

On The Job Training and Employee Performance in Local Governments in Uganda: A Case of Isingiro District Local Government

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ABSTRACT

This study was carried out with the purpose of assessing the influence of on job training on employee performance of Isingiro District local government. The study objectives included: to assess the influence of Job rotation on employee performance; to establish influence of Coaching on employee performance and to find out challenges and possible solutions to enhance on job training. The data collection methods were questionnaire survey, interview guide and focused group discussion. The study found out that there is a positive significant relationship between job rotation and employee performance. There is a moderate positive relationship between coaching and employee performance. It was also noted that there is a negative moderate relationship between challenges and employee performance. The study recommended that management should focus on the intrinsic parts of the job, such as making the work challenging and interesting; management needs to communicate to employees the elements of on job training, benefits and challenges and how to overcome the challenges in the process of doing on job training. The study recommended that better career development opportunities should be given to the employees to increase on job training and employees' performance; management should structure coaching activities in human resource management plan and be implemented throughout the year at all level of the departments and human resource management emphasize coaching activities performance marks as compulsory to employees under taking coaching this could motivate them to be serious with the activity.

BACKGROUND OF THE STUDY

1.1 Introduction

In developed countries such as Britain, Japan and United State of America their economic development is attributed to the important role of their human resources (Thomas, 2018). In European countries, on job training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need (Thomas, 2018). However, its benefits may extend throughout a person's career and help develop that person for future responsibilities (Gomez-Mejia et al., 2017). This implies that on the job training in these developed countries, employees are central to achieving competitive advantages which improves service delivery and develop organizational cultures that foster innovation and flexibility hence content and contextual gaps which this study intended to fill.

In United State of America, employee performance does not only facilitate achievement of organizational objectives but also act as a source of employee satisfaction since it involves accomplishment of tasks such as tax revenue collection, monitoring and implementing government programs (Oduma & Were, 2019). In Canada, employee performance has also been recognized as accomplishing any particular assigned task (Thomas, 2017). It is widely believed that one of the most important factors that enhance employee performance in Europe is on the job training as it enhances the capabilities of employees (Nassazi, 2016). This indicates that in developed countries on job training improves knowledge or skill behavior of employees through learning experience to achieve effective performance in an activity or range of activities. In these countries the purpose of on job training in the work situation is to develop the abilities of the individual and to perform as expected. The study was conducted in developed countries and results cannot be generalizable in Isingiro Local Government hence geographical gap that this study intended to fill.

In Africa, On-the-job training is more important to many organizations in different countries because this has been found to be more associated to employee performance as compared to off-the job training (Thomas, 2017). Richard and Linn (2019) recommends that if organizations wish to train employees, they should give on-the-job training the first priority. This is because on job training enable employees concentrate on learning new skills, knowledge and behavior to perform effectively thus they practice what they are learning. A study conducted in Ghana by Nemser (2017) observed that employees who undergo on-the-job training are better performers as compared to their counter parts who undergo off-the-job training because it contributes to upgrading skills that are particularly important for specific jobs or specific work environments, emphasizing a learning-by-doing approach. This shows that on job training improves critical skills that are needed but the findings cannot be generalizable in Isingiro District Local Government thus content and geographical gaps this study intended to fill.

In East Africa for instance Rwanda, on the job training is necessary to ensure attainment of staff that is technically, socially competent and capable of career development geared towards helping organizations realize their vision (Rutaihwa, 2017). In the local governments, employees are increasingly required to keep up to the upcoming technological changes (Robbins, 2019). On job training is important for local government employees' development as it enables them have self-reliant skills and abilities; reduce operational costs and limits organizational liabilities (Oduma & Were, 2019). This shows that on the job training is critical in improving employee performance since employees gain skills and knowledge. The findings from Rwanda cannot be generalisable in Isingiro Local Government thus geographical gap that this study intended to fill.

In Kenya many local government organizations engage in on job training of staff and have departments, units and sectors in charge of on the job training (Nzuve, 2010). This shows that on job training is designed to provide employees with the knowledge and skills that are needed for their present job so as to improve performance. This is because employees do acquire skills, knowledge, abilities and competencies needed for present job/ work. However, the findings in Kenya cannot be generalizable Isingiro District Local Government thus geographical gap that required this study to be undertaken.

In Uganda, the Ministry of Local Government revised National Local Government Capacity Building Policy (NLGCPB) in 2015 to harmonize capacity building interventions and initiatives for Local Governments. This was done to improve skills and knowledge of employees in performing their roles and responsibilities. This led to the establishment of the Local Government Capacity Building Unit in MoLG to coordinate and formulate strategies for addressing capacity building in a holistic and coordinated manner (Kemigisa & Namara, 2018). The National Local Government Capacity Building Policy provides a framework in which both elected and recruited officials of the Local Government receive trainings and acquire skills for effective performance in their different local governments (Kamara, 2016). The policy covers capacity building activities which are geared towards improving performance in service delivery (Najjemba, 2018). The policy also sets the institutional structures for co-ordination and harmonization of capacity building initiatives all aiming at improving employee performance (Ampaire et al., 2017). By implication, training and capacity building in Local Government leads to improved Local Governments' performance and enhanced delivery of services to the population.

Uganda's Local Governments influence the quality of on job training activities which include availability of suitable skills within the existing workforce (Richard & Linn, 2019). However, poor employee performance remains a pressing issue throughout local governments in Uganda (Richard and Linn, 2019). The focus of government policies on meeting the Development Goals has increased attention on poor provision of public services (Kiamba, 2018). It should be noted that performance of employees in Isingiro District Local Government lag significantly behind other local governments (National Performance Assessment Report, 2019).

