service Delivery



Key	
Very High	35%
High	57%
Moderate	5%
Low	3%

Source: Primary data, 2015

The study established *the effects of on-job training on service delivery in*

Nebbi District Local Government. Pearson’s correlation coefficient, r , shows a weak correlation of $r = 0.330$ between the two variables as in table below. This is because on-job training promotes a comprehensive approach to performance of service delivery and performance measurement which promotes efficiency and correction of mistakes hence high quality of service.

Table 12 below however shows the effects of on-job training and services delivery calculated from Pearson’s correlation coefficient

Table 12: Effects of on-job training on service delivery

		Impacts of work place training on service delivery	Opinions about service delivery
Impacts of work place training on service delivery	Pearson Correlation	1	.330*
	Sig. (2-tailed)		.038
	N	40	40
Opinions about service delivery	Pearson Correlation	.330*	1
	Sig. (2-tailed)	.038	
	N	40	40

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

Source: Primary data, 2015

4.7.2 NEGATIVE EFFECTS OF ON-JOB TRAINING AND SERVICE DELIVERY

This shows that 50.0% respondents shows that the negative impacts of on-job training on service delivery is low, 5.0% very high, 12.5 high, 15.0% moderate and 17.5% very low as shown in

Table 13 below. The negative effects are due to too much time to deliver the services of training to the staffs or employees which affects their performances.

Table 13: Negatives of work place training on service delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very High	2	5.0	5.0	5.0
High	5	12.5	12.5	17.5
Moderate	6	15.0	15.0	32.5
Low	20	50.0	50.0	82.5
Very Low	7	17.5	17.5	100.0
Total	40	100.0	100.0	

Source: *Primary data, 2015*

Table 14 below however shows the negative of effects on-job training and services delivery calculated from Pearson’s correlation coefficient.

Table 14: Negative effects of on-job training and service delivery

		Negatives of work place training on service delivery	Opinions about service delivery
Negatives of work place training on service delivery	Pearson Correlation	1	.179
	Sig. (2-tailed)		.268
	N	40	40
Opinions about service delivery	Pearson Correlation	.179	1
	Sig. (2-tailed)	.268	
	N	40	40

Source: Primary data, 2015

Pearson’s correlation coefficient calculated in table above established that there is a weak *negative effects of work place training on service delivery in Nebbi District Local Government that is (r = 0.179)*. This is because on-job training results in to avoidance of errors, wastage and unnecessary mistakes in the service deliver.

4.8 OPINION ABOUT ON-JOB TRAINING IN NEBBI DISTRICT LOCAL GOVERNMENT

The study finding indicates 16(40.0%) opinions of the respondents as high, 8(20.0%) very high, 11(27.5) moderate and 5(12.5%) as low as shown in table 15 below. The respondents opinions which shows that on-job training is high because it develops on hand skills, leads of perfection of

knowledge, creates good service delivery to the community and awareness in new skills of work in local government.

Table 15: Opinion about on-job training in Nebbi District Local Government

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very High	8	20.0	20.0	20.0
High	16	40.0	40.0	60.0
Moderate	11	27.5	27.5	87.5
Low	5	12.5	12.5	100.0
Total	40	100.0	100.0	

Source: Primary data, 2015

Pearson's correlation coefficient calculated in table above established that there is a weak *positive opinions about on-job training in Nebbi District Local Government that is* ($r = 0.591$). This is because the numbers of employees being supported for the on-job training is still low hence there is need for improvement, the District Local Government should be equipped with training facilities such as computers to encourage work place training to take place and every staff should be send for training equally disregarding sub-county and town council staffs.

Table 16: Opinion about on-job training in Nebbi District Local

Government

		Opinions about work place training	Opinions about service delivery
Opinions about work place training	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	40	40
Opinions about service delivery	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

Source: *Primary data, 2015*

4.9 OPINION ABOUT SERVICE DELIVERY IN NEBBI DISTRICT LOCAL GOVERNMENT

The study finding indicates 18(45. 0%) opinions of the respondents on service delivery as high, 8(20.0%) very high, 12(30.0%) moderate and 6(15.0%) as low and 1(2.5%) as very low as shown in table 17 below. Respondents opinion of high service delivery shows that government should recruit more staffs to enable good services to the community, more offices should be built so as all the staffs are accommodated. It also shows that there is improvement in the quality of service delivery with this training.

