

Staff Development Approaches and Academic Employee Performance In Private Universities In Uganda. A Case Study of Bishop Stuart University

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ABSTRACT : The study aimed that establishing the effect of staff development approaches towards academic employee performance. The findings revealed that though on-the-job learning is taken to be essential in enhancing performance, it has not been taken seriously in the university. This is because heads of departments have not been effective in mentoring the junior staff on how to perfect their activities at the University as well as evaluating them and credit better performance and put in corrective action for bad performance. On the other had the findings revealed that off-the-job learning taken especially from other institutions is vital because it equips employees with new knowledge as well as experience got from the exposure to the new environment of which if one comes back he/she will create appositve change that enhances the employee job performance.

Keywords- staff development, employee performance, academic staff, private universities, on-the- job and off-the-job staff development approaches

I. BACKGROUND OF STUDY

Human Resource Development refers to all efforts, strategies and courses of action that are deliberately taken by management of an organization to help/ empower employees to achieve technical, socio-economic and psycho-social development so as to enhance their contribution to the achievement of organizational goals and its development for mutual benefit (Ministry of Local Government, 2003). Most staff developers consider the goal of staff development as a change in individuals' knowledge, understanding, behaviors, skills, attitude and beliefs. Beardwell and Claydon (2007) observed that staff development is the development of administrative, technical and professional competences of staff in an organization.

Worldwide, between 1964 and 1981, there was no meaningful vision guiding national employee Development. In England, however from 1981 and 1989 during the "Thatcher years" there was a clear attempt by the government to provide a meaningful long-term policy in relation to employee development (Derek et al, 2005). In the United States of America in 1998 Governor Rudy Perich of Mennisota state recommended \$1 million per year to supplement the dislocated worker programme (workers dislocated because of lack of basic skills).The rate of change and economic growth associated with this transitional phase requires human resource practitioners to work within a business environment that is characterized by high level of ambiguity and uncertainty. This implies that the concept of human resource development is relatively new with managers and practioners in indigenous firms very much locked into a game of 'catch up' (Mankin, 2009)

In India the first dedicated human resource development was created in engineering company in 1975 and by the mid 1980's human resource development had become an acceptable role within many organizations. In Africa, one of the initiatives of the African Development Bank group is sharing knowledge under partnership –for – skill development program (PASDEP), where staff are exchanged with selected parties in the private companies in order to acquire and improve on their skills (Sparks and Hirsh, 2000)

Staff development in East Africa is evidenced in the health sector where the Advanced Nursing Program was established at the Aga Khan University as a response to requests from the East African governments. The program focuses on upgrading nursing skills and building health care human resource capacity in the region. It is meant to enable education programs and graduates to work in communities to

provide better quality health care services as well as lead policy development at national level. The result would be qualified regional health care professionals who are helping to build accessible, responsive and sustainable health care services in East Africa (Sparks and Hirsh, 2000).

In Uganda, (Public Service) staff development evolved from the early stages of organization of colonial administration in the early 1920s. During that period, vocational training was regarded as the most appropriate for the Ugandan Public Officers, since these only provided support services to the Europeans who occupied strategic positions in the administrative system. For a long time, education and training for Ugandan Public Servants remained under developed until the time when Ugandans started to demand for higher positions in the bureaucracy. The quest for higher education then became an issue that was later strongly pursued towards independence and after. From 1990 when the Public Service Reforms were introduced, there was a rush by Public Officers and Political leaders to go for further education and training as a way of surviving the employment competition and this has remained a trend in both public and private institutions (Ministry of Local Government, 2003).

In relation to the above, recently the European Union Health Planning and Policy development's priority was directed towards 'Human Resource for health' which aimed at attaining a well trained and developed motivated workforce to meet the current and future needs of Uganda's population and make health workers recognized as the foundation on which future quality health care is built (Leslie, 2007). This was done in recognition that any country's economic development is greatly anchored on Human Resource Development (HRD), as success in this area will depend on the country's ability to field an appropriate and skilled workforce. Staff development in turn, is dependent upon a functional educational system since it's a productive human resource behind any country's developmental efforts. However the changing skills and knowledge-based requirements of the public and private sectors' productive ventures have led to changing occupational profiles for which teaching institutions have pursued in order to produce right candidates for the competitive job market, and this can only be achieved through empowering their staff.

In addition to the above, Human Resource Development is one of the priority areas indicated in the National Development Plan 2010/11 -2014/2015 focusing on increasing the quantity and strengthening the quality of Human Resources. The government of Uganda acknowledges that investment in human capital is one of the key ingredients of sustainable economic development and aims at the creation of a strong and responsive human capital who are able to compete globally (Ministry of Local Government, 2003).