This is because employees lack skills, knowledge and competence to perform their tasks.

In Isingiro district, human resources activities such as on the job training are still inadequate which has slowed down the performance of employees hence indicating that job training is a crucial practice that drives productivity (Isingiro District Assessment Report, 2018). This is because the services provided by Isingiro District local government is delivered through personnel and portray to the community members value and quality of the service. Isingiro district local government has structures towards developing workforce for the purpose of improving their performance through taking them to both formal and inform on job training (Isingiro District Local Government Capacity building Plan, 2018). According to Isingiro district local government Planning Unit assessment Report (2019) employee performance in the district has remained low in planning and accountability, quality of services, productivity and innovativeness. This implies that employees need on job training to improve services delivery to community members in a manner that can sustain good community services.

1.2 Problem Statement

Employee performance is crucial in achieving and accomplishing specific and well-determined tasks in the organization and are measured with well-planned and predefined goals, objectives (Safitri &

Lathifah, 2019). Though, poor performance of employees in local governments remains a pressing issue throughout Uganda (Richard & Linn, 2019). On the job training is crucial aspect in all local governments in Uganda because it helps local governments attain performance through competent staff (Yamhill & Mclean, 2017). On the job training helps local governments in equipping employees with work-related skills and building their competencies for improved performance (Thomas, 2017).

The government of Uganda in 2015 introduced National Local Government Capacity Building Policy which aims at providing the framework for employees of the Local Government to attend on job trainings for effective performance (National Local Government Capacity Building Policy, 2015). Isingiro District Local Government was continued to receive support from the central government and development partners towards on job staff training programmes (Kamara, 2016).

Irrespective of this, performance in the areas of planning and accountability, quality of services, productivity, innovativeness, efficiency and effectiveness in service delivery have remained wanting. The Ministry of Local Government Annual Report (2020) noted that the performance of employees in Isingiro Local Government was rated 13.5% below the Uganda standard and it is suspected to be as a result of lack or inappropriate on job training such as Job rotation and coaching. In 2019, the district was among the poor performing districts (National Performance Assessment Report, 2019). Therefore, this requires a study to be carried out on the influence of on job training on employee performance in Isingiro District Local Government.

1.3 General Objective

The main objective of this study was to assess the influence of on job training on employee performance of Isingiro district local government.

1.4 Specific objectives

- i. To assess the influence of job rotation on employee performance in Isingiro district local government.
- ii. To establish the influence of coaching on employee performance in Isingiro district local government.
- iii. To find out challenges and document measures to enhance on job training in Isingiro district local government.

1.5 Research Questions

- i. What is the influence of job rotation on employee performance in Isingiro District Local Government?
- ii. What is the influence of coaching on employee performance in Isingiro District Local Government?
- iii. What are the challenges and possible solutions to enhance on job training in Isingiro District Local Government?

II. LITERATURE REVIEW

2.1 Influence Job rotation on employee performance

Job rotation is the process of switching a person from job to job which increases an employee's capability and value to an organization (Abban, 2017). Job rotation can be defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time. Job rotation is position-oriented, with management determining the need for a specific job to be done. The role that training can play in human resource development, especially in organization cannot be over-emphasized.

Abban (2017) states that one advantage of staff training is that it improve job performance and therefore promote management efficiency. This implies that Job rotation does not only improve employee job performance but also is an alternative way to reduce employee boredom and it also facilitates more of an understanding about the organization thus conceptual gaps.

Wexley and Latham (2018) advocated that frequent job rotation as a means of reducing fatigue and boredom on jobs so as to maintain productivity and fairly frequent rotation after the initial hiring leads to improved performance. Job rotation enables the training of workers to be backups for other workers so that managers have a more flexible work force and a ready supply of trained workers (Rothwell, 2016). When rotation occurs at longer intervals, it has been thought as a practice of progressive human resource development or a means of enhancing the value of work experience for career development (Campion, Cheraskin & Stevens, 1994). This implies that job rotation reduces boredom, fatigue and enables training however the studies were conducted in different countries thus cannot be generalized in Isingiro Local government thus geographical gaps.

Yoder et al (2022) says that job rotation may encourage generalization; it prevents job specialization so that the optimal level of performance cannot be reached. Although this problem may be negligible for many jobs, it can be very serious for those jobs where high specialization is needed so that the costs in terms of training and supervision are prohibitive. One should not be surprised by the fact that only 42.5% of the companies in Taiwan are practising job rotation and that they carry out their job-rotation policy selectively and

cautiously (Huang, 2017). This means that the focused question is whether the individuals perceive there is a job-rotation practice that they actually participate with rather than whether the companies have allegedly adopted a policy of job rotation which cannot be generalized to employees of Isingiro district local government thus conceptual gaps.

2.2 Influence of Coaching on employee performance

Evaluating employee performance can provide management with information necessary for the success of the organization (Nzuve 2010). The evaluation can reveal strengths and weaknesses of the personnel and indicate areas in which training, transfers, or recruitment is needed. The appraisal can also give feedback about the effectiveness of supervision (Stone,2016).A person learns most effectively at work when he associates what he is learning with his job. By learning about a job and improving his skills, he should improve his performance and waste less time on trivial detail and repeating work. Feedback is often provided to employees formally through performance appraisals (Rothwell, 2016).