Table 17: Opinions about service delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very High	3	7.5	7.5	7.5
High	18	45.0	45.0	52.5
Moderate	12	30.0	30.0	82.5
Low	6	15.0	15.0	97.5
Very Low	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Primary data, 2015

Pearson's correlation coefficient calculated in table above established that there is a weak *positive opinions about of work place training in Nebbi District Local Government that is* ($r = 0.591$). the possible reasons are that all critical positions are almost filled, there is also regular feedback given to community through 'Baraza', on timing reporting and the quality of services have improved due to the work place training.

4.10 Conclusion

In conclusion therefore, all that has been discussed in this chapter is true about the effect of on-job-training on service delivery at Nebbi District Local Government as per the research carried out using the various methods of data collection like questionnaires and observation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter brings out the summary, conclusions and recommendations basing on the topic “*the effects of on-job training on service delivery*” and this can be used as guidelines for further research in future especially on this topic. It also points out areas in the organizations where improvement has to be made.

5.1 Summary of findings

The summaries of the findings are presented based on the objectives of the study, the research hypothesis and the conceptual framework.

5.2.1 Staff orientation and service delivery

The results in the Graph 3 reveal that the biggest proportion 27(67.5%) of the respondents agreed that staff orientation is high, 8(20%) very high, 4(10%) moderate and 1(2.5%) very low. Staff orientation was established to have a weak negative and statistical influence of coefficient $r = -0.203$ on service. Thus staff orientations have low impacts on service delivery.

5.2.2 Job Rotation and Service Delivery

The main findings in this study show that 15(37.5%) of respondents feel job rotation accomplish something that is meaningful to the organization such as motivation of employees and ultimately improving performance since there is flexibility, 7(17.5%) claims that job rotation is very high and moderate, 8(20.0%) of respondents gave opinions that job rotation is low and 3(7.5%) of the respondents admits that it is very low. The study results indicates that there was a very low degree of negative and statistically significant correlation $r = -0.159$ between job rotation and service delivery. Therefore the results suggest that job rotation improves service delivery.

5.2.3 Coaching and Service Delivery

According to the finding 23(57.5%) of the respondents' shows that coaching is high, 4(10%) agreed that coaching is very high, 10(25%) moderate and 3(7.5%) low. The results from the study reveal that there was low degree of positive and statistically significant correlation $r = 0.211$.

5.2.4 Mentoring and Service Delivery

According to the finding 23(57.5%) of the respondents' shows that coaching is high, 4(10.0%) agreed that mentoring is very high, 7(17.5%) moderate and 6(15.0%) is low. The results from the study reveal that there was a very low degree of positive and statistically significant correlation $r = 0.127$.

5.3 Conclusion

The objective which is to find out the effects of on- the -job training on service delivery was found to be the most commonly used method of training at Nebbi District Local Government since this method does not require their employees to leave the organization and it is cheap since both staff orientation, job rotation, coaching and mentoring is carried out or supervised by the experienced employees within the organization and the study conclusions were drawn according to the objectives as follows;

5.3.1 Staff Orientation and Service Delivery

The research confirmed that staff orientation has high effects on service delivery because it provides an opportunity for the new staff to become acclimated to the new organization, colleagues and work experience and increased the interaction of the employees especially where they are oriented to different offices. This training also brings them together since the organization is large and at times they do not easily meet.

5.3.2 Job Rotation and Service Delivery

Through the use of job rotation it was found out that employees are in position to perform different tasks within the same department. This has helped the organization to always keep on running smoothly even if a worker is not around in a department since the rest can take on. The employees who rotate also accumulate experience more quickly hence if an employee rotates more frequently, it is easier to train him to become a generalist. Job rotation provides an

organizational overview encourages interdepartmental cooperation and brings fresh viewpoints to otherwise stagnant sections of the organization, and it promotes flexibility.

5.3.3 Coaching and Service Delivery

Coaching provides the employees with resources such as job experiences that the employees may not otherwise have access to earlier. A coached staff lightens the supervisor's workload, creates awareness and results in improved performance and train leaders to manage their time more effectively by capitalizing on opportunities to rewards.

5.4.4 Mentoring and Service Delivery

The researcher has been able to establish that mentoring programs influence service delivery positively. This has been established through the findings that indicate that indeed mentoring programs are used for knowledge transfer, career development guidance and skills enhancement which in turn lead to increased employee performance which is observed through improved performance appraisal ratings, increased student enrolment and increased levels of customer satisfaction. The researcher also established that mentoring programs encouraged sharing of ideas and experiences between protégé and mentors, the protégé also received advice on career advancement and development and were allowed to carry out challenging tasks as well as role model which all contributed positively towards these employees performance

5.4 Recommendations

From the above analysis and conclusion, the researcher would like to make the following recommendations to Nebbi District Local Government.