Bishop Stuart University (BSU) is a private, non- profit making Educational Institution established by Ankole Diocese of the Province of the Anglican Church of Uganda to provide higher education, training and research for the expansion of God's kingdom, human knowledge and betterment of society (Bishop Stuart University brochure). Bishop Stuart University recognizes that staff development promotes co-operative and innovative actions so as to strengthen the quality and relevance of higher education both now and in the future. More to that, staff development presents the aim of improving academic qualifications of higher education lecturers in order to upgrade their level of training and research. This is because, the ability of staff to ensure excellence in a given field through post graduate qualification is crucial if Bishop Stuart University as higher learning institution is to award degrees and diplomas in those fields (Jennifer et al, 2001). And with the University's vision directed towards to being a university for recreating the African Society with academic excellence, human values and entrepreneurship, the university need to develop its employees to facilitate the realization of the vision

Therefore in response to the need to realize the vision as well as remain relevant both now and in the future, Bishop Stuart University is committed to extending the knowledge, skills and attitudes of its staff to enhance their performance. As a result, the university supports and encourages staff members to acquire formal qualifications related to enhancing the necessary knowledge, skills and abilities to perform. This has been done by use of staff performance appraisals where performance appraisal forms are filled at the end of each employment period to identify the gaps in staff. Also the University established a staff development fund accessible as research facilitation fund which is accessible to all university employees. Promotions are also based on attainment of higher qualifications for example either a master's degree or PhD depending on the level the employee is on. Members of academic staff are encouraged to do research and publish in recognized journals or with recognized publishers as a requirement for promotion (Bishop Stuart Strategic plan 2012 - 2020). Although such initiatives are in place, there are challenges when it comes to employee performance which needs to be looked into in order to suggest appropriate remedies

Rationale and significance of study

Bishop Stuart University is committed to develop her staff in order to enhance their job performance as evidenced by many staff development initiatives provided. However, the institution has faced challenges as far as employee job performance is concerned. The study is aimed at providing evidence as to why the institution

has not achieved the objective of establishing development initiative and provide empirical data on whether the staff development initiatives provided are able to influence employee job performance

Significance of study

The findings from the study may be useful in various ways which include among other; The findings may suggest appropriate learning approaches that the university could employ to enhance the skills and knowledge of its staff members. By enhancing the skills and knowledge of staff the university / institution would be assured of improved staff job performance.

The findings from the study may also help the office of the university secretary to plan and take collective decisions as far as staff development is concerned. This would facilitate the office to recommend and encourage staff development in the areas that are most appropriate to benefit the institution both currently and in the future.

The findings may enable various stakeholders of the university get to know the usefulness of staff development within the institution. Particularly the employee of Bishop Stuart University would be able to understand and benefit from the current initiatives of staff development. Other stakeholders of the institution would benefit from the improved service rendered by the developed staff.

Scope of study

The study was carried out at Bishop Stuart University found in Mbarara Municipality, Mbarara District. Bishop Stuart University has its main campus, measuring approximately 48 hectares (120 acres), at Kakoba Hill, off Buremba Road, approximately 5 kilometres (3.1 mi) east of downtown Mbarara. The second campus is located at Ruharo Hill, also in the Mbarara metropolitan area. The institution was established by Ankole Diocese of the Province of the Anglican Church of Uganda and offers both undergraduate and post graduate programs.

The study investigated the effect of staff development on employee performance with two specific objectives; to assess the effect of on- the- job learning approaches on employee performance at Bishop Stuart University, to assess the effect of off- the- job learning approaches on employee performance at Bishop Stuart University. The study utilized data from 2000- 2018years. This period was selected because it's the time that Bishop Stuart University has been emphasizing staff development programs to enhance the capacities of individual employees in order to improve their job performance.

II. LITERATURE REVIEW

Theoretical Framework

The study was guided by two learning theories namely the experiential learning theory and cognitive theory. Juani et al (2005), argues that a considerable amount of learning occurs through observation and reflection. Experiential learning theory identifies four stages in experiential learning necessary for learning to take place and these are concrete experience, observation and reflection, theorizing and conceptualizing and testing and experimentation. On the contrary, the cognitive learning theory asserts that learning occurs through individuals assessing, processing and transforming information from the physical and social environment.

Both theories lead to acquisition of knowledge and change in skills and behavior and can be applied in similar organizations leading to making a difference in individual performance of staff. For example, experiential learning is popular in higher education where it is important to get an individual started (that is the learning process) and this why most institutions develop staff development policies to entice employees to pursue further studies. Mankin (2009) states that knowledge acquisition through reading (for example books, articles, websites), independently or as part of education programme, are typical examples of the application of cognitive learning theory in organization context. Therefore cognitive learning theory includes attending seminars, workshops, conferences, where individual participants remain passive and select what interests them and what seems relevant to their job and or organization. This implies that individual employees can choose to either or not apply the skills gained in their work places which has an effect on their performance. In relation, (Mankin, 2009), argues that if transfer of learning from the classroom to the workplace is to be successful, then learners need to be able to tackle practical activities in the workplace as soon as possible. Juani et al (2005), supports action learning and argues that since the solution is actually found by the learner who internalizes it, the possibility of knowledge transfer is greater. What emerges from these two theories is that, staff development is gained through learning which can be by observation and absorption of knowledge which affects employee performance either positively or negatively