Coaching is concerned with creating conditions so that people can perform to the best of their ability (Richard, 2015). In coaching the learner receives instant Feedback about their performance; this reinforces success and helps them to quickly correct any mistakes. Coaching therefore accelerates the performance improvement processes. Coaching helps leaders to bring out the best in employees throughout the organization and they begin to embrace and engage in critical thinking. Employees at all levels accept ownership and accountability for their work product and relationships. They require less daily and direct supervision from managers as they develop their skills and strive to reach their full potential (Rohr, 2019).

Coaching to improve or increase performance usually includes an urgent need. For example, often bad behaviour needs to stop or a new behaviour must be ramped up in a compressed time frame for a job role (Kraak, 2005). In both scenarios, it is critical that a manager (or an Human Resource representative) be involved to refine the goals and focus for performance coaching. In the case of problem behaviour, there needs to be a documented message to the individual about what is at stake. The individual receiving coaching must have clarity about what he or she stands to lose or gain by accepting the influence of a coach and by making specific change. In other words, the consequences must be spelled out (Paradise et al., 2017).

Lowman and Barker (2015) added that effective coaching within an organization appears to integrate the dynamics of individual psychology approaches with the needs of the organization on both individual and system levels, taking into account the environmental context of each intervention. A complete understanding of the corporate culture in which the coaching intervention is taking place is also essential (Clark, 2016).

Factors that affect the success of coaching outcome are divided into two namely; skills and abilities and employee related factors (Mogorosi, 2022). Employee related factors include the employee commitment, willingness and motivation in regard to sticking to the provided plan that seeks to achieve the laid down goals. The second category concerns the skill and ability of the coach to provide structure, foster trust and rapport, and appropriately choose the correct coaching tools to use in each coaching scenario (Mogorosi, 2022).

2.3 Challenges in carrying out on job training

On job training is important for all companies. However, according to a recent survey from the United States executive search firm, Salveson Stetson Group, about two-thirds of corporations admit that they need to improve on job training programming (Amble, 2016). Human resource departments face challenges on how to organize effective on job training training to provide employees with the resources they need to be successful (Robbins, 2019). On job training programs are faced with four major challenges. Scanlan (2015) gave three basic reasons why on job training programs missed their goals. The first was lack of planning, disillusionment about the new employees and the feelings of new employees that they simply did not fit into the company. The second challenge was the delivery of appropriate and accurate information to new hires. Some companies offer only one or two days for on job training. Too often, employees felt that they did not get enough information or the amount of data overwhelmed them.

Scanlan (2015) reported that many new hires thought that on job training was overwhelming, boring, and/or too simplistic. Aswathappa (2017) gives various challenges that can be faced by organizations during on job training, he states that a challenge can arise when supervisors who are entrusted with the job are not trained or considers the program a burden or are too busy, this agrees with Armstrong (2018) that due to lack of training they are likely to give new comers too much information in a short time, overload them with forms to complete, employees are pushed into a job with a sketchy on job training. This may make employees develop wrong perception. The third challenge dealt with balancing the variety of needs of individuals and those of the company (Nyambegera, 2015). Companies and departments also had expectations from the new employees.

Balancing the different needs and maximizing satisfaction for both sides is a problem for on job training training. Scanlan (2015) the last challenge was how to lessen new hires' anxiety and make them feel welcomed into the company Armstrong (2011).The emotional investment associated with on job training training was often neglected. Typical on job training training sessions focus on imparting information. However, previous research showed new hires also required help in setting up new relationships and in lessening the anxiety and stress that accompanied the newcomer experience (Bourne, 2017).

According to Richard and Linn (2019), emotional investment was a pivotal dimension of group effectiveness. To satisfactorily meet the above challenges, it is important to note that the first, third, and fourth challenges involve the identification of on job training goals and learning materials. The second challenge addresses the delivery of instruction.

2.4 Measures to the challenges faced in carrying out on job training in local government

According to Chebet (2015), to enhance on job training programs, supervisors should be trained in the art of on job training programs. Specific responsibilities of the human resource and the immediate supervisor should be made clear to avoid duplication or omission of important information, this concurs with Decenzo (2016) who points out that organizations must be willing to invest in the training of managers on what is required to help new employees adapt (Chhabra, 2015).This training involves learning how to establish program standards, how to coach and counsel new employees and how to be effective mentors. They should be capable of defining job requirements, provide the necessary tools to enable the new employee to do the job and provide ample feedback (Nyambegera, 2015). The on job training process should be well planned and those conducting the program are supposed to give attention to specific problems faced by the new employees. Those designing the program should also be sensitive to such matters as how much information to supply to a given session, the sequence of the various parts of the program and how well the new employees are assimilating the information (Chhabra, 2015). Opportunity should be provided for question and discussion in order to clarify the presentation, information overload should thus be discarded and only reasonable amounts of information are provided (Armstrong, 2019).

III. METHODOLOGY

The research used correlation research design (Crewell, 2014). The study used simple random sampling to select participants in the study that helped to gather detailed information on health service delivery (Amin, 2005, Creswell, 2003, Creswell, 2014). The data study used primary source of data collection (othari, 2003; Kothari, 2004; Creswell, 2014; Amin, 2005). Data was collected from 126using self-administered questionnaire and 36using interview guides. The data was analyse using descriptive and Pearson correlation coefficient. The study upheld high levels of research ethics such as the right to voluntary participation, respect of participants (Yin, 2013), protection of participants from risk and harm; and protection of participants' privacy and confidentiality.