The organization has to purchase more equipment such as computers and printers for those working in the organization to avoid paper work and enable those who do not know to learn from others because during the interaction with some of these employees, they said that a times during training they are taught about equipments they have never seen and some could be there yet few for the use in the organization.

Apart from the above methods of training, the organization could probably take on methods like off-job training, apprenticeship and sensitivity training that is very essential about the employees' treatment of one another and team building spirit is not given keen attention since its one important thing that employees need to be trained on so that they get to know how to treat each other

Employees should always be tested before and after training such that employees who have not acquired the necessary skills can always go back for further studies in order to gain the required skills.

Employees should always be motivated to be attentive during training by factors such as more skills, more salary or demotions and promotions depending on how one performs his or her jobs in order for them to be focus during the training and acquire the necessary skills needed of them.

Employees should be given a chance to determine which on- job trainings they feel appropriate and want to go for because they know their area of weakness better.

The research on the effects of on- job training on service delivery in organization Nebbi District Local Government as case study has shown that on- job training is a key factor for the success

for every organization since it improves on the level of team work, time management, quality service delivery hence an increase in productivity.

5.5 Suggestions for further Research

The research conducted on the effects of on-job training on service using Nebbi District Local Government as a case study was found to be an activity carried out by most organizations in order to improve on the performance of their employees and so the researcher suggests that further research be carried by different institutions on topics such as;

- Research should be undertaken to establish the effects of off-job training on service delivery.
- Research should be undertaken to establish the influence of staff orientation on service delivery.
- Research should also be undertaken to establish the influence of job rotation on service delivery

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APPENDIX I

QUESTIONNAIRE

Dear respondent,

My name is Auma Babra, a student at Uganda Martyrs University, pursuing a bachelor degree in Business Administration and Management. I am carrying out research on the topic; *The Effects of On Job Training on Service Delivery*. You are kindly requested to fill in this questionnaire since the data you will provide me will make the research comprehensive and I promise you high level of confidentiality. I therefore humbly request your assistance in answering the questions on this questionnaire to enable me complete my studies.

(Please fill the part in capital letters)

General information

Name (optional):

Title.....

Number of years of service in the organization:

Gender:

Male

Female

Highest level of education attained

Diploma

Bachelor's degree

Master's degree

others

To what level does staff orientation affect service delivery?

Very High	High	Moderate	Low	Very low

Give reasons

1.....

.....

2.....

.....

3.....

.....

4.....

.....

To what level does job rotation affect service delivery?

Very High	High	Moderate	Low	Very low

Give reasons

- 1.....
-
- 2.....
-
- 3.....
-
- 4.....
-

To what level does coaching affect service delivery?

Very High	High	Moderate	Low	Very low

Give reasons

- 1.....

.....
2.....

.....
3.....

.....
4.....

To what level does mentoring affect service delivery?

Very High	High	Moderate	Low	Very low

Give reasons

1.....

.....
2.....

.....
3.....

4.....
.....

To what level does Government policy affectwork place training and service delivery?

Very High	High	Moderate	Low	Very low

Give reasons

1.....
.....

2.....
.....

3.....
.....

4.....
.....

To what level does work place training impact service delivery?

Very High	High	Moderate	Low	Very low

--	--	--	--	--

Give reasons

1.....

2.....

.....

3.....

.....

4.....

.....

To what level does work place training not significantly impact service delivery?

Very High	High	Moderate	Low	Very low

Give reasons

1.....

.....

2.....
.....

3.....
.....

4.....
.....

What is your opinion about work place training in Nebbi District Local Government?

Very High	High	Moderate	Low	Very low

Give reasons

1.....
.....

2.....
.....

3.....

What is your opinion about service delivery in Nebbi District Local Government?

Very High	High	Moderate	Low	Very low

Give reasons

- 1.....
.....
- 2.....
.....
- 3.....