Staff Development Approaches and Employee Performance

Learning can perhaps be best understood as a change in an individual's range and repertoire of behavior. It is a process by which behavior is modified, either by the addition of new and different capabilities or by the extension and enhancement of those that an individual already possess (Jennifer et al, 2004). Most organizations have moved from identifying training needs to identifying learning needs, the implication being that development is owned by the learner with the need rather than by the trainer seeking to satisfy that need (Gerry and Richard, 2001). This also has an implication for who identifies the needs and the way that those needs are met. Current thinking suggests that needs are best developed by a partnership between the individual and the organization, and that the methods of meeting these needs are not limited only to formal courses, but to a wide range of on-the-job development methods and distance /e- learning methods (Wayne, 2006). Experiential learning theory suggests that it is useful to combine the characteristics of learning which is regarded as passive, with those of problem solving, which is usually regarded as active (Wayne, 2006).

On- the – job learning and employee performance

On –the- job learning is by far the most popular way of training and learning at work (Beardwell and Claydon, 2007). It is popular because it is job specific and relevant, immediate and flexible. On-the-job learning includes staff meetings, discussion, reflection, observation, team working undertaking a project assignment or consultancy, taking on a new area of responsibility, changing work practices or systems and much more. The most commonly used methods include coaching by line managers, mentoring and budding, job rotation and shadowing. However, on- job-learning may lead to both negative and positive behaviors and skills can be passed on, underlining the need for suitable role models and opportunities to be indentified and developed as part of the organizational strategy. On-the-job learning favors individuals who learn best by doing, that is hands-on approach, provides a more realistic context of learning and learning is largely an informal process conducted by workers themselves rather than managers (Cole, 2002). The commonly used methods include mentoring, coaching, job rotation and role playing

Mentoring and Employee performance

Mentoring refers to a one-on-one relationship between less experienced (protégé) and a more experienced person (mentor) and is prototypically intended to advance the personal and professional growth of the less experienced individual (Leslie, 2007). The mentor would occasionally be the individual's immediate manager, but usually it is a more senior manager in the same or a different function (Wills and David, 2008). Managers are also seen as responsible for developing talent, and while a mentor protégé relationship might not naturally occur, mentorship may be encouraged or formalized. Due to increasing interest in leveraging human and social capital within organizations, informal and formal mentoring have gained the attention of the academicians and practitioners as potentially critical development tools (James et al, 2002). Wills and David (2008) identify two broad functions of mentoring, that is career function and psycho social function. Career function conceptualizes mentoring functions that aid career advancement and these include challenging assignments, coaching exposure, protection and sponsorship. Psychosocial functions help build a sense of identity, competence and effectiveness. They include acceptance, counseling, friendship and role modeling (James et al, 2002).

Coaching and employee performance

Coaching is an informal approach to individual development based on a close relationship between the individual and one other person, usually their immediate manager, who is experienced in the task (Gerry and Richard, 2001). He states that the manager as a coach helps trainees to develop by giving them the opportunity to perform an increasing range of tasks, and by helping them to learn from their experiences. The coach improves the trainee's performance by asking searching questions, actively listening, discussion, exhortation, encouragement, understanding, counseling and providing information and honest feedback (Torrington et al, 2005). The coach is usually in position to create development opportunities for the trainee when this is appropriate. Alternatively they can create the opportunity for the trainee to join a working party or can arrange a brief secondment to another department. Coaches can share inside information with the individual they are coaching to help them understand the political context in which they are working (Gerry and Richards, 2001).

Job rotation and Employee performance

Job rotation can be either horizontal or vertical. Vertical rotation is nothing more than promoting a worker into a new position. Horizontal dimension of job rotation is understood as lateral transfer. It presents the excellent method of broadening the manager or potential manager and for turning specialists into generalists. It increases the manager's experience and allows the absorption of new information (Decenzo and Robins 2008).

However, Keith and Laht (2011) observed that coaching and mentoring and training on the job become relevant and vital when the policy of the institution promotes it and relevant and qualified personnel are scientifically recruited and at the same time remunerated. In a situation where heads of departments are not motivated and facilitated, on-the-job learning becomes inefficient in influencing job performance. If it does, the contribution will be minimal.

Off-the-job learning and employee performance

Off-the-job learning simply learning which takes place away from a place of the employee (Beardwell and Claydon, 2007). It is frequently pigeon holed as old way of doing things and typified as teacher centered, classroom based, process-focused and providing learning which is difficult to transfer to the work place. It is often criticized as wasteful of time and money, tanning the employee way from the practical context in which he or she will have to apply the theoretical knowledge (Beardwell and Claydon, 2007). However, in order to make off-the-job learning credible and valuable, it has to be like other learning intervention, identified as organizationally useful at analysis stage of the process, providing the training or learning opportunities which make little or no contribution to the business seriously affects the credibility of those in the organization responsible for learning and development (Beardwell and Claydon, 2007). The commonly used methods include education training courses, training programmes, workshops and conferences.