IV. RESULTS

4.1 Findings on job training of the employee performance

The respondents were required to show their level of agreement or disagreement.

Table 1: Opinions on Job training

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)
Sharing lessons learnt on the job training among the staff	54 (42.1%)	33 (25.7%)	8 (6.5%)	18 (14.1%)	15 (11.7%)
Use on-the-job training to help your employees for better performance	14 (10.9%)	20 (15.6%)	14 (10.9%)	45 (35.2%)	35 (27.3%)
Match learning experiences to your employees' needs	43 (35.6%)	39 (30.5%)	7 (5.5%)	17 (13.3%)	22 (17.2%)
Provide regular and constructive feedback	28 (21.9%)	16 (12.5%)	5 (3.9%)	41 (32%)	38 (29.7%)
Make learning more flexible and accessible	23 (18%)	26 (20.3%)	5 (3.9%)	38 (29.7%)	36 (28%)
Motivate all employees to get involved	24 (18.6%)	25 (19.5%)	9 (7%)	32 (25%)	38 (29.7%)
Offer cross-department training	32 (25%)	49 (38.3%)	3 (2.3%)	15 (11.7%)	28 (21.9%)
Ask employees what they lack to perform better	41 (32%)	45 (35.2%)	3 (2.3%)	18 (14.1%)	21 (16.4%)

Source: Primary data (2022)

The results in Table 1 show that 54 (42.1%) strongly disagreed, 33 (25.7%) disagreed, 8 (6.5%) neutral, 18 (14.1%) agreed and 15 (11.7%) strongly agreed that sharing lessons learnt on the job training among the staff.

According to Respondent E said that;

Employees have nice training policies because they collaborate with NGOs and ministry of local government to fill the gaps in the competences by conducting workshops and conferences. This implies that training policies favors employees and they are happy about it which can influence their performance at the district.

This implies that Isingiro District Government has training policies that help them to acquire skills in order to perform their duties.

It was highlighted in Table 4.3 that 14 (10.9%) strongly disagreed, 20 (15.6%) disagreed, 14 (10.9%) were neutral, 45 (35.2%) agreed and 35 (27.3%) strongly agreed that use on-the-job training to help your employees for better performance. Focused group 1 said that workers in Isingiro district make a lot of mistakes and therefore we are taken for refresher courses to improve on our skills to perform effectively.

However; Respondent A said that;

He has received a lot complaint from the head of departments seeking to replace some of the workers who have failed to learn from their mistakes, those workers are either advised to go for refresher courses or transferred to other entities and when they fail to change entirely, they are submitted to the district service commission for disciplinary action.

This implies that workers are given opportunity to learn from their mistakes without being interdicted thus helping them to grow professionally. Thus that training in the public sector that is given to a paid employee while he or she is engaged in productive work that provides knowledge and skills that is essential to the full and adequate performance on the job/tasks.

It was also noted that 43 (35.6%) strongly disagreed, 39 (30.5%) disagreed; 7 (5.5%) were neutral, 17 (13.3%) agreed and 22 (17.2%) about matching learning experiences to employees' needs with the mean of 1.37 and standard deviation of 0.752.

It was supplemented by **Focused group 2** after being asked the feeling of workers experience and reported that;

Most of the workers are not happy with the promotion opportunities because some of them have spent more than 10 years of the experience without being promoted. Infact there are many un-filled vacancies however much there are qualified and experienced workers from within the district to occupy them.

Our promotion needs are not catered for effectively.

By implication, the way in which employees internalize and interpret the interactions they have with their organization as well as the context that underlies those interactions.

Table 1 puts it forward that 28 (21.9%) strongly disagreed, 16 (12.5%) strongly, 5 (3.9%) were neutral, 41 (32%) agreed and 38 (29.7%) strongly agreed that providing regular and constructive feedback.

Respondent F said that

Workers are supported through giving them information that is sufficient for them to learn. By implication, workers have been supported through effective communication to develop themselves through learning from their supervisors which can influence their performance at their respective workplaces.

This implies that supervisors always appreciate how productive and reliable employees are, but managers have noticed a change in performance lately.

The results in Table 1 shows that 23 (18%) strongly disagreed, 26 (20.3%) disagreed, 5 (3.9%) neutral, 38 (29.7%) agreed and 36 (28%) strongly agreed that job training can be realized by making learning more flexible and accessible.

The Respondent B narrated that;

It's among the roles of the supervisors to actively engage in professional development of their subordinates and this can be through finding the training opportunities for them. This implies that supervisors in Isingiro district local Government are entitled to find out the professional advancement for their subordinates with the intention of developing their carrier thus improving their performance at work places.

This implies that flexible learning environments address how physical space is used, how employees are grouped during learning and how time is used throughout training process.

The result further shows that 24 (18.6%) strongly disagreed, 25 (19.5%) disagreed, 9 (7%) neutral, 32 (25%) agreed and 38 (29.7%) strongly agreed that job training can be motivate all employees to get involved. This implies that employee motivation is key to a district's success. It's the level of commitment, drive and energy that district workers bring to the role every day. Without it, employees experience reduced productivity, lower levels of output and it's likely that the district falls short of reaching important goals too.

With regarding to offering cross-department training; It was found out that 32 (25%) strongly disagreed, 49 (38.3%) disagreed, 3 (2.3%) were neutral, 15 (11.7%) agreed and 28 (21.9%) strongly agreed. This implies that cross-department training is not well practiced in developing employees so as to improve the performance. Thus, employees don't expand their skills and knowledge on a job necessary for specialization or a more senior role.