Thanks you for the time spent on the questionnaire

APPENDIX 11

WORK PLAN

ACTIVITIES	DATE	PERSON	PLACE
Writing proposal	April 2013	Researcher	UMU
Instruments development and piloting of instruments	Jan 2015	Researcher	UMU
Pre – testing of instruments	January 2015	Researcher	UMU
Data collection	February 2015	Researcher	Nebbi District Local Government
Data organization and analysis	March 2015	Researcher	UMU
Consultation of supervisor	Feb - March 2015	Researcher/Supervisor	UMU
Typing and editing of report	March-April 2015	Researcher/Supervisor	UMU
Submission of the dissertation	April 2015	Researcher/Supervisor	UMU

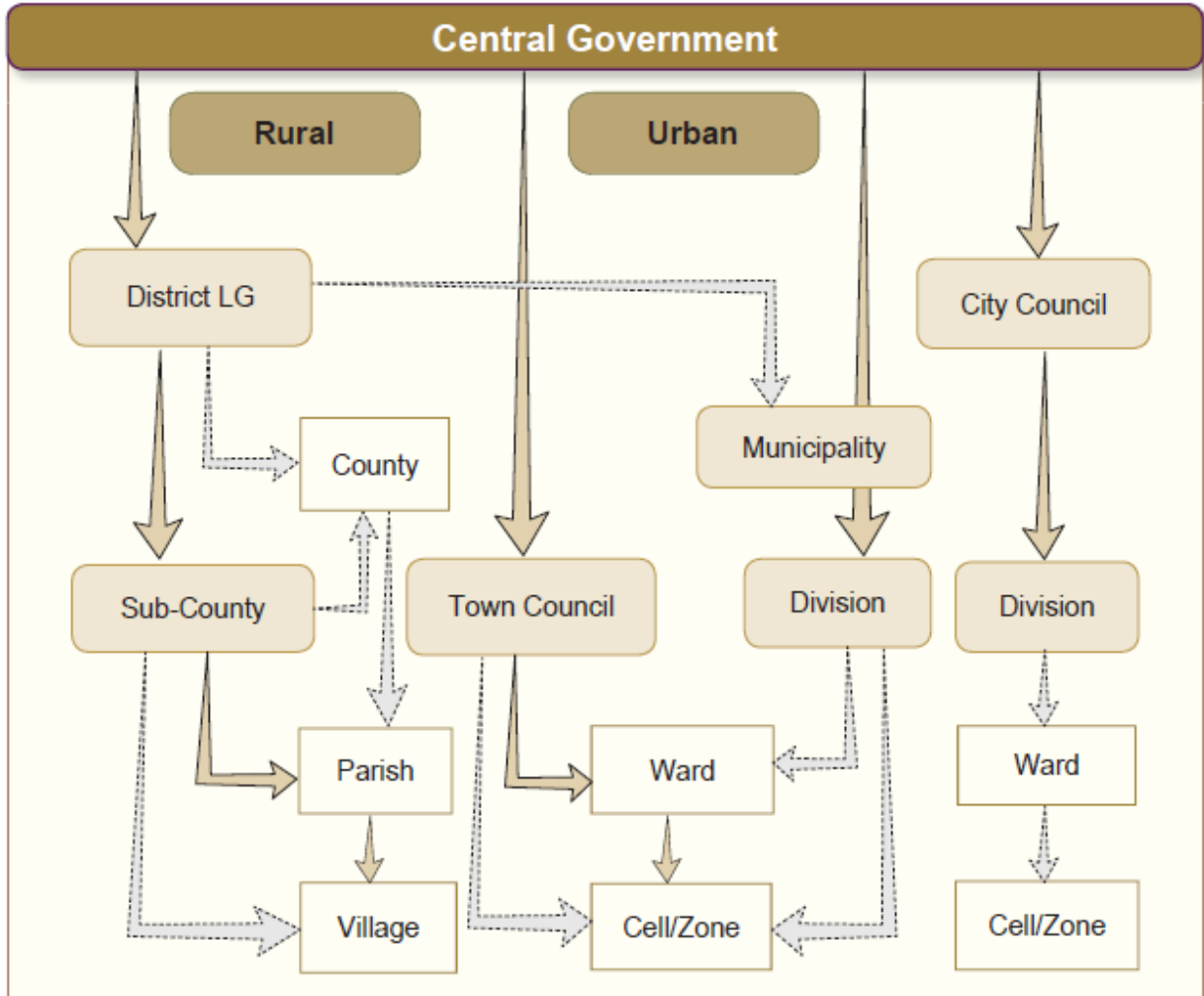
APPENDIX 111

PROPOSED BUDGET

S/N	ITEMS	AMOUNT
1	Stationery	80000
2	Data Processing	90000
3	Printing and binding	75000
4	Food and Transport	250000
5	Communication	150000
	Grant total	800000

APPENDIX 111

Figure I: The Structure of the Local Government System in Uganda



APPENDIX 1V

A MAP SHOWING NEBBI DISTRICT LOCAL GOVERNMENT