Education and Employee Performance

Education is defined as activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life (Stewart, 1999) Education means that the management activities attempt to instill sound reasoning processes rather than impacting a body of serial facts or teaching a specific set of motor skills (Decenzo and Robins 2008). This method relies on sources outside the organization to control and design the educational material for employees who wish to receive additional training. At their best, this method can provide fresh ideas, strategies and perspectives for the employees. However, at worst, they lack real world application and can be a waste of time. Among the chief complaints regarding the university based programs are that they are too lengthy, drain the energy of employees and may encourage career moves and employment changes (Decenzo and Robins, 2008). Educational courses undertaken during a career are frequently done on a part- time basis leading to a diploma or masters degree with a management or business label and or qualification for a professional body (Cole, 2002).

Training courses and Employee performance

A Training course will usually be a key feature in a formal programme of development, and these may be standard offerings by various specialist bodies or in house courses developed for an organization's own specialist needs (Gerry and Richard, 2001). Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Training involves the changing of skills, knowledge, attitudes or social behavior. It may mean changing what employees know, how they work, and their attitude towards their work or their interactions with their co-workers or their supervisors (Decenzo and Robins 2008).

In addition, there are consultancy courses varying from half-day to several weeks in length, they are run by consultants or professional bodies for all comers. They have the advantage that they bring together people from varying occupational background and are not therefore as introspective as in house courses and are popular for typical issues (Mankin, 2009). The most valuable courses of this type are those that concentrate on specific skills or knowledge such as developing time management, interviewing or disciplinary skills or being introduced to a new national initiative. In –house courses are often similar in nature to the consultancy courses and are sometimes run with the benefits of some external expertise (Mankin, 2009).

Training, learning and education are often used interchanging ably, but there is a need to be aware of the major distinctions between them. In reality, some of the distinctions are less clear cut and there is sometimes overlap between the concepts, for example the education process ought to involve learning, hopefully leads to development and may even contain some training in specific techniques.

Lectures and conferences and Employee performance

Lecture or conference approach is well adapted to conveying specific information, rules, procedures or methods. The use of audiovisual or demonstrations can often make a formal classroom presentation more interesting while increasing retention and offer a vehicle for clarifying more difficult points. Lecture courses offer an opportunity for managers or potential managers to acquire knowledge or develop their conceptual and analytical abilities. These lecture courses may be offered in-house by the organization itself and supported by

outside college coursework .The conference approach can be offset by reducing the structured lecture format and allowing trainees to provide feedback to the lecture or creating discussion groups under the direction of a conference leader (Gerry and Richard, 2001).

Summary of literature review

The human resource Development strategy needs to focus on the organization's strategy and objectives and involves identifying the skills, competencies required to achieve the business strategy now and in the future (Gerry and Richard, 2001). Organizational policies also have to be implemented in reference to what is happening in the organization as well as outside the organization. For example the external availability of individuals with the skills and competencies required by the organization will have an impact on the staff development policy. If the skilled individuals are plentiful, the organization has the choice of whether, and to what extent it wishes to develop staff internally (Gerry and Richard, 2001).

Staff development is achieved through many ways which include on job learning and off job learning. This implies that development is much broader than training and usually has a longer term focus. It's concerned with the enhancement of an individual portfolio of knowledge, skills and abilities and can be determined by both the needs of the organization and the needs of the individual.

Development also embraces education. The aspect of learning is also involved where formal courses should play a limited role in learning because it is difficult to apply learning from formal courses into work practices. Ortenblad (2004) also acknowledged that learning can be easily applied for further action during the work situation. The individuals learn at work in order to perform their own jobs as soon as they start working in an organization and they learn how to perform their work task efficiently.

Even though much of the learning should occur while employees are on the job or at the least be closely connected with work, formal events such as conferences and quality circles can still help the learning process. However, the effectiveness of any staff development activity depends on the active and purposeful participation of the individuals involved. Staff members have a clear responsibility to develop their skills to enhance performance in their current position and to be ready to assume further responsibilities. Armstrong (2006) supplements by stating that human resource development should always be performance- related- designed to achieve specific improvements in corporate, functional, team and individual performance, and make a major contribution to bottom line results. The false assumption that training will inevitably result in performance improvement and behavior change is faced with a further challenge: when learning does take place, it may not result in behavior change. The experience of many people is that job performance does not change as a consequence of the job holder attending a training course even when learning has taken place; there are several reasons why evidence for it is absent. It is possible that the person does not know how to apply any acquired learning to his or her specific job or the new learning may not relate to that person's current job or it may be that the job environment is hostile to new ways of doing things or the person may simply not want to use his or her new capabilities (Jennifer et al, 2004).