The results further shows that 41 (32%) strongly disagreed, 45 (35.2%) disagreed, 3 (2.3%) were neutral, 18 (14.1%) agreed and 21 (16.4%) strongly agreed that employees ask what they lack to perform better. This implies that average of respondents disagreed with the findings.

Job rotation on employee performance

In order to assess the influence of Job rotation on employee performance in Isingiro district local government and respondents views were summarized in Table 2.

Table 2: Job rotation

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)
Job rotation is effective in Isingiro district local government	34 (0.5%)	42 (33.9%)	5	24 (6.5%)	23 (9.7%)
Job rotation enhances performance	30 (43.5%)	37 (35.5%)	8 (1.6%)	29 (11.3%)	24 (8.1%)
Isingiro District Local Government has a job rotation policy	44 (34.4%)	38 (3.2%)	9 (1.6%)	22 (41.9%)	15 (53.2%)
Employees are part of job rotation implementation policy	15 (35.5%)	20 (48.4%)	15 (12.9%)	38 (1.6%)	40 (1.6%)
Employees are interested in job rotation	12 (1.6%)	14 (24.2%)	4 (45.2%)	40 (27.4%)	58 (1.6%)
Many employees have got skills from job rotation	43 (41.9%)	35 (48.4%)	4 (4.8%)	35 (4.8%)	43

Source: Field data (2022)

Table 2 shows that 31 (0.5%) strongly disagreed, 21 (33.9%) disagreed, 4 (6.5%) agreed and 6 (9.7%) strongly agreed that job rotation is effective in Isingiro district local government. This implies that average of respondents agreed with the statement. This was supplemented by **Respondent C** who narrated that workers are willing to leave their duties in case they get green pastures in other sub counties or town councils that pay higher salaries. This implies that employee were willing to rotate with in ISDLG whenever the greener opportunity shows up.

Respondent D added:

These workers have been here for long time and i have not witnessed them applying for other positions in the district. More so, other districts have been advertising but only few have approached my office seeking for recommendations to apply for those jobs but it easy for them to leave rotate elsewhere as long as they do it following the clearly stated procedures as stated in the Uganda Public Service Standing Orders 2010.

This shows that workers have liberty to rotate with in the institution in case they get jobs that can suit the education level and experience.

It was noted that 27 (43.5%) strongly disagreed, 22 (35.5%) disagreed, 1 (1.6%) were neutral, 7 (11.3%) agreed and 5 (8.1%) strongly agreed that job rotation enhances performance. This implies that average of respondents disagreed with the statement.

“Staff who rotate in ISDLG are few compared to those who stay. He added that however much the staff is permanent and pensionable, there is no guarantee that they will remain at their work places”

Respondent B.

In accordance to **Respondent C** highlighted that:

For the nine years I have been working in this positions, there are two senior workers who were rotated, one because she was harassed by certain politician and joined NGO, another one left for another town council because she got masters and salary difference was too much. Nevertheless, they all follow procedures when they are transferred.

This implies that workers rotate Isingiro Local Government for other jobs or other issues but performance is enhanced since they face different environment.

The results showed in Table 2 showed that 2 (3.2%) neutral, 26 (41.9%) agreed and 3 (1.7%) strongly disagreed that Isingiro District Local Government has a job rotation policy.

According to Respondent F said that;

The district has job rotation policy headed by CAO whereby employees are rotated to improve their roles and develop their skills, talents, and competencies that are more motivated at their jobs, leading to improved job performance and overall higher motivation.

This implies that job rotation program involves the temporary assignment of an employee in a position or department for a predetermined period to perform the specific duties of another position in order to improve on their skills and attitudes thus performance.

The findings in Table 4.4 show that 22 (35.5%) strongly disagreed, 30 (48.4%) disagreed, 8 (12.9%) were neutral, 1 (1.6%) agreed and 1 (1.6%) strongly disagreed that employees are part of job rotation implementation policy.

Respondent C added that:

There are certain categories of workers that are always hard to attract, rotate or retain. For example Nyamuyanja HCIV doesn't have an operational theatre because of the absence of an anesthetic officer at the facility since the one who was posted at the facility in 2016 left the district in 2018 after getting a job with Ministry of health under one of the regional referral hospitals. Also in 2019, the district lost 3 enrolled psychiatric nurses who left for greener pastures, one joined an international Ngo, and other two joined Butabika Hospital. The district was willing to be retained and rotated but they left since they followed the policy.

This shows that employees at different levels are susceptible to attrition once they are presented with better opportunities since the rotation policy applies with in our outside their jurisdiction thus performance is affected.

The results in Table 2 show that 1 (1.6%) disagreed, 15 (24.2%) disagreed, 28 (45.2%) were neutral, 17 (27.4%) agreed and 1 (1.6%) strongly agreed that employees are interested in job rotation. It was further showed that staff in ISDLG has the standing orders to follow when rotating for instance there is one staff who wanted to rotate, she wrote the letter and addressed it CAO through the head of department. This indicates that most of the respondents are informed on the procedures that need to be followed for one to rotate on a job.

The results in Table 2 show that 26 (41.9%) strongly disagreed, 30 (48.4%) disagreed, 3 (4.8%) were neutral and 3 (4.8%) agreed with many employees having benefited from job rotation. This implies that average of respondents disagreed with the statements.