III. METHODOLOGY

Research Design

The study used a case study research design where both qualitative and quantitative approaches of data collection and analysis were used. According to Oso and Onen (2008) case study design is an intensive, descriptive and holistic analysis of a single entity or a bounded case. Case studies involve in- depth contextual analysis of matter relating to similar situation in other organizations (Sekaran, 2003). This enabled the research to gain a rich understanding of the context. Quantitative approach enabled the collection of numerical data in order to explain, describe, understand, predict or control the phenomenon of interest. The design enabled the researcher to quantify the views of respondents towards certain variables and draw statistical conclusions. However, the quantitative research design lacked the ability to understand the respondents' point of view. Qualitative design filled the gap by enabling the researcher to capture feelings, opinions and other subjective variables (Sekaran, 2003).

Study Population

Study population is the number of subjects or the environment of interest to the researcher (Oso and Onen, 2008). Mugenda and Mugenda (2003) describe a population as a complete set of individuals, cases or objects with some common observable characteristics. The study population was composed of academic employees of Bishop Stuart University particularly the full time academic staff members/ Teaching staff. Other categories of

respondents were senior management staff, the university council (particularly members of appointments and staff welfare board).

Sample Size and Selection

Amin (2005) describes a sample as a collection of some elements of the population. According to Oso and Onen (2008) a sample is part of the target (or accessible) population that has been procedurally selected to represent it. A sample is a smaller group obtained from the accessible population. The sample size was determined by the use of the Taro Yamane's formula (Miaoulis and Michener, 1976). The acceptable sampling error is usually 0.01 to 0.05 and a sampling error of 0.05 was adopted with confidence level of 95%.

Taro Yamane's formula;

$$n = N / [1 + N(e)^2]$$

where:

n= sample size

N= population size (the universe)

e = sampling error

^ = raised to the power of Yamane statistical formula; and the confidence level will be 95%

I. TABLE.1: TOTAL POPULATION, SAMPLE SIZE AND SELECTION

| S/N | Category | Total population | Sample size | Percentage | Sampling Strategy/technique |
|-----|--------------------------|------------------|-------------|------------|-----------------------------|
| 1 | Full time Teaching staff | 76 | 73 | 96 | Stratified/ Simple random |
| 2 | Senior Management staff | 3 | 3 | 100 | Purposive |
| | Total respondents | 79 | 76 | | |

The overall number of target population was 79 because this was a representative sample that represents the above categories of respondents. 76 teaching staff and 3 members of senior management staff were included in the sample representing 96% and 100% respectively. The above categories of respondents were selected using stratified/ simple random and purposive sampling techniques.

Sampling Techniques

Sampling technique is a description of the strategies which the researcher used to select representative elements/subjects/respondents from the target/accessible population (Oso and Onen, 2008). A sampling technique is a plan for obtaining a sample from a given population (Kothari, 2009). The study employed both purposive, Stratified and simple random sampling strategies to obtain a representative sample.

Purposive Sampling

Purposive sampling is a technique in which the required information is gathered from special or specific targets or groups of people on some rational basis (Sekaran, 2003). This technique was employed to select the senior management staff. This category of respondents provided the desired information since they were well conversant with Bishop Stuart University staff development, appointment and promotion issues. Purposive sampling technique was employed because it was more appropriate for qualitative research than quantitative research (Amin, 2005). More to that Purposive sampling facilitated the collection of data from specific types of people who were able to provide desired information (Sekaran, 2003). Amin (2005) concurs and states that the researcher selects a sample based on his or her experience of knowledge of the gap and has in mind those respondents who have the information he /she requires.

Simple Random Sampling

Simple random sampling is a strategy where every element in the population has a known equal chance of being selected as a subject (Sekaran, 2003). Simple random was employed because it ensured that each member of the target population had an equal and independent chance of being included in the sample. It also helped to select a sample without bias from the population and offered the most generalizability (Sekaran, 2003). The researcher gave a random number to every subject or member of accessible population placing the number in the container and then picking any number at random; the subjects corresponding to the picked numbers were included in the sample. When the number already picked was selected the second time, it was ignored. The process was repeated until the required number was obtained (Amin, 2005)

Data Collection Methods

Data is anything given or admitted as a fact and on which research inferences will be based (Oso and Onen, 2008). According to Sekaran (2003) data collection methods are an integral part of a research design. There are several data collection methods and if used properly the methods greatly enhance the value of research. A triangulation of methods was used to collect both qualitative and quantitative data. The methods included a questionnaire survey, interview, and documentary review

Questionnaire survey

According to Oso and Onen (2008) a questionnaire is a collection of items to which a respondent is expected to react in writing. Sekaran (2003), states that a questionnaire is a pre- formulated written set of questions of which the respondent records their answers usually within rather closely defined alternatives. A questionnaire survey was utilized to obtain data from members of academic staff. The method was chosen because it enabled the researcher to obtain data more efficiently in terms of research time, cost and energy. Quantitative data was collected through administering questionnaires to respondents.

Interview

Sekaran (2003), states that an interview is a data collection method in which the researcher asks for information verbally from respondents. Oso and Onen (2008) state that an interview is a person to person verbal communication in which one person (or a group of persons) asks the other questions intended to elicit information or opinion.

The interview method was used to acquire information from the senior management staff members of the university council (staff appointments and welfare committee). The method facilitated the collection of qualitative data (facilitates descriptions of beliefs, experiences, attitudes, behavior and actions of respondents). Interview method was employed because it has an advantage of collecting information that cannot be directly observed, and it's flexible in terms of changing questions as the research proceeds. Also there is high response rate mainly because it is difficult for a respondent to completely refuse to answer questions or to ignore the interviewer (Sekaran, 2003). This method was employed on senior management staff and it yielded the required results

Data collection Instruments

Questionnaire

The questionnaire was used as a self-report instrument for gathering information about a variable (Amin, 2005). The researcher prepared a questionnaire consisting of interrelated questions about the research problem under investigation. The questions were based on the objectives of the study. The instrument was comprised of Close- ended questions accompanied by a list of possible alternatives from which respondents selected the answers that best describe their situation (Mugenda and Mugenda, 2005). The instrument was standardized and rigid allowing no flexibility and answers were limited to questions set in the instrument (Sarantakos, 2005). The instrument was employed on full time academic staff to obtain the required information.

Interview guide

An interview guide with a set of questions that the interviewer used when interviewing was utilized (Mugenda and Mugenda, 2005). An interview guide with open ended questions was used to guide the researcher to ask questions according to the specific objectives of the study. Questions were classified according to study objectives to help the respondents give relevant responses. Data collected supplemented questionnaire responses and because of the open nature of interviews, the researcher used probes to get in depth information. The instrument was employed on senior management staff.

Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda and Mugenda, 2003). It's further stated that data obtained from the field is difficult to interpret and therefore must be cleaned, coded, key-punched into computer and analyzed. After collecting questionnaires and conducting interviews, the researcher edited the tools to check the obvious errors such as wrong entries, missing and inappropriate replies and determining the proper answers. This was done to enable representation of data collected on questionnaire and facilitate entry in SPSS program to effectively do data analysis.

Quantitative Data Analysis

To permit quantitative data analysis, data must be converted to numerical codes representing attributes or measurements of variables (Mugenda and Mugenda, 2003). The researcher summarized the results using descriptive statistics and inferential analysis to verify the hypotheses using the Statistical Package for the Social Sciences (SPSS). The use of descriptive statistic enabled the researcher to meaningfully describe the distribution of scores or measurement using a few indices or statistics (Mugenda and Mugenda, 2003). As according to Amin (2005) data was presented in form of tables, frequencies, charts, graphs and percentages. This helped the researcher to compare and establish the relationship between the independent and dependent variables.

Qualitative Data Analysis

Qualitative analysis of data refers to non-empirical analysis (Mugenda and Mugenda, 2003). Data from the field was organized and edited for similar errors as in quantitative data. The researcher was interested in analyzing information in a systematic way in order to come to some useful conclusion and recommendation as well as establish relationships from the information gathered. The researcher created themes, categories and patterns to be able to distinguish the responses by the use of codes and then establishes the relationship among these themes and came up with in-depth explanation and interpretation. In other words, Content / narrative analysis was employed.

Pre- Testing the Research Instruments

In order to ensure that quality and relevant data was collected, the researcher pre- tested data collection tools as well as tested the reliability and validity of the instruments. The research instruments were pre-tested on a selected sample with similar identifiable characteristics to that of the actual sample. The procedure of pre-testing the research tools was similar /identical to those which were used during actual data collection. Mugenda and Mugenda (2003), advises that the cases for pre testing should not be very large and thus should be 1- 10% of the sample. This study considered cases of 5%.

IV. PRESENTATION OF FINDINGS

On-the-job learning approaches for employee job performance

The respondents were asked to reveal whether on-the-job learning approach has any effect on employee job performance. Respondents were asked to indicate whether they strongly agree (SA), agree (A), undecided (UD), disagree (D) and strongly disagree (SD) using 5-likert scale. The analysis was done using the mean and standard deviation. A mean above 3 indicates an agreement of respondents; a mean of 3 shows undecided and a mean of below 3 shows disagree by respondents. The standard deviation (SD) of close to 1 shows agreement, while the standard deviation of close to 0 indicates disagreement of the respondents. The analysis further grouped strongly agrees and agree to mean agree and strongly disagree and disagree to disagree.