This was evidenced by **Focused group 2**

Workers especially health workers have benefited much because are always leave the service of the district provided they get better paying jobs and follow the laid down procedure as spelt out in Uganda Public Service Standing Orders 2010. Workers must leave in accordance with the provisions of the Uganda Public Service Standing Orders 2010.aaaah last year, one of the medical officers got a job in UNCHR and salary was twice to what he was earning this side, he was advised to resign before getting the other employment opportunity. Some medical officers who have gone for further studies and specialized in certain fields like Obstetrics and gynecology are usually under- utilized since Isingiro District doesn't have a district hospital for instance where ministry of health advertises for such posts in regional referral hospitals they are usually encouraged to apply for such posts and actually one was considered last year. All in all, workers leave once they get another opportunity that pays much higher than they are getting.

According to **Respondent E**

These workers are permanent and pensionable but once they get opportunities that pay much higher than their current position, they can be advised to rotate after comparing opportunities. One of the workers in health field wanted to leave because of the salary difference but after comparing other benefits like meals allowance, housing allowance and days worked, he decided to stay because they were not favorable, so it counts much for someone to leave a workplace where he/she cannot gain. Therefore workers are allowed to leave their duties whenever they get any engagement that necessitates them to leave.

By implication, workers leave their duties for other positions to earn much, they first compare the two jobs in terms of salary and other benefits that entice them to follow the right procedure in rotating with in the district however much they are permanent and pensionable.

4.3.3 Hypothesis Testing

The researcher proceeded to statistically find out whether there was an influence of Job rotation on employee performance in Isingiro district local government. The researcher was guided by hypothesis that states that *"There is an influence of job rotation on employee performance in Isingiro district local government"*. The

hypothesis was tested at a 95% level of significance (two-tailed) using Pearson’s product-moment correlation coefficient.

Table 3: Job rotation in employee performance

Correlations

		Job rotation	Employee performance
Job rotation	Pearson Correlation r	1	.557**
	Sig. (2-tailed)		.000
	N	128	128
Employee performance	Pearson Correlation	.557**	1
	Sig. (2-tailed)	.000	
	N	128	128

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

Table 3 shows that there is a positive significant moderate relationship between job rotation and employee performance ($r=0.557$, $p=0.000$, $N=128$). The relationship is statistically significant at 95% confidence level (2-tailed) since $p\text{-value}<0.05$. This implies that improved job rotation leads to improvement in employee performance in Isingiro district.

4.3.4 Coaching and employee performance

The second objective was to establish influence of Coaching towards employee performance in Isingiro district local government and respondents were asked to reveal their views as elicited responses from of five statements were summarized in Table 3.

Table 3: Influence of coaching on employee performance

Statement	SD	D	N	A	SA
Coaching enhances performance	19	24 (4.8%)	9 (1.6%)	33 (43.5%)	43 (50%)
Coaching helps to address performance challenges	19 (1.6%)	14 (1.6%)	2 (3.2%)	42 (41.9%)	51 (51.9%)
Coaching enhance employee relationship	15 (24.2%)	24 (38.7%)	20 (32.3%)	2 (3.2%)	1 (1.6%)
Coaching improves decision making skills	18 (29%)	22 (35.5%)	19 (30.6%)	2 (3.2%)	1 (1.6%)
Coaching enhances employees level of resolving organization conflicts	1 (1.6%)	3 (4.8%)	1 (1.6%)	51 (82.3%)	6 (9.7%)
Coaching lead employees to be responsible for their actions	1 (1.6%)	1 (1.6%)	6 (9.75)	27 (43.5%)	27 (43.5%)
Coaching helps to address my personal performance gaps	23 (37.1%)	32 (51.6%)	5 (8.1%)	1 (1.6%)	1 (1.6%)
Coaching make employees understand job expectations	28 (45.2%)	28 (45.2%)	4 (6.5%)	1 (1.6%)	1 (1.6%)

Source: Field data (2022)

The results in Table 3 show that 3 (4.8%) disagreed, 1 (1.6%) were not sure, 27 (43.5%) agreed and 31 (50%) strongly agreed that coaching enhances performance in terms of efficiency, effectiveness, productivity and timeliness.

According to respondent E noted that

Coaching in Isingiro district helps move from feeling threatened to feeling challenged. Coaching improves performance provides clarity to help you make decisions about maintaining organizational performance; business continuity; and the safety, well-being, and financial security of your workforce.

This implies that coaching identifies an employee's growth, as well as help plan and develop new skills. Using coaching skills, supervisors evaluate and address the developmental needs of their employees and help them to select diverse experiences to gain necessary skills.

Table 3 highlight that 1 (1.6%) strongly disagreed, 1 (1.6%) disagreed, 2 (3.2%) were neutral, 26 (41.9%) agreed and 32 (51.9%) strongly agreed that coaching helps to address performance in terms of efficiency,

effectiveness, productivity and timeliness. Qualitatively, it was observed that coaching of workers has no any relationship with challenges of workers in performing their duties as highlighted in the following excerpts;

Respondent C was asked about challenges of workers responded that:

Coaching of workers doesn't increase with increases in performance. This is not funny because workers have different challenges such as low pay, low allowances however much they are coached.

This implies that coaching is used to unlock people's potential to maximize their own performance. Performance challenges help to learn rather than teaching or telling them.

It was noted that 15 (24.2%) strongly disagreed, 24 (38.7%) disagreed, 20 (32.3%) were neutral, 2 (3.2%) agreed and 1 (1.6%) strongly agreed that coaching enhance employee relationship.