Table 2 showing Descriptive statistics results on On-the-job learning approaches for employee job performance (N=76)

| On-the-job learning approaches for employee job performance | Response Category | | | | | Mean | S.D |
|---|-------------------|---------------|---------|---------------|---------------|------|-------------|
| | SA (%) | A (%) | UD (%) | D (%) | SD (%) | | |
| Heads of departments are interested in helping their subordinates to acquire technical knowledge, skills and experience through learning on job | 10 (13.1%) | 21 (27.6%) | 6(7.9%) | 23 (30.3%) | 16 (21.0%) | 2.67 | .43 |
| Heads of departments spend time helping their subordinates showing them how to do their job correctly | 16 (21.0%) | 10 (13.1%) | 0(0.0%) | 27 (35.5%) | 23 (30.3%) | 2.41 | .32 |
| Subordinates/ junior staff are eager to learn on the job and take instructions promptly | 21 (27.6%) | 23 (30.3%) | 0(0.0%) | 21 (27.6%) | 11 (14.5%) | 4.45 | 1.11 |

| | | | | | | | |
|--|----------------|-----------------------|----------------|-----------------------|-----------------------|-------------|------------|
| Sometimes subordinates are given opportunities to act on behalf of their supervisors | 20 (26.3%) | 29 (38.1%) | 0(0.0%) | 15 (19.7%) | 12 (15.8%) | 3.98 | .98 |
| Staff performance is evaluated periodically and feedback given to members of staff in time | 9 (11.8%) | 13 (17.1%) | 0(0.0%) | 30 (39.5%) | 24 (31.6%) | 2.37 | .41 |
| Skill gaps identified during performance evaluation form the basis for on job training | 7(9.2%) | 11 (14.5%) | 0(0.0%) | 37 (48.7%) | 21 (27.6%) | 1.89 | .12 |

Table above shows that majority of the respondents disagreed that on-the-job learning approaches significantly influences employee job performance. This is explained by the fact that the means of most of the responses were below 3, while the standard deviations were close to zero. The study revealed that respondents disagreed on most of the statements as follows: respondents disagreed that heads of departments are interested in helping their subordinates to acquire technical knowledge, skills and experience through learning on job (51.3%), Heads of departments spend time helping their subordinates showing them how to do their job correctly (65.9%), staff performance is evaluated periodically and feedback given to members of staff in time (71.1%) and skill gaps identified during performance evaluation form the basis for on job training (76.3%). On the other hand, respondents agreed that subordinates/ junior staff are eager to learn on the job and take instructions promptly (57.9%) and sometimes subordinates are given opportunities to act on behalf of their supervisors (64.4%). This analysis shows that on-the-job learning has not substantially influenced employee performance.

Off-the-job learning approaches for employee job performance

The respondents were asked to reveal whether Off-the-job learning approach has any effect on employee job performance. Respondents were asked to indicate whether they strongly agree (SA), agree (A), undecided (UD), disagree (D) and strongly disagree (SD) using 5-likert scale. The analysis was done using the mean and standard deviation. A mean above 3 indicates an agreement of respondents; a mean of 3 shows undecided and a mean of below 3 shows disagree by respondents. The standard deviation (SD) of close to 1 shows agreement, while the standard deviation of close to 0 indicates disagreement of the respondents. The analysis further grouped strongly agrees and agree to mean agree and strongly disagree and disagree to disagree.

TABLE 3 SHOWING DESCRIPTIVE STATISTICS ON RESULTS ON OFF-THE-JOB LEARNING APPROACHES FOR EMPLOYEE PERFORMANCE (N=76)

| Off-the-job learning approach for employee job performance | Response Category | | | | | Mean | S.D |
|---|-------------------|---------------|---------|---------------|---------------|------|-------------|
| | SA (%) | A (%) | UD (%) | D (%) | SD (%) | | |
| Members of academic staff are sponsored for further studies by Bishop Stuart University | 19 (25.0%) | 23 (30.3%) | 0(0.0%) | 29 (38.1%) | 5 (6.6%) | 4.12 | 1.20 |
| Bishop Stuart University organizes off job training sessions for its members of academic staff | 15 (19.7%) | 29 (38.1%) | 0(0.0%) | 25 (32.9%) | 7 (9.2%) | 4.10 | 1.01 |
| Time off is given to employees attending external training or going for further studies | 6 (7.9%) | 12 (15.8%) | 0(0.0%) | 38 (50.0%) | 20 (26.3%) | 2.57 | .66 |
| Members of staff returning from training/ further studies are given a chance to plan and reflect improvement in | 10 (13.1%) | 18 (23.7%) | 0(0.0%) | 29 (38.1%) | 19 (25.0%) | 2.98 | .68 |

| the institution | | | | | | | |
|--|------------|------------|----------|------------|------------|------|------|
| The heads of department and deans of faculties create a climate for new ideas acquired by the trainees | 34 (44.7%) | 19 (25.0%) | 0 (0.0%) | 9 (11.8%) | 14 (18.4%) | 3.86 | 1.02 |
| Formal training/learning programs provide room for improved job performance | 34 (44.7%) | 35 (46.0%) | 0(0.0%) | 7 (9.2%) | 0 (0.0%) | 4.11 | 1.02 |
| Employee performance has been improved by attaining higher academic qualification | 34 (44.7%) | 15 (19.7%) | 0(0.0%) | 17 (22.4%) | 10 (13.1%) | 3.87 | 1.01 |

Table above shows that majority of the respondents agreed that Off-the-job learning approach influences employee job performance. This is explained by the fact that the means of most of the responses were above 3, while the standard deviations were close to 1. The study revealed that off-the-job learning was explained and responded to by the respondents as follows: Members of academic staff are sponsored for further studies by Bishop Stuart University (55.3%), Bishop Stuart University organizes off job training sessions for its members of academic staff (57.8%), The heads of department and deans of faculties create a climate for new ideas acquired by the trainees (69.7%), Formal training/learning programs provide room for improved job performance (90.7%) and academic employee performance has been improved by attaining higher academic qualification (64.4%).