However, according to Respondent F:

Coaching enlightens practical advice about how to make the day to day better in a relationship and remain aware of their promises to each other and teaching them how to keep working on their relationship in order to improve performance of employees in different departments.

This implies that there are divergent views about coaching in Isingiro local government which slows down performance of employees.

The results in Table 3 also show that 18 (29%) strongly disagreed, 22 (35.5%) disagreed, 19 (30.6%) were neutral, 2 (3.2%) agreed and 1 (1.6%) strongly agreed that coaching improves decision making skills. This is not in accordance to Respondent A;

When it comes to decision-making, the successful supervisors' goals are to facilitate productive discussion, ask the right questions, help point out and overcome biases. The coaching process can present a big picture and a new perspective on the issue at hand in different town councils of Isingiro district.

This implies that decision-making are the skills needed to make an informed, rational decision. Employees with good decision-making skills at work can assess all the facts, understand the districts' current state and goal state, and choose the best course of action in serving the community as well as improving the performance.

The results further shows that 1 (1.6%) strongly disagreed, 3 (4.8%) disagreed, 1 (1.6%) were neutral, 51 (82.3%) agreed and 6 (9.7%) strongly agreed that coaching enhances employees level of resolving organization conflicts. This implies that most of the respondents agreed with the findings. This implies that the misunderstanding or disagreement that is caused by the perceived or actual opposition in the needs, interests and values among employees in Isingiro district are resolved by coaching.

With regards to coaching lead employees to be responsible for their actions, 1 (1.6%) strongly disagreed, 1 (1.6%) disagreed, 6 (9.75) were neutral, 27 (43.5%) agreed and 27 (43.5%) strongly agreed. It was noted in the interviews some of the workers keep serving hoping to get retirement package for instance **Respondent D** pointed out workers are permanent and pensionable; they receive pension after retiring. This pushes them to keep working with the Government hoping during their old age and being responsible for their actions that could affect their remuneration. This indicates some of the workers stay focused and responsible for their actions with the mission of receiving pension after retiring.

The findings shows that 23 (37.1%) strongly disagreed, 32 (51.6%) disagreed, 5 (8.1%) were neutral, 1 (1.6%) agreed and 1 (1.6%) strongly agreed that coaching helps to address my personal performance gaps.

The results shows that 28 (45.2%) strongly disagreed, 28 (45.2%) disagreed, 4 (6.5%) were neutral, 1 (1.6%) agreed and 1 (1.6%) strongly agreed that coaching make employees understand job expectations.

It was noted by **Respondent B** that;

There are instances where coached workers with same qualification are on different salary scale but this depends on the qualification you had before joining the system/pay roll for example there are some workers who went for further studies (masters and bachelors) but are still on U5 (diploma level) and U7 (Certificate level), some are on U4 and hold Master's degrees. This is normal because an employee is paid according to the position, he/she holds but not according to the qualification he holds. All in all, salary scale is majorly determined by the job title an employee holds and the person and job specifications as spelt out in the Local Governments Job Descriptions and Person Specifications 2011 and 2017. Therefore those workers that are under paid perform less than those who paid higher.

By implication, coaching of the workers doesn't meet their expectations, position as well as qualifications as guided by Local Government job descriptions. Therefore, some of the workers leave their roles for others when the scale is low to meet their needs thus affecting the performance.

4.3.4 Hypothesis Testing

The researcher proceeded to statistically find out whether there was to establish influence of Coaching on employee performance in Isingiro district local government. The researcher was guided by the following hypothesis “*There is an influence of Coaching on employee performance in Isingiro district local government*”. The hypothesis was tested at a 95% level of significance (two-tailed) using Pearson’s product-moment correlation coefficient, which measured the degree and direction between coaching and employee performance.

Table 4: Correlation matrix for coaching and employee performance
Correlations

		Coaching	Employee performance
Coaching	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	128	128
Employee performance	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	128	128

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

Table 4 shows that there is a moderate positive relationship between coaching and employee performance ($r=0.641$, $p=0.000$, $N=128$). The relationship is statistically significant at 95% confidence level (2-tailed) since $p\text{-value} = 0.00 < 0.05$. This implies that improved coaching leads employee performance.

Table 5: Descriptive statistics of challenges and possible solutions

Statement	SD	D	N	A	SA
There is lack of time for on the job training	27 (43.5%)	30 (48.8%)	2	32 (6.5%)	37 (1.6%)
There is lack of enough fund for conducting on the training	41 (45.2%)	32 (45.2%)	4 (8.1%)	23 (1.6%)	28
There is unfairness in conducting on job training among employees	10	17 (1.6%)	8 (9.7%)	54 (45.2%)	239 (43.5%)
There is information overload on the job training	20 (32.3%)	24 (38.7%)	1 (1.6%)	8 (12.9%)	9 (14.5%)
Some workers refuse on the job training	14 (22.6%)	24 (38.7%)	2 (3.2%)	22 (35.5%)	–
There is use of inappropriate training methods	20 (32.3%)	27 (43.5%)	–	6 (9.7%)	9 (14.5%)
Surbodinates are less involved on the job training	–	3 (4.8%)	8 (12.9%)	20 (32.3%)	31 (50%)
There is poor feedback and support system for on the job training	1 (1.6%)	2 (3.2%)	9 (14.5%)	28 (45.2%)	22 (35.5%)

Source: Field data (2022)

The results in Table 5 show that 27 (43.5%) strongly disagreed, 30 (48.8%) disagreed, 4 agreed and 1 (1.6%) strongly agreed that there is lack of time for on the job training.