However, respondents disagreed on some questions asked. This is because their means were below 3 and standard deviation was close to zero. Respondents disagreed that time off is given to employees attending external training or going for further studies (76%) and members of staff returning from training/ further studies are given a chance to plan and reflect improvement in the institution (63.1%). This analysis was also confirmed by the information got from informants who revealed that the University has no good incentives to members of staff who go for further studies. This is because as long as a member of staff is not going to class he/she is temporarily removed from the pay roll because he/she is no longer performing his/her duties. This, in away demoralizes those who are pursuing further studies outside the University. It was also noted from some respondents that members of staff who come from further studies are not given enough time to settle down and reflect on the knowledge they have acquired and how to organize it for the improvement and wellbeing of the University. This is because as soon as one comes back, he/she is given a lot of work, more responsibilities of which some are even not in line with the knowledge and skills someone has acquired through training. This confirms partly why performance has not improved greatly.

V. DISCUSSION OF FINDINGS

On-the-job learning and employee job performance

The study findings revealed a weak positive correlation between on-the-job learning and improvement in on-the-job learning, other factors held constant, employee job performance is likely to increase by 10.9% (r squared, coefficient of variation). This analysis was also confirmed by the key informants who said that though on-the-job learning is taken to be essential in enhancing performance, it has not been taken seriously in the university. This is because heads of departments have not been effective in mentoring the junior staff on how to perfect their activities at the University as well as evaluating them and credit better performance and put in corrective action for bad performance. The study is a confirmation of that of (Beardwell and Claydon, 2007) who found out that on –the- job learning is by far the most popular way of training and learning at work. It is popular because it is job specific and relevant, immediate and flexible. On-the-job learning includes staff meetings, discussion, reflection, observation, team working undertaking a project assignment or consultancy, taking on a new area of responsibility, changing work practices or systems and much more. The most commonly used methods include coaching by line managers, mentoring and budding, job rotation and shadowing. The study finding is also in conformity with that of Jacobs (2003) on structured on-the-job training: unleashing employee expertise in the workplace, he observed that coaching and mentoring and training on the job become relevant and vital when the policy of the institution promotes it and relevant and qualified personnel are scientifically recruited and at the same time remunerated. In a situation where heads of departments are not motivated and facilitated, on-the-job learning becomes inefficient in influencing job

performance. If it does, the contribution will be minimal.

Off-the-job learning and employee job performance

The study shows a significant positive correlation between off-the-job learning and employee job performance ($r=0.631$; $p<0.05$). This analysis shows that if there is a unit improvement in off-the-job learning, other factors held constant, employee job performance is likely to increase by 39.8% (r squared, coefficient of variation). This analysis was also confirmed by the key informants who said that off-the-job learning taken especially to other Universities outside the country is vital because it equips somebody with new knowledge as well as experience got from the exposure to the new environment of which if one comes back he/she will create apposite change that enhances the employee job performance. The finding is in agreement with that of (Torrington et al, 2002) who found out that off-the-job training course will usually be a key feature in a formal programme of development, and these may be standard offerings by various specialist bodies or in house courses developed for an organization's own specialist needs. The finding is also in conformity with that of (Decenzo and Robins, 2008) who found out that off-the job training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Training involves the changing of skills, knowledge, attitudes or social behavior. It may mean changing what employees know, how they work, and their attitude towards their work or their interactions with their co-workers or their supervisors. The finding is also in conformity with that of (Torrington et al, 2002) who found that off-the-job learning that involves lecture courses offers an opportunity for managers or potential managers to acquire knowledge or develop their conceptual and analytical abilities that improve employee job performance.

VI. CONCLUSION AND RECOMMENDATIONS

On-the-job learning approach and Employee job performance

Since the study found out that the on-the-job learning approach was found not be significantly influencing employee job performance due to failure by immediate supervisors to mentor, teach and guide the subordinates, the study recommends that the institution should recruit staffs who are well qualified in terms of education and experience and good supervisors who are willing to train junior staff on-the-job focusing on the acquisition of skills within the work environment generally under normal working conditions.

Off-the-job learning approach and Employee job performance

Since the off-the-job learning was found significantly influencing performance, much emphasis should be put on it by the University if employee performance is to be improved. The commonly used methods should include short and long term education training courses, workshops and conferences taken outside the organization. However, for this type of learning to be credible and valuable, an organization should first identify the training needs of its staff based on gaps identified through staff evaluation and then identify the type of training needed whether it is a short course or long course. This will empower the employee with relevant knowledge and skills that will be vital for boosting the employee performance

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