Table 5 highlight that 28 (45.2%) strongly disagreed, 28 (45.2%) disagreed, 5 (8.1%) were neutral and 1 (1.6%) strongly agreed that there is lack of enough fund for conducting on the training.

It was pointed out that Respondent A

Oooh yeahh.. at administrative level, you get a piece of mind, there is nothing that gives comfort like having a team of trained workers who are talented foristance i have displayed all my contacts in many corners of notice boards of district for the end user to raise complaints or in case they want something but I have never seen anyone calling complaining so that always speak volume about client satisfaction. Trained worker can build a lot especially in meetings because they know what happened

to sections they are allocated to hence their view can be easy for planning since they are on ground. Trained workers reduce boredom in the district for example they come up with new ideas on table to kill boredom and stress of community since a trained worker is a happy end user. However, we are faced with the challenge of funds; the ministry of local government does not fund any training however much we budget for; the training sessions that we had in 2 years ago was funded by UNHCR.

It was noted that 1 (1.6%) disagreed, 6 (9.7%) were neutral, 28 (45.2%) agreed and 27 (43.5%) strongly agreed that there is unfairness in conducting on job training among employees.

The results in Table 5 also show that 20 (32.3%) strongly disagreed, 24 (38.7%) disagreed, 1 (1.6%) were neutral, 8 (12.9%) agreed and 9 (14.5%) strongly agreed that there is information overload on the job training. This implies that the mean of 1.52 and standard deviation of 0.954 agreed with the statement.

There are few workers that are selected for training especially health workers since their area of specialty are critical and necessitates more skills. Foreexample with so many patients especially in the section of viral testing, workers are slow, some speak in a very rude way. Patients come early but leave very late because they are few workers who are trained, one of the patient was harassed in the one day because she was sneezing and coughing much as if she had acquired Covid-19, the nurse told her to go and die from outside... ooh my God, Mbweni I wish we can have more training to improve on skills on health workers as well as their hospitality (Key informant C).

This indicates that workers treat patients in unaccepted manner which slows down their values and conduct thus poor performance of health workers.

The results further shows that 14 (22.6%) strongly disagreed, 24 (38.7%) disagreed, 2 (3.2%) were neutral and 22 (35.5%) agreed that some workers refuse on the job training. It was found out that 20 (32.3%) strongly disagreed, 27 (43.5%) disagreed, 6 (9.7%) agreed and 9 (14.5%) strongly agreed that there is use of ineffective training methods. The findings shows that 3 (4.8%) disagreed, 8 (12.9%) were neutral, 20 (32.3%) agreed and 31 (50%) strongly agreed that support staff are less involved on the job training.

It was noted that 1 (1.6%) strongly disagreed, 2 (3.2%) disagreed, 9 (14.5%) were neutral, 28 (45.2%) agreed and 22 (35.5%) strongly agreed that there is poor feedback and support system for on the job training.

Aaaaaah.... there is no way I can explain this to you but!.... workers in this district on greater scale are profession... they are passionate on their duties and learn from each other... to be open.... some of them have health related issues but they stand and serve for the wellbeing of people... at times they raise concerns that they are breaking but it is very impossible for me to recruit more workers since I don't have that mandate. Overall trained workers have enormous attachment to this district (Key Informant D).

4.3.6 Hypothesis Testing

Table 6: Correlation matrix for coaching and employee performance correlations

		Challenges	Employee performance
Challenges	Pearson Correlation	1	-.650**
	Sig. (2-tailed)		.000
	N	128	128
Employee performance	Pearson Correlation	-.650**	1
	Sig. (2-tailed)	.000	
	N	128	128

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

Table 6 shows that there is a negative moderate relationship between challenges and employee performance (r=-0.650, p=0.000, N=128). The relationship is statistically significant at 95% confidence level (2-tailed). By implication, when challenges are solved, performance of employee might improve.

V. CONCLUSION

The study concluded that there is a positive significant relationship between job rotation and employee performance. The study also concluded that job rotation is effective in Isingiro district local government, Job rotation enhances performance, employees are interested in job rotation and many employees have benefited from job rotation.

The study concluded that there is moderate positive relationship between coaching and employee performance. The study also concluded that coaching enhances performance; coaching helps to address performance challenges, coaching lead employees to be responsible for their actions; coaching helps to address my personal performance gaps, coaching make employees understand job expectations, coaching enhances

employees level of resolving organization conflicts. However; it was found out that coaching doesn't enhance employee relationship; coaching does not improve decision making skills.

The study concluded that there is a negative moderate relationship between challenges and employee performance. The findings also concluded that there is lack of time for on the job training; there is lack of enough fund for conducting on the training; there is unfairness in conducting on job training among employees; there is information overload on the job training.

RECOMMENDATIONS

On job training is just as important as employee satisfaction in achieving organizational goals and improving employees' performance. Therefore, employers must make sure all their employees are satisfied and trained on job. Based on the findings of this study, the researcher makes the following recommendations:

- i. Management should focus on the intrinsic parts of the job, such as making the work challenging and interesting.
- ii. Management needs to communicate to employees the elements of on job training, benefits and challenges and how to overcome the challenges in the process of doing on job training
- iii. Better carrier development opportunities should be given to the employees to increase on job training and employees' performance.
- iv. The management should structure coaching activities in human resource management plan and be implemented throughout the year at all level of the departments.
- v. The human resource management emphasize coaching activities performance marks as compulsory to employees under taking coaching this could motivate them to be serious with the activity.

